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GENERAL OUTLINE OF TRAINING

I-O graduate training is intended to progress from the general to the specific. In the beginning, students must take a sequence of core courses that cover major areas of the I-O field and build core competencies for research and practice. As training progresses, particularly beyond the

help to build specialized knowledge in areas of particular interest.

In the _first year_ of graduate training, students must take a two-semester Topics in I-O Psychology sequence (Personnel Psychology, Organizational Psychology), two Research Methods and Measurement courses (Regression, Psychometrics), and a two-semester Introduction to Advanced Psychology (formerly Research in I-O Psychology) that provides an overview of faculty research interests and the knowledge necessary to conduct thesis/dissertation research. Students also typically take additional directed reading/study credits to begin developing their research interests. The Master's thesis proposal will also be started in many cases during the first year.

In the _second year_, students begin taking more advanced I-O courses and graduate-level methods courses. Unless there are extenuating circumstances, students should complete course requirements for the M.A. degree and defend their thesis proposal by the end of year two, with many students completing the thesis itself. Once the thesis is completed, students should submit it for presentation at a conference and publication in a journal.

In the _third year,_ students typically take advanced seminars and electives, as well as some credits for research and/or an optional part-time internship. The M.A. thesis and degree should berequirements are compl completed by the end of year three. Once course requirements are completed (or the majority thereof), students should declare their intent to take the comprehensive qualifying examination (or   , which are offered near the beginning of every Fall and Spring semester.

In the _fourth year_, students should complete any outstanding course requirements, pass comps, and propose their dissertation. Students may also teach a course or do an optional part-time internship. Students interested in academic jobs should also prepare materials for the hiring cycle, which begins in Augu00912 0.00000912 0 612 792 re(c)4(if)-8(ic.)-7( )10(I)92 rt4, whic

the former advisor of the change in status. All students must remain in close contact with their advisors and provide updates about their academic progress/status on a continuous basis throughout their training. During the first year, the advisor will review the student's academic background, assist the student in planning a first-year program, and make recommendations regarding course requirements to be waived, if applicable. The Graduate Program Committee makes final decisions on course waivers and other significant deviations from the prescribed curriculum. The academic advisor will also be responsible for follow-up guidance to the student and for monitoring academic progress. In subsequent years the advisor will continue to assist the student in planning his/her academic program, monitor student progress,

for a student to have different advisors during his/her tenure in the program. We also encourage students to participate in ongoing research in other faculty member labs.

Thesis

At the time the graduate student begins to formulate ideas for a Master's thesis project, an M.A. supervisory committee will be selected by the student with the approval of the Graduate Program

I-O

INP 7937 Graduate Seminar in I-O Psychology (PERFORMANCE

ACADEMIC PROBATION - MAXIMUM TIMES ALLOWED FOR KEY MILESTONES

There are formal, maximum allowable times for completing the thesis and dissertation proposals and final defenses**. Keep in mind that these are maximums and are not considered reasonable goals for good progress**. Students should progress more quickly than this. Students who fail to meet these deadlines will be placed on probation, and if they fail to meet the conditions of the probation they will be recommended to the graduate school for dismissal. A leave of absence should be requested if circumstances prevent progress for an extended time, and such leaves will not count toward time limits.

Milestone	Maximum deadline
Successful defense of M.A. thesis proposal	End of Fall semester, year 3
Successful defense of M.A. thesis and completion of M.A.	End of Fall semester, year 4
Successful completion of Comprehensive Examination*	End of year 4
Successful defense of Ph.D. dissertation proposal	End of year 5
Successful defense of Ph.D. dissertation and completion of program	End of year 6

*According to the USF Graduate Catalog, doctoral students must apply to doctoral candidacy during the semester that the comprehensive examinations are completed, but no later than the semester following the successful completion of the exam. Students typically are admitted to doctoral candidacy by year 4.

STUDENT SUPPORT

Graduate Assistantships

USF I-O FACULTY INCLUDING RANK AND PH.D. GRANTING UNIVERSITY

Active Faculty

Tammy D. Allen, Ph.D.
Distinguished University Professor
University of Tennessee

Georgia T. Chao, Ph.D.
Professor and Area Director
Pennsylvania State University

Michael A. Gillespie, Ph.D.
Associate Professor
Bowling Green State University

Daniel J. Griffin, Ph.D.
Assistant Professor
Michigan State University

Steven W. J. Kozlowski, Ph.D.
World Cla 48YC

APPENDICES

APPENDIX A: TOOLS OF RESEARCH FORM

APPENDIX B: COMPREHENSIVE   :
            POLICIES AND PROCEDURES

APPENDIX C: GUIDELINES FOR PEER MENTORS

APPENDIX A: TOOLS OF RESEARCH FORM

FORM MUST BE SUBMITTED AND <u>APPROVED BEFORE</u>
TOOLS PROGRAM BEGINS

professor. Major   Name_____Signature_____Date: _____

Area   Name_____Signature_____Date: _____

Route signed form to Brittany Vojnovic byabczanka@usf.edu. Brittany will obtain Graduate Program Committee action and signature.

-------- GRADUATE PROGRAM COMMITTEE ACTION:

APPROVED_____   DISAPPROVED ___

APPENDIX B: COMPREHENSIVE QUALIFYING EXAM ("COMPS"): POLICIES AND PROCEDURES

The purpose of comps is to ensure that students have mastered a broad, deep, and integrative knowledge of the field of I-O psychology prior to becoming a Ph.D. candidate. The exam preparation process should reinforce what has been learned in coursework and research and build a foundation in other areas that are important for competent research, teaching, and practice. Thus, comps have a developmental and a certification function.

Administration

Comps are offered every Fall and Spring semester, typically starting in the third week of classes. Each student must submit a request for approval to take comps. The Area Director will send an email in advance of each administration with notification that
take the exam and choose subject areas (subject areas are discussed in the next section). Students must meet the deadline provided by the Area Director.

Exam Structure

The exam comprises written questions in eight subject areas (four required and four elective). The four *required* areas are Industrial, Organizational, Methodology, and Ethics. The four *elective* areas are selected by the individual examinees at the time intent to take comps is declared, and the selections are subject to faculty approval. For guidance concerning the elective

The I-O Area Director will assign questions to writers and readers based on expertise. He/she will also provide the schedule of question administration. Normally there will be eight 2-hour sessions over two weeks, with questions administered on Tuesday and Thursday, one in the morn612 792 re(ñ@à

Grading

A single overall grade will be assigned for each area (even for areas with multiple or multi-part questions). Answers to the question(s) in each subject area will be graded on a four-point nominal rating scale by the writer and reader:

    1 = failed with significant and substantial deficiencies, new question recommended
    2 = failed with deficiencies, remediation recommended
    3 = low pass
    4 = pass

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Retesting

If a student fails comps for the semester, the student must retest the next semester in which

those areas that were not resolved successfully. The student will answer new questions under closed-book conditions. If the student failed an elective area, the student may select a different elective area for their retest. However, if a new elective area is chosen, this still constitutes a

which we have two doctoral seminars (see point 1 above) that share some overlap (e.g., assessment centers and selection).

6. The combining of two elective topics to form a third topic area is not acceptable (e.g., students cannot select personality, selection, and personality in selection as three of their four optional areas).

7. Students are encouraged to span both the I and the O side of I-O psychology in selecting their elective areas and should do so in consultation with their major professor.

[1]Students completing the OHP concentration must take OHP as one of their four elective areas.

I-O Faculty approved on August 19, 2022

Emailed to all students August 23, 2022

Updated August 23, 2022

APPENDIX C: GUIDELINES FOR PEER MENTORS

The purpose of the peer mentor program is to help new graduate students with their transition to graduate school through contact with more advanced students. The peer mentor lends advice and support to enable the new student to become better socialized into the program. Faculty are able to provide some of this, but often students are more comfortable talking to students, and for many issues (e.g., how to register, and where to live) faculty are not as informed. Although most students will develop their own support network, the peer mentor program is designed to provide support until that happens. Your fellow students will likely become your initial professional network, and the peer mentor program can help facilitate that, at least in a small way.

If you have agreed to be a peer mentor, you should offer assistance to your assigned student mentee. Some things reasonable to help with might be the following:

1. Advice about where to live and areas of town to avoid.
2. Show the student around campus and/or the area.
3. Help with administrative details, such as setting up bank accounts, getting health insurance, registering for classes, signing up for payroll.
4. Help with course selections.
5. Provide advice about dealing with stress of the first year.
6. Help the student understand program requirements and give advice about how to progress at a reasonable rate.
7. Provide a realistic preview of school.
8. Introduce the new student to other graduate students.

If you volunteer to be a peer mentor, you should agree to do the following.

1. Contact your mentee as soon as hingsoh-US