The Industrial\Organizational Program Handbook
Florida Tech

Florida Institute of Technology

High Tech with a Human Touch™

Rev: 1/17/19

Welcome to the Industrial/Organizational Psychology program at Florida Tech!

We are glad you have chosen Florida Tech for your graduate education in I/O psychology. We are proud of our dynamic and growing program and are excited to share it with you. Whether you are here for the Master's or Ph.D. in I/O psychology, you will be taking a series of rigorous courses that cover the field of I/O psychology, as well as working closely with the faculty on research and/or applied projects. We take the scientist-practitioner approach very seriously. What does that mean for you? It means that you will be exposed to the science of I/O psychology, both classic and contemporary approaches, as well as the applied practice of I/O psychology. Most of us are in the field of I/O because of the applied nature of the field; we want to use scientific and data-driven principles to increase the effectiveness of people in organizations, and make organizations better places to work.

As business becomes more global, I/O psychology training programs should ensure students learn the knowledge and professional competencies required to be successful in this ever expanding arena. With this in mind, students (with the approval of the program chair) may elect a concentration in international I/O. This concentration consists of a series of core courses in cross-cultural psychology, electives, and opportunities to conduct research and study abroad.

While you are here you can expect to be challenged and to work hard to learn the knowledge and skills you will need to be successful in your career. You can also expect to have a little bit of fun. Our culture is ranked #1 of I/O programs in the U.S. and the foundation of our culture rests on what Collins and Porras (1994) in their classic book *Built to Last: Successful Habits of Visionary Companies* call "the genius of the and." This means that we are not constrained by self-limiting thinking. We can work hard, learn a lot, AND have fun while we do it.

So sit back and enjoy the ride. It will be long, it will be strange and it will definitely be a trip.

Lisa

Lisa Steelman, Ph.D.
Program Chair

Rev: 1/17/19

The Masters and Ph.D. Program in Industrial/Organizational Psychology

The principal thrust of the I/O program at Florida Institute of Technology is to develop scientists who are able to apply their psychological research skills and knowledge effectively to the solution of human problems in complex organizations. The program adopts the scientist/practitioner model in which students are prepared to work in a variety of consulting and academic settings.

The I/O graduate program is intended to train students in the core areas of I/O psychology and provide opportunities for students to get involved in both research and practice. The typical program plans presented below are not meant to suggest that the individual program for each student will be rigidly prescribed. There are a number of required core courses but there is ample opportunity for students to personalize their program plan with electives. Each graduate student in the I/O program should be very familiar with both University Catalog and School of Psychology Student Handbook. The basic responsibility for insuring that all requirements and standards are met rests with the individual student.

Student Advising

Each entering graduate student will be assigned an initial *academic advisor* from the I/O faculty. Students are free to change advisors with the agreement of the faculty member chosen. Students must notify the old advisor of the change in status. All students must remain in close contact with their advisors and provide updates about their academic progress/status at least once per semester. 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 any. The academic advisor will also be responsible for follow-up guidance to the student and for monitoring his or her academic progress. In subsequent years the advisor will continue to assist the student in planning their academic program, monitor student progress, and serve as the chair of the student’s thesis and/or dissertation committees.

Thesis & Dissertation

For the MS degree, students will elect to complete either a thesis or a practicum. A thesis and dissertation are required for the Ph.D. degree. Students will work closely with their advisor to choose an appropriate research topic for the project. The thesis/dissertation is expected to be a scholarly work that could be published in a peer reviewed journal. Publication is encouraged but not required. The general publication agreement is that if students publish their thesis/dissertation within a reasonable timeframe (1-2 years after completion) the student will be first author on the publication. If the student elects not to pursue publication, the advisor may still publish the work and order of authorship is at the advisor’s discretion (generally depends on the amount of re-analysis and re-writing that is done). All authors will have the opportunity to review the manuscript prior to publication.

Practicum

The integration of course work and practice is an integral part of your training as an applied psychologist. To achieve this, students in the I/O program complete an extensive practicum to prepare for professional careers in I/O psychology. Practica allow students to develop hands-on skills and gain real-world experience in applied research and problem solving. The practicum option consists of 300 hours of I/O-related work at an approved practicum site and the completion of a technical report describing the practicum experience and I/O work.

Although the I/O program offers assistance in searching for a practicum placement, it is ultimately up to the student to secure his/her position.

Practicum placements may be made in local, national, and international organizations or with independent consultants in which the student engages in supervised activities related to one or more areas of I/O Psychology. Students are encouraged to start their practica in their second or third semester in the program, or between the two, during the summer. After a suitable practicum site and supervisor have been identified, a Practicum Agreement is prepared that outlines the activities and learning goals that will comprise the practicum The Practicum option requires **300 hours of work** and students must **register for 6 credits of Practicum** (PSY5496). In addition to the Practicum Agreement, all students registered for a practicum are responsible for handing in a final **technical report** at the completion of their practicum.

Practica may be completed at a place where the student is already employed, but there must be evidence that the project completed represents work beyond the normal job requirements. Many practicum projects will overlap semesters and/or interims between semesters. This is acceptable. You may also complete your practicum hours by participating in a practicum in more than one location or on more than one project.

Each practicum is unique and will engage and train different knowledge, skills and abilities. Overall, students can expect to work in an area of I/O psychology and develop transferrable skills and broaden their knowledge of the field. Students are also expected to develop and demonstrate personal characteristics such as initiative and working with minimal supervision. While managers typically expect adaptability, initiative and individual contribution, students should ask questions and clarify goals when necessary..

A SIOP survey of practicum supervisors found that supervisors are looking for students to demonstrate several competencies. Keep these in mind as you are applying for, interviewing for and completing a practicum. While *technical skills* (particularly statistical knowledge) are considered important, practicum supervisors emphasized *interpersonal skills*, *work ethic* (e.g., conscientiousness, results orientation), and ability to demonstrate *initiative* and be *proactive*. *Communication skills* are also critical, especially the ability to translate complex statistical or methodological information into business or lay-terminology. Additionally, practicum supervisors mentioned *quality orientation, adaptability, continuous learning* (e.g., recognizes weaknesses, seeks information, quick learner, accepts feedback), and *problem solving* as being key characteristics of effective interns. Finally, respondents indicated that effective interns understand the constraints placed on I/O research techniques in business environments and are willing and able to make appropriate trade-offs between scientific rigor and business realities.

Technical Report. Upon completion of the practicum, a technical report will be completed that details the I/O-related work done, projects worked on, relationship to the literature/class learnings, and personal reflections. This report should be turned in to the student's faculty advisor and Director of The Center <u>upon completion of the practicum and no later than the last day of classes</u>. The Director of The Center has sample technical reports that students can review.

The technical report may include the following sections. The structure and content of the technical report may be modified to suit the individual practicum experience.

- Executive Summary
- Company Information
- Work Details
- Discussion of the project/s, what did you do, with whom did you work, what was your role in the project, how does it apply to IO, how does it coincide with what you learned in class (fit with class work and non fit with class work)
- Introspection (what did you learn, was it a good experience, how could the experience have been improved, journal of work experiences)
- Appendices (timesheets, practicum agreement, documents/materials created)

Master's Exam

The purpose of the master's specialty exam is to assess the master's level graduate student's competence in the content areas directly associated with I/O psychology and covered in our curriculum and coursework. The exam consists of 3 to 5 questions in memo format. At least one question will involve data analysis. The student is expected to provide evidence-based, practical answers/solutions to the problems identified in the memo questions. It is an open book exam and relevant written material (appropriately cited) may be used to formulate answers. We are looking for applied answers that can be justified by readings from articles and books from your classes, as well as the most current literature from the field.

The Master's Specialty Exam is taken over a weekend near the end of the final semester. Dates will be agreed upon by all students participating in the exam and the Exam Committee in February of the student's final semester. An orientation session will be conducted for all students taking the master's specialty exam; all students are expected to attend. The student will receive the exam from the chair of the Master's Exam Committee on Friday afternoon. The student will be required to submit a final report by 5:00 p.m. the following Monday. The test taker may use any available library resources, books, notes etc; however, the test taker will not be allowed to solicit help from other individuals. All resources used must be appropriately cited.

Each question is graded on a 1-5 scale with 1 being unacceptable, 3 being competent and 5 being excellent. Students with an average score across all questions of 3.0 or better have probably passed. Students will be graded on the following categories:

- I/O Related Content: Student demonstrates mastery of I/O content appropriate to answer the question, demonstrates ability to solve applied problems, appropriately cites relevant theory and research
- Report writing - professional audience: correct grammar, spelling, punctuation; report is written for a knowledgeable HR audience

Students who fail will be allowed to retake the examination twice. Examinations will be re-administered the following academic semester (i.e., if the exam was taken in the spring semester the second exam will be administered during the summer semester). Under no circumstances will a student be permitted to continue to register in the same major, or to attempt again to pass the Final Program Exam in the same major, after the exam has been failed three times.

If a student becomes ill or has a death in the family over the testing weekend and is unable to complete the exam, written documentation is required for a make-up exam. If the exam is not completed over the testing weekend and no written documentation is provided, the exam grade will be 'fail'.

Doctoral Comprehensive Exam

The goal of the IO Psychology comprehensive examination is to assess knowledge, integration, and professional application in the field of Industrial/Organizational Psychology. Students are expected to have knowledge of all areas of I/O psychology and demonstrate this knowledge through the written and oral exam. Each student in the Ph.D. program must pass a written and oral comprehensive examination. This exam is typically taken in the summer after the third year of study. Comps must be successfully completed before beginning work on the Dissertation. The exam will be administered by the student's doctoral committee that must be established no later than April of the third year. The student and major advisor will jointly decide the composition of the committee but at a minimum the committee membership must include a Chair (major advisor), two committee members for the I/O psychology program and one member from outside the School of Psychology. The written exam will be a 2 day exam. The first day questions will cover general I/O psychology. The second day questions will cover 2 concentration areas chosen by the student and approved by the major advisor. Students failing writtens will not move on to orals. They may retake the entire 2 day exam the next time it is offered. Only one retake is allowed. Students will only be informed of their pass/fail status, not their numerical score. Immediately after the oral exam, the student will be informed if he/she has passed or failed. If the oral

examination is failed, the committee has the option of recommending that it be retaken, providing the committee agrees that the overall performance warrants such a retake. The oral exam can only be retaken once.

The written exam will be graded based on the following criteria:

- I/O Related Content: Student demonstrates mastery of I/O content, demonstrates ability to integrate, synthesize and evaluate material, appropriately cites relevant theory and research
- Research Methods: Student demonstrates mastery of research methods and statistics by appropriately answering questions and using relevant citations

International I/O Concentration

A concentration is offered in International I/O psychology. The curriculum consists of 3 courses required for the concentration but taken in place of programmatic electives. This means the International concentration should not require additional coursework beyond the 90 credits required for the Ph.D. Study abroad opportunities are also available for students in the international concentration.

The Center for Organizational Effectiveness (The Center)

Lisa A. Steelman, Director

The Center for Organizational Effectiveness is a research and consulting center managed by industrial/organizational psychology faculty and graduate students. The mission of the center is to provide human capital measurement and talent management strategies to promote effective organizations. Its customized solutions help organizations hire, train and retain high-performing employees. The center conducts research and provides consulting services in all areas of industrial/ organizational psychology including selection and assessment, training and development, survey research and organizational development, and career development and succession planning.

The Institute for Cross Cultural Management (ICCM)

Richard L. Griffith, Director

The institute's mission is to create new knowledge and educational opportunities to help professionals develop global management skills. To effectively reach its mission goals, ICCM is organized into two directorates, research and professional development. ICCM research concentrates on issues that affect daily business conduct such as cross-cultural competency, managing multicultural work groups, expatriation/ repatriation and global leadership. This research informs the professional development activities, which train global leaders in the corporate and military sectors to effectively manage cultural challenges.

Florida Tech I/O Faculty

Gary Burns, Ph.D. Professor Central Michigan University	Personality in the workplace, faking on non-cognitive measures, recruitment and training, performance management, culture and leader-culture fit, trust in human-machine teams.
Xinxuan (Alice) Che Assistant Professor University of South Florida	Work stress, employee health and well-being, workplace safety, safety culture/climate, leadership/leadership in teams, teamwork, organizational citizenship behaviors.
Patrick Converse, Ph.D. Associate Professor Michigan State	Work motivation, personnel selection, self-regulation, personality measurement.
William Gabrenya. Ph.D. Professor University of Missouri, Columbia	Cross-cultural competency, Chinese culture, social class and modernization, sojourner adjustment, indigenous psychologies.
Richard Griffith, Ph.D. Professor University of Akron	Global leadership, cross-cultural competency, internationalization of IO psychology, advanced measurement issues, organizational innovation.
Katrina Merlini, Ph.D. Assistant Professor Florida Institute of Technology	Organizational leadership, organizational culture and climate, self-regulation.
Lisa Steelman, Ph.D. Professor University of Akron	Job performance, feedback processes, performance appraisal, multirater feedback, employee engagement, leadership and women leaders.
Jessica Wildones, Ph.D. Associate Professor University of Central Florida	Cross- and multi-cultural performance, interpersonal trust in the workplace, team processes and performance, cultural competence.

Beyond Requirements

The graduate school experience is far more than fulfillment of some courses and other things that are listed in this handbook. These represent the minimum expectations, but to become a competent professional, you must do far more than this. Our expectations are that you will become a highly talented I/O psychologist who is able to conduct scientific research and apply the principles of scientific research. Our goal for you is that you will be able to compete for the best jobs in whatever area you choose for your career. Below is a list of activities that will enhance your training.

1. **Join SIOP or other professional organizations**. Society for Industrial and Organizational Psychology (SIOP) is the foremost association of I/O psychologists in the world. It is one of the best places to learn about the profession of I/O psychology, and to keep up on recent developments. A student membership is cheap, and a large proportion of members are students. The association is a good place to network, which is something that will help your career. Other organizations are also relevant and have student membership fees that are very reasonable.

2. **Attend some conferences**. While still a student you should experience some professional conferences. Of course SIOP would be the obvious first choice, but other national organizations include Academy of Management, American Psychological Society, and American Psychological Association. Regional

conferences (Southern Management Association and Southeastern Psychological Association) are smaller and can be good places as well. Other specialized meetings are also available.

3. **Develop areas of interest**. Research skills are the foundation of an I/O psychologist's expertise. Research does not just mean theory driven inquiry for publication. It means the collection of information to address a question. This can involve the creation of new knowledge (primary research) or the investigation of what is already known about a topic (secondary research). Often practitioners are asked to research an issue (e.g., "what's the latest federal court position on reasonable accommodation?"). To develop these skills, you must conduct research. The thesis and dissertation are vehicles for this. But you should do more. You should develop some areas of interest in which to become expert. It doesn't matter if this will be the area in which you will later work after graduation. What matters is that you go through the inquiry process to develop your intellectual skills. The area is one in which you should read the literature of the past, and that you should try to keep up with by reading new work as it emerges. The area might form the basis of your thesis/dissertation, but it can be something entirely different.

4. **Present a paper at a meeting and submit a paper to a journal**. Both of these activities are tremendous learning opportunities. This activity really helps hone your research skills, and who knows, you might find that you like this activity and this can help direct your career.

5. **Attend program brown bag sessions**. From time to time we will ask I/O psychologists to come to campus to speak to you. Some will talk about research; others will discuss issues related to practice. Sometimes a speaker will be one of our own faculty or students. These are valuable opportunities to learn directly from researchers and from people who are in the field doing practice.

6. **Get involved in the program**. The I/O program is people, both the faculty and students. The more involved you become, the better the program will be, and the more you will get out of it yourself. For most of you, this is your first professional experience and your first professional network. Make the most of it. This means volunteering for various things, such as the mentor program, and working at our affiliated institutes, and serving on student committees. It also means coming to various events. You will learn from these things, and you will make connections with others.

7. **Read *TIP***. *The Industrial and Organizational Psychologist (TIP)* is the SIOP newsletter, although it is far more than that. It contains a tremendous amount of information about the I/O field and profession. As a member of SIOP you will get a subscription, but it can be read online at www.siop.org.

8. **Read the literature**. You should look over the major journals of the field. This doesn't mean reading every article, but it does mean scanning the tables of contents to see what's going on in the field. It also means reading those articles that are within your areas of interest, or that might be relevant to what you are currently studying.

9. **Get involved in research**. Besides the thesis and dissertation, you should be involved in doing research during your entire graduate school career. First year students will likely assist faculty and advanced students on research projects. More advanced students should be conducting research projects in collaboration with one another and/or the faculty. Projects might consist of empirical studies or writing conceptual or review papers. Some of these activities will be associated with courses, e.g., scale development projects, but others will be outside of class.

10. **Read some books.** Read some books on life as a graduate student, research, surviving a thesis and dissertation. These will provide a good supply of reasonable expectations and perspective.
Here are some we recommend:

- Surviving Graduate School in Psychology: A Pocket Mentor (http://www.amazon.com/Surviving-Graduate-School-Psychology-Pocket/dp/1433803461/ref=sr_1_5?ie=UTF8&qid=1464972299&sr=8-5&keywords=phd+in+psychology)
- The Smart Way to your PhD: 200 Secrets from 100 Graduates (http://www.amazon.com/Smart-Way-Your-Ph-D-

Graduates/dp/0982109202/ref=pd_sim_14_7?ie=UTF8&dpID=51ii2sqiK8L&dpSrc=sims&preST=_AC_UL160_SR107%2C160_&refRID=1B4Y6JHG9M6BZKY64H68)

- The Psychology Research Handbook (http://www.amazon.com/Psychology-Research-Handbook-Graduate-Assistants/dp/0761930221/ref=sr_1_1?s=books&ie=UTF8&qid=1464973435&sr=1-1&keywords=research+methods+in+psychology+austin)
- Surviving your Dissertation (http://www.amazon.com/Surviving-Your-Dissertation-Comprehensive-Content/dp/1452260974/ref=pd_sim_14_8?ie=UTF8&dpID=41oKOf9VRcL&dpSrc=sims&preST=_AC_UL160_SR107%2C160_&refRID=1EBYP7QZK4R5CA4EMC5G)
- How to Write A Lot (http://www.amazon.com/How-Write-Lot-Practical-Productive/dp/1591477433/ref=pd_cp_14_1?ie=UTF8&refRID=1VWG25145AF60KAG60D7)

Typical Program Plan: Master's Degree

MS Program Plan

Year 1

Fall

Course	Credits	Faculty
PSY 5401 - Intro to IO	3	Che
PSY5100 - Intro to Research in I/O	3	Wildman
PSY 5101 - Stats 1	3	Burns
	9	

Spring

Course	Credits	Faculty
PSY 5102 - Stats 2	3	Burns
PSY 5402 - Test & Measures	3	Che
PSY 5415 - Org Psych	3	TBA
	9	

Summer

Course	Credits	Faculty
Elective	3	
Thesis/Practicum		
	3	

Year 2

Fall

Course	Credits	Faculty
PSY 5403 - Applied Research Methods	3	Griffith
PSY 5411 - Personnel Selection	3	Converse
Elective	3	
Thesis/Practicum	3	
	12	

Spring

Course	Credits	Faculty
PSY 5412 - Performance Appraisal	3	Steelman
PSY 5421 - Training	3	Converse
Elective	3	
Thesis/Practicum	3	
	12	

Total Credits Required = 45

Typical Program Plan: Doctoral Degree

Ph.D. Program Plan

Year 1

Fall

Course	Credits	Faculty
PSY 5401 - Intro to I/O	3	Che
PSY 5100 - Intro to Research in IO	3	Wildman
PSY 5101 - Stats 1	3	Burns
	9	

Spring

Course	Credits	Faculty
PSY 5415 - Org Psych	3	TBA
PSY 5402 - Test & Measures	3	Che
PSY 5102 - Stats 2	3	Burns
	9	

Summer

Course	Credits	Faculty
Elective	3	
Thesis (optional)		

Year 2

Fall

Course	Credits	Faculty
PSY 5403 - Applied Research Methods	3	Griffith
PSY 5411 - Personnel Selection	3	Converse
PSY 5999 - Thesis	3	Advisor
Elective	3	
	12	

Spring

Course	Credits	Faculty
PSY 5421 - Training	3	Converse
PSY 5412 - Performance Appraisal	3	Steelman
PSY 5999 - Thesis	3	Advisor
Elective	3	
	12	

Summer

Course	Credits	Faculty
Elective	3	

Year 3

Fall

Course	Credits	Faculty
PSY 6198 - Supervised Research (Proposition 1)	3	Steelman
PSY 5120 - Culture & Psychology	3	Gabrenya
Elective	3	
	9	

Spring

Course	Credits	Faculty
PSY 6405 - Multivariate Statistics	3	Burns
Elective	3	
Elective	3	
	9	

Summer

Comprehensive Exam

Year 4

Fall

Course	Credits	Faculty
PSY 6999 - Dissertation	6	Advisor
Elective	3	
Elective	3	
	12	

Spring

Course	Credits	Faculty
PSY 6999 - Dissertation	6+3	Advisor
Elective	3	
	12	

Total Credits Required = 90

a minimum of 15 credits must be dissertation credits, can only be taken after passing the comprehensive exam

Electives (subject to change)

Elective Options

Fall	
Course	*Faculty*
PSY 5430 - Emotions in the Workplace	TBA
PSY 5413 - Personnel Law (infrequent)	Gutman
PSY 5422 - Group & Team	Wildman
PSY 5120 - Culture & Psychology*	Gabrenya
Com 5003 - Preparing Academic Documents	Lavelle

Spring	
Course	*Faculty*
PSY 6420 - Attitudes & Values in I/O Psychology	Wildman
PSY 6408 - Cultural Seminar in IO Psychology*	Wildman
PSY 5122 - Cross Cultural Theory & Research Methods*	Gabrenya
PSY 5433 - Leadership Seminar	Che
PSY 5432 - Occupational Health Psychology	TBA
PSY 5413 - Personnel Law (infrequent)	Gutman

Summer	
PSY 5431 Motivation	Converse
PSY 6414 HLM	Burns
PSY 6415 Statistical Analysis with R	Burns
PSY 5433 Leadership Seminar	Che
Com 5003 Preparing Academic Documents	Lavelle
PSY 5432 Occupational Health Psychology	TBA
PSY 5142 Organizational Consulting Skills	Gallo

Other (any time)	
PSY 5191 - Directed Reading	Various
PSY 6199 - Independent Research	Various

*Culture Concentration courses

All elective courses taken outside the School of Psychology must be approved by the program chair before students enroll in the course. Students who do not receive permission to take a course outside the school will not receive course credit towards completion of the I/O psychology degree

INTERNATIONAL I/O CONCENTRATION
DOCTORAL DEGREE PROGRAM INTENT

Year Entered:_____

NAME:_____ STUDENT ID NUMBER:_____

DEGREE PROGRAM: PH.D. INTERNATIONAL INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

MAJOR CODE: _9145_____ DEPARTMENT: PSYCHOLOGY_____

In addition to the required courses listed in the course catalog and on your program plan, these additional courses are required if you elect to pursue the international concentration, plus electives for a total of 15 credits.

FLORIDA TECH Course Number	FLORIDA TECH Course Title	Semester Taken/ Credits	Grade
PSY5120	Culture & Psychology	3	
PSY5122	Cross Cultural Theory and Research Methods	3	
PSY6408	Culture Seminar in I/O Psychology	3	

If you are interested in pursuing the degree program please indicate YES, if not please indicate NO and sign below.

_____ YES, I am interested in seeking my Ph.D in International I/O Psychology
_____No, I am not interested in seeking my Ph.D in International I/O Psychology

_____
Student Signature Date

_____
Faculty Advisor Signature Date

_____
Program Chair Signature Date

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Sample Practicum Agreement
STUDENT NAME
DATE

STUDENT NAME will work toward meeting her practicum requirements under the supervision of PRACTICUM SUPERVISOR working on the PROJECT NAME/CLIENT ORGANIZATION

NOTE: THESE ARE SAMPLES

Expected hours:	approx. 15-20 hours per week, October 2010 though January 2011.
Pay Rate:	$10/hour, weekly time sheets to be submitted to Project Manager
Course Credit:	PSY 5496 – 6 credits
Primary Supervisor:	
	Phone:
	Email:

Major Tasks & Responsibilities (SAMPLE)

- Developing task statements and preparing a script for telephone interviews
- Constructing a needs assessment survey
- Completing a literature review on the elements of good curriculum design
- Designing a performance appraisal tool
- Analyzing data received from the performance appraisal
- Devising detailed curriculum recommendations based on the data collected.

Practical Learning Objectives (SAMPLE)

- Developing job analysis and interviewing skills
- Learning how to conduct a needs assessment
- Understanding how to complete curriculum design
- Applying data collection and analysis skills gained from courses taken.

End of Project Technical Report Due to advisor and Dr. Steelman no later than 2 weeks after completion of project/final deliverables. Student must notify Dr. Steelman when hours are completed.

By signing this form, the student agrees to complete the assigned work to the best of his or her ability at all times. The student agrees to professionally represent Florida Tech and demonstrate professional behavior and maintain professional ethics in all work performed. Further, the student acknowledges that this is not a contract of employment and should the student or employer fail to meet the requirements and expectations of the practicum agreement, the relationship may be terminated.

_____

Student Date

_____

Practicum Supervisor Date

Sample Practicum Time Sheet

WEEK	Date	Hours	Tasks Completed
Week 1	May 9	8	Wrote Job Description
Week 1	May 13	8	Reviewed job descriptions with supervisor, made revisions
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			
Week 11			
Week 12			
Week 13			
Week 14			
Week 15			

I/O Comprehensive Examination
Policy & Petition

Comprehensive examinations establish student's professional competency in the area of Industrial/ Organizational Psychology and are required for advancement to candidacy for all I/O Ph.D. students. Comps must be successfully completed before beginning work on the Dissertation. Although course work is the basis for comprehensive exams, students passing the exam will integrate relevant material and learnings across courses rather than simply "dumping" course material.

The exam is comprised of two days of written work and an oral defense. Answers may be hand-written or typed on a University computer. After each day of testing students will turn in their handwritten answers or computer disc. After the final day of written testing, students will take no more than 2 days to type handwritten answers or edit computer answers before turning in answers (editing limited to spelling and grammar). Only typewritten answers will be graded and all typewritten answers will be compared to unedited answers turned in after Day 1 and Day 2. Type-written answers must be identified with question number, student ID number and page number. Answers will be graded anonymously.

Students are responsible for securing an outside reader for their comprehensive exams. The outside reader becomes part of the student's Doctoral Committee and will also serve as outside reader for the dissertation, so choose wisely. This person should be secured no later than 60 days prior to the Comp exam. It is recommended the student find an outside reader by March. Students not taking credits during the semester of the exam must pay a registration fee of $150 for their comprehensive exam.

Test dates will be determined by April of each year.

Students should complete this form with their major advisor and forward a copy to Dr. Steelman by the end of March of their comps year.

Day 1 – General

Written questions covering any or all of the following general I/O content areas.

- History and Systems of Psych.
- Research Methods
- Statistical Methods/Data Analysis
- Attitude Theory, Measurement & Change
- Performance Appraisal, FB, Criterion Theory & Development
- Leadership
- Organizational Psychology/ Organizational Theory
- Organizational Development
- Personnel Recruitment, Selection & Placement
- Small Group Theory & Team Processes
- Training: Theory, Program Design & Evaluation
- Work Motivation
- Individual Assessment, Differences, Testing, Psychometrics
- Job Analysis & Classification
- Ethics & Professional IO Psych
- Law
- Health & Stress in Organizations
- Cultural Concepts

Day 2 – Concentration

Concentration areas are to be decided in conjunction with student's major advisor.

Concentration 1:_____ Concentration 2:_____

Day 3 – Oral Defense

Students are required to defend their answers and answer additional questions as the committee deems appropriate.

Student name: _____

Committee Members:

Chair: _____

I/O Faculty 1: _____

I/O Faculty 2: _____

Outside Member: _____

Additional Members (optional): _____

Annual Student Performance Review
Florida Tech I/O Program

Student Name:	Date:

The purpose of the Annual Student Performance Review is to provide a forum for the discussion of student's progress in meeting the program requirements, as well as working toward student's professional goals. It is incumbent upon the student to take this discussion seriously as a means of personal and professional growth.

The Performance Review form will be completed by the student's major advisor, with written input as appropriate from other department faculty. Students will complete a self appraisal form and submit it during their appraisal discussion. The discussion between major advisor and student will take place in April-May every year. Following this discussion, students have 1 week to submit written comments/rebuttal, if desired. Signed Performance Review forms and student submissions will be placed in the student's file.

A student in good standing will receive mostly "Meets Expectations" ratings. This rating indicates the student is meeting expectations for graduate study in IO Psychology at Florida Tech. "Exceptional" ratings are reserved for students exceeding expectations for their current status. Any rating of "Unsatisfactory" indicates a developmental area.

Academic Performance

Student is expected to demonstrate Meets Expectations by achieving a grade of 'B' or better in all required courses.

1	2	3	4	5
Unsatisfactory	Developmental Area	Meets expectations	Exceeds expectations	Outstanding

Competencies:	1	2	3	4	5
Attendance, punctuality: attends required class meetings, comes to class and other meetings on time					
Preparation: is prepared for classes and other meetings, reads assigned material for class					
Oral Communication: participates in class when appropriate; appropriately participates and presents papers, projects and ideas					
Written Communication: clearly communicates ideas in writing for class assignments, exams and other projects					
Critical thinking: critically and analytically evaluates readings and ideas					
Follow directions: pays attention to detail, completes tasks in a thorough manner					

Research

As a scientist, all students will develop and evaluate theory using research and empirical skills. Students are expected to contribute to research which advances knowledge in the field; write required research proposals, propositions, conduct independent research, submit presentations, publications and assist faculty with grant writing.

1	2	3	4	5
Unsatisfactory	Developmental Area	Meets expectations	Exceeds expectations	Outstanding

Competencies:	1	2	3	4	5
Originality of ideas					
Research design and sophistication					
Written communication of ideas					
Quantitative sophistication					
THESIS					
Thesis idea/topic of research; development of idea					
Proposal meeting; presentation and performance					
Study administration and logistics					
Data analysis					
Defense; presentation and performance					
Is student making adequate progress toward thesis completion? ☐ Yes ☐ No					
DISSERTATION					
Idea/topic of research; development of idea					
Proposal meeting; presentation and performance					
Study administration and logistics					
Data analysis					
Defense; presentation and performance					
Is student making adequate progress toward dissertation completion? ☐ Yes ☐ No					

Application

As a practitioner, all students will evaluate and apply theory and research under specific conditions. Students are expected to synthesize course material and demonstrate ability to apply learnings to solve practical problems.

1	2	3	4	5
Unsatisfactory	Developmental Area	Meets expectations	Exceeds expectations	Outstanding

Competencies:	1	2	3	4	5
Problem diagnosis: effectively analyzes and defines issue					
Practical problem solving: demonstrates ability to apply knowledge to develop practical solutions					
Planning: plans for a systematic process to address issue					
Flexibility: Able to alter plans or shift priorities when situation changes, ability to balance multiple priorities					
Ability to finish: demonstrates ability to see projects through to completion, meets deadlines					

Contribution and Professionalism

The student has primary responsibility for his/her success in graduate school and is expected to keep track of own program plan and ensure all requirements have been met. Students in exceptional standing also demonstrate “departmental citizenship behaviors” which include endorsing the department and contributing to the continued growth and reputation of the program.

1	2	3	4	5
Unsatisfactory	Developmental Area	Meets expectations	Exceeds expectations	Outstanding

Competencies:	1	2	3	4	5
Initiative; independence					
Work standards: strives to do the best job possible, committed to producing high quality work					
Openness to experience: receptive to new ideas					
Interpersonal skills: team work; ability to work with others					
Integrity: commitment to ethical behavior					
Program/department citizenship: attends brown bag lunches, contribution to the program, participates in extra activities					

1	2	3	4	5
Unsatisfactory	Developmental Area	Meets expectations	Exceeds expectations	Outstanding

Competencies:	1	2	3	4	5
Endorsement of diversity: respects others, open to diverse viewpoints					
Professionalism: conducts self in a mature/ professional manner, involved in professional activities outside of the classroom					

Final Evaluation/ Progress Toward the Degree

1	2	3	4	5
Performance Does Not Meet Minimal Standards in One or More Areas *Notes on Action Steps Required Below*		In Good Standing/Meets Minimal Requirements		Exceptional Performance

Short Term Goals (next semester)

Long Term Goals (next year and beyond)

Developmental Areas

Additional Meeting Notes

Student Activity Report
Industrial and Organizational Psychology Program
Florida Institute of Technology

Students should complete this form prior to the performance discussion with their advisor.

Student Name:	Year in program:
Date:	Advisor:

RESEARCH ACTIVITY

Peer reviewed publications List peer reviewed publications (use APA format).

Articles under review List peer reviewed article under review, include journal (use APA format).

Works in progress List research in progress, scholarly work not yet documented in writing for which you expect to be an author or co-author. For each please list the status of the project and your role in the project.

Other Technical reports etc. (use APA format).

Presentations/Posters at local, national, regional conferences (use APA format, note if symposium or poster, note who gave the actual presentation). This also includes local workshops and program brown bags.

Funded research List and discuss funded research (or proposals submitted) you have been involved in while at Florida Tech. Discuss your role in the project.

PRACTICE OF I/O PSYCHOLOGY

Practicum/Consulting. List and describe practicum and consulting work performed. Include name of organization you worked for, description of work performed. This can include work for The Center, serving as an assessor for an assessment center, developing products (training materials, employee surveys, selection tests), working for local companies etc.

TEACHING EXPERIENCE

List a) teaching assistant experience, b) courses taught and number of semesters for each.

PROFESSIONAL DEVELOPMENT

What continuous learning opportunities have you taken advantage of to supplement your formal graduate school training?

Membership in professional societies (list)

Attending Colloquia/Brown Bags (list)

Attending Conferences (list)

Courses/workshops taken outside of degree program (list)

How are you "giving back" to your profession, department, program, and/or community?

Service in support of the I/O program and/or Florida Tech Psych Dept. (e.g., mentoring other students, organizing speakers)

Service in support of the I/O community (e.g., volunteering at SIOP conference)

General service applying or promoting I/O principles (e.g., visiting high schools)

General citizenship behavior (non-I/O related good works) (e.g., volunteering at a homeless shelter)

OTHER ACCOMPLISHMENTS
Please list any awards or honors you have received below:

Are there any other factors that you would like the IO Program Committee to consider in evaluating your performance for the academic year? If so, specify them below:

CAREER PLANNING

Short term goals (1-3 years)

Long term goals (3+ years)

Match between goals and activities. How are your goals supported by your activities? Do you need to do anything different?

Got Funding?

Try These:

Conventional IO Funding
SIOP
http://www.siop.org/grants.aspx
http://www.siop.org/siopawards/

AOM
http://group.aomonline.org/students/joomla/

SHRM
http://www.shrm.org/about/foundation/research/pages/applyforgrant.aspx

Websites For All Lists of Funding Opportunities
COMMUNITY OF SCIENCE FUNDING OPPORTUNITIES
Searchable site for all types of grants/fellowships in many disciplines
http://fundingopps.cos.com/

GRANTS.GOV
Searchable site for all types of Federal grants/fellowships in many disciplines
http://www.grants.gov/

GRANTS.NET
Searchable site through the American Association for the Advancement of Science (AAAS)
http://sciencecareers.sciencemag.org/funding

THE NATIONAL ACADEMIES
http://www.nationalacademies.org/

PHDS.ORG
Jobs, grants, fellowships, etc.
http://www.phds.org/

SCIENCEWISE.COM
Jobs, grants, fellowships, etc.
http://lite.researchresearch.com/getPage.cfm?pagename=SWFOpsbyDisc&lang=SW&type=FundingOpp

UNIVERSITY OF ILLINOIS CHICAGO FELLOWSHIP BLOG
A wealth of information, especially for social sciences and humanities
http://lucian.uchicago.edu/blogs/studentgrantsfellowships/

PIVOT COS
Searchable and updated with funding opportunities
http://pivot.cos.com/

US DEPARTMENT OF EDUCATION
http://www.ed.gov/index.jhtml

Funding for Students of Diversity
AMERICAN ASSOCIATION FOR UNIVERSITY WOMEN
http://www.aauw.org/

ASSOCIATION OF WOMEN IN SCIENCE
http://www.awis.org/

BOREN SCHOLARSHIPS AND FELLOWSHIPS
Boren Scholarships and Fellowships provide unique funding opportunities for U.S. graduate students to add an important international and language component to their educations
http://www.borenawards.org/

FORD FOUNDATION
Through its program of Diversity Fellowships, the Ford Foundation seeks to increase the diversity of the nation's college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students
http://www.fordfound.org/

NATIONAL INSTITUTES OF HEALTH
Ruth L. Kirschstein National Research Service Awards for Individual Predoctoral Fellowships (F31) to

Promote Diversity in Health-Related Research
http://grants.nih.gov/grants/guide/pa-files/PA-06-481.html

SMITHSONIAN LATINO STUDIES FELLOWSHIP PROGRAM
Provides opportunities to US Latino/a predoctoral students and postdoctoral and senior scholars to pursue research topics that relate to Latino art, culture, and history. Interdisciplinary subjects are encouraged and can be undertaken at more than one of the Smithsonian museums and/or research units, and advised by one or more of the Smithsonian research staff members.
http://www.si.edu/ofg/fell.htm

Humanities, History and Social Sciences

AMERICAN HISTORICAL ASSOCIATION
The Association recognizes a wide variety of distinguished historical work, which can take the form of an exceptional book in the field, distinguished teaching and mentoring in the classroom, and even on film. Since 1896 the Association has conferred 1,276 awards
http://www.historians.org/prizes/index.cfm

AMERICAN PHILOSOPHICAL SOCIETY
The American Philosophical Society promotes useful knowledge in the sciences and humanities through excellence in scholarly research, professional meetings, publications, library resources, and community outreach
http://www.amphilsoc.org/grants/

BOREN SCHOLARSHIPS AND FELLOWSHIPS
Boren Scholarships and Fellowships provide unique funding opportunities for U.S. graduate students to add an important international and language component to their educations
http://www.borenawards.org/

THE DIBNER LIBRARY OF THE HISTORY OF SCIENCE AND TECHNOLOGY RESIDENT SCHOLAR PROGRAM
For individuals working on a topic relating to the history of science and technology who can make substantial use of collections in the Dibner Library
http://www.sil.si.edu/Galaxy.cfm?id=3.31

FULBRIGHT-HAYES DOCTORAL DISSERTATION RESEARCH ABROAD
Conduct research in other countries in modern foreign languages and area studies
http://www.ed.gov/programs/iegpsddrap/index.html

JACOB K. JAVITS FELLOWSHIP PROGRAM
Study at the doctoral and Master of Fine Arts level in selected fields of arts, humanities, and social sciences
http://www.ed.gov/programs/jacobjavits/index.html

UNIVERSITY OF ILLINOIS CHICAGO FELLOWSHIP BLOG
A wealth of information, especially for social sciences and humanities
http://lucian.uchicago.edu/blogs/studentgrantsfellowships/

Department of Defense SMART Scholarships
I/O psychology degrees qualify
https://smartscholarshipprod.service-now.com/smart?id=smart_index

SMITHSONIAN INSTITUTION FELLOWSHIPS
Graduate Fellowships allow students to conduct research for ten-week periods in association with Smithsonian research staff members. Predoctoral, Postdoctoral, and Senior Fellowships allow students to conduct research for periods of three to twelve months.
http://www.si.edu/

SOCIAL SCIENCES RESEARCH COUNCIL
Founded in 1923, SSRC has developed a worldwide reputation for generating new knowledge to advance understanding of critical social issues, both nationally and internationally
http://www.ssrc.org/

WOODROW WILSON FOUNDATION
The Foundation has a suite of Fellowships that support the development of future leaders at a variety of career stages in several critical fields
http://www.woodrow.org/fellowships/index.php

WENNER-GREN FOUNDATION
Anthropology research
http://www.wennergren.org/programs/programs_list.htm?attrib_id=13232