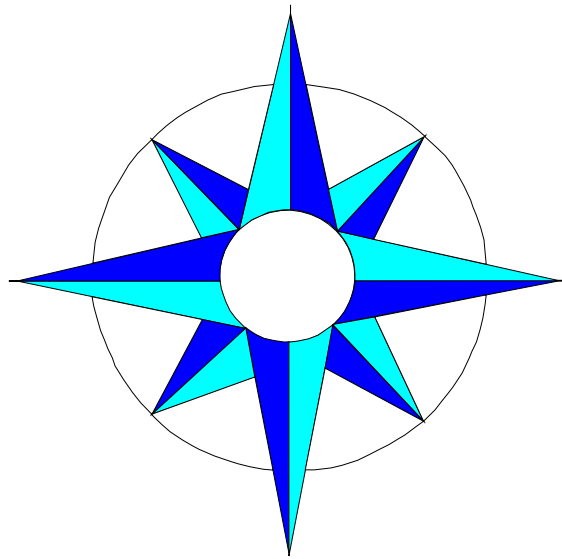


POLICIES, RULES AND GUIDELINES
FOR GRADUATE STUDY IN
INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY



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DIVISION OF INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
DEPARTMENT OF PSYCHOLOGY
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***POLICIES, RULES AND GUIDELINES
FOR GRADUATE STUDY IN
INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY***

I. FORWARD

This document is a compilation of policies, rules, comments and advice prepared for graduate students in the Industrial/Organizational (I/O) Psychology Division within the Department of Psychology at the University of Connecticut. As a first order of business, all new graduate students in this Division should read the Graduate School Bulletin (available in the Graduate School Office), the Department's Policies and Rules for Graduate Study in Psychology (available in the Psychology Department office), and this document. The policies described in this document are consistent with, but go beyond, the minimal formal rules of the Graduate School and Department.

II. RESPONSIBILITIES OF ADVISORS

With the exception of the situation described below, the Major Advisor for all Division graduate students must be a faculty member with a Primary affiliation (see below) in the I/O Division. For administrative purposes, all new students will be assigned an initial Major Advisor of record. However, Major Advisor changes can be made during the first year and later, in keeping with the Department of Psychology Policy and Rules. Ph.D. program students must have a Major Advisor with Primary affiliation in the I/O Division when they take their General Examination. With mutual consent by all parties, a change can be made to allow any Psychology Department Faculty member to be the thesis or dissertation Chair. In all cases, however, the student's Advisory Committee must include at least one Faculty member with a Primary affiliation in the I/O Division.

Interactions between Major Advisors and their graduate students should be frequent, friendly and productive. Beginning graduate students are encouraged to promptly learn about the style, habits and professional interests of the Primary faculty (see below) so they can quickly identify a Faculty member with whom they could work on an individual basis. Although the kinds of research that a faculty member is willing to supervise is at the discretion of each faculty member, it should be recognized that each faculty member has a fairly well established range of skills and interests. A graduate student should not anticipate major changes in the content of a Faculty member's research interests. Thus, students must attempt to match their interests with those of the current faculty members. Seeking such a match should be a high priority for new graduate students.

Division Primary faculty are eager to serve as Major Advisors and work with their students on a daily basis. The conduct of research and the completion of degree requirements are important to the professional progress of both faculty and student alike. Graduate students should see their Major Advisor as a senior professional partner, tutor and mentor, not as a remote and stern evaluator. Prompt and pragmatic selection of an appropriate Major Advisor will lead to efficient and enduring professional development.

Each Primary Industrial/Organizational Psychology Faculty Member is limited, in principle, to serving as the Major Advisor to a total of seven graduate students. Exceptions to this may be made as appropriate, but students should recognize that faculty members' prior obligations to other students will affect their ability and willingness to take on new students. Although this rule may limit the number of new students a specific faculty member can accept, it also serves to assure productive student-faculty ratios.

III. PROGRAM GOVERNANCE

The Industrial/Organizational Committee (IOC) consists of all Primary and Emeritus, Industrial/Organizational Psychology (I/O) Faculty. In addition, a Division graduate student selected by the I/O graduate student body will be invited to participate in IOC meetings as appropriate. The Division Head will call meetings of the IOC. Any member of the IOC may add items to the meeting agenda, and items may be added to the agenda at the request of the Graduate Student Representative(s). Should the Division Head request an advisory vote from this Committee, each IOC Faculty member attending will have one vote. The Graduate Student Representative on the committee will be a non-voting member.

Members of the IOC for 2014-2015 are as follows:

Janet Barnes-Farrell - Primary Faculty
 Dev Dalal - Primary Faculty
 Robert Henning - Primary Faculty
 James Holzworth - Emeritus Faculty
 Vicki Magley - Primary Faculty
 Steven Mellor - Primary Faculty and Acting and Division Head
 Katrina Burch, Susan Zhu - Graduate Student Representatives

IV. GRIEVANCE PROCEDURES

In addition to the grievance procedure of the Psychology Department, which is described in Policies and Rules for Graduate Study in Psychology, a student with a grievance can contact the Graduate Student Representative(s) on the Industrial/Organizational Committee. When viewed as appropriate by the Graduate Student Representative, the Representative can place general or anonymous issues on the agenda for consideration at Committee meetings. Students are also welcome to contact the Division Head directly to discuss their concerns and/or to request that their concerns be placed on the agenda of the next IOC meeting.

V. APPOINTMENTS TO REMUNERATIVE POSITIONS

In keeping with Department policy, the Division Head makes recommendations to the Department Chair for remunerative appointments and fellowships available via Departmental sponsored positions. When available and appropriate, the Division Head and/or student Advisors recommend and sponsor students for non-departmental remunerative positions.

The Division is committed to working for financial support for all eligible Ph.D. students in good standing (*refer to current Policies and Rules for Graduate Study in Psychology and Graduate School Catalog for Graduate School and Psychology Department rules regarding eligibility*). This is not an easy task. University and other government funds are frequently not

available until the last minute. Teaching and Research Assistantships which carry tuition remission are limited in number. New students and continuing students who are making satisfactory progress toward their degrees will be given the highest priority for these funds. Should circumstances make it difficult to provide some support to all Ph.D. students in good standing who request it and are eligible, priority will be given to funding continuing students for their first eight semesters of study (excluding semesters spent in an externally supported Field Research Experience). Psychology Department policy currently limits financial support to a total of ten semesters of university support and in most cases, students are not eligible for university support after the 6th year of study (if the Field Research Experience requirement is met with an external internship). Students are encouraged to discuss their financial support concerns with the Division Head and their Major Advisors.

The Field Research Experience, which is described later in this document, is typically a period of full-time employment, and in most cases the Division will not provide any form of University financial support to the student during this period(s). In particular, note that students generally are NOT eligible for tuition waivers while they complete off-campus internships. Students should plan ahead to cover the expenses of tuition, fees, and health insurance during this period. Establishing in-state residency can help to minimize the burden of tuition costs during this or any other semester during which the student does not have access to a tuition waiver. For this reason, continuing students who are not state residents are encouraged to establish state residency as soon as they are eligible.

In addition to the required Field Research Experience, graduate students in the Division are encouraged to gain practical experience in business, industry and government as part of their training. Activity of this sort should be reviewed with the student's Faculty Advisor in advance. Under most circumstances graduate students may not provide any professional services without appropriate supervision. Exceptions to this must have written approval, in advance, from the Division Head.

VI. DEGREE PROGRAM

Research Activity

The Department of Psychology at the University of Connecticut has a long-standing tradition of research and scholarship. The Department graduate programs produced their first Ph.D. in 1952; the first year of the I/O program as a free-standing Division was 1985 and the first Ph.D. was awarded in 1987. Since our inception, faculty and graduate students in the Division have continuously contributed to the published scientific literature in our field and have regularly presented their research at professional conferences, symposia and colloquia. In keeping with the research tradition of the Department and consistent with our primary goal of educating researchers in the field of I/O Psychology, research activity is required of all I/O graduate students during the entire course of study. Research activity is generally not closely tied to course credits. However, Graduate School requirements for documenting thesis and dissertation research activity are met by satisfactory completion of GRAD 5950 (9 credits) and GRAD 6950 (15 credits). Other courses used to document research activity include PSYC 5699, PSYC 5800, GRAD 5960 and GRAD 6960. Expectations regarding master's thesis and doctoral dissertation research activity are described in more detail in Section VII of this document.

Professional Activity

The graduate program in I/O Psychology presumes that a good professional has a life-long commitment to ethical research and professional service. A major portion of graduate training takes place outside the classroom, in a sincere effort to develop and instill this commitment. Division graduate students are expected to attend Psychology Department Colloquia, division Brown Bag seminars and special meetings, and conventions of professional organizations. As noted above, continuous research activity is required. Papers at professional meetings and publications in professional journals by I/O graduate students, with the participation and assistance of the Faculty, are a concrete manifestation of this research activity. These activities, like satisfactory completion of course work, will be used by the Faculty as a significant and important measure of graduate student progress.

Course Work

All students take a common set of core I/O courses and quantitative methodology courses, which are completed during the first and second years of study. Tailoring of course selections to meet student needs and research interests begins in the second year. It is also expected that the M.A. degree will be completed during the second year, and prior to beginning the Field Research Experience. For many students, the third year includes an approved six-month full-time internship or other experience designed to meet the Field Research Experience requirement (see below). Course requirements for the Ph.D. are generally completed during the third and fourth years. The remaining requirements for the Ph.D. include satisfactory completion of the general examination and preparation of an acceptable dissertation project.

During the first year of study all students take a series of research methods and statistics courses that provide them with tools needed to begin productive involvement in research activities during their first year of study and beyond. PSYC 5701 (Research Methods in Experimental Social Psychology), STAT3115Q (Analysis of Experiments), and STAT 5105 (Quantitative Methods in the Behavioral Sciences) meet this requirement. In addition, all I/O students take a common set of four “core” courses (PSYC 5614: Personnel Psychology, PSYC 5615: Human Factors, PSYC 5123: Occupational Health Psychology, and MGMT 6203: Contemporary Issues in Organizational Behavior, J. Mathieu section) that are completed during years 1 and 2. The four-semester core I/O course sequence is intended to expose all students in the program to the diversity of theoretical, conceptual and methodological approaches in on which industrial/organizational psychology scholarship is based. Students also enroll in Research and Practice of I/O Psychology (PSYC 5600) every year until they complete their degrees, and I/O Research Team(s) each semester (PSYC 5699) as appropriate.

Appropriate selection of advanced seminars allows students to develop a thorough and sophisticated understanding of issues germane to their emerging programs of research. To meet divisional course requirements, a student must complete at least four “Specialization Seminars.” At least three (3) of these will be chosen from among advanced seminars offered by faculty in the I/O division; at least one of these will be an advanced seminar offered by one of our I/O faculty who represents a uniquely different perspective from the student’s developing area of specialization. (Some examples: For a student focusing on personnel psychology issues, a seminar offered by a faculty member with human factors interests would meet the spirit of this requirement; for a student specializing in human factors issues, a seminar offered by a faculty

member with organizational psychology interests would meet this requirements, etc.) Courses outside the I/O Division (e.g., Leadership, Team Processes courses offered by the Management Department, and Ergonomics course offered by the School of Medicine) used to meet the specialization requirement will be approved by the I/O Division on the recommendation of the student's advisory committee. In most cases these seminars are taken during the second and fourth years of graduate study. It should be noted that students can take more than four Specialization Seminars; four Specialization Seminars is simply the minimum acceptable. Students who elect to complete a concentration in Occupational Health Psychology can use appropriate Specialization Seminars to meet the requirements of this concentration as well as Divisional curriculum requirements. Note that scheduling of particular Specialization Seminars must be coordinated with other teaching obligations of the faculty who offer these seminars. For planning purposes, the Division will distribute a probable schedule of upcoming Specialization Seminars from time to time. Specialization Seminars scheduled for the time period during a Faculty sabbatical leave will be cancelled, but an attempt will be made to maintain the overall schedule whenever possible.

In addition to the three Quantitative/Methods courses which are taken by all Psychology students during the first year of study, all I/O students are advised to take additional Quantitative/Methods courses from a specified list (see p. 8). Many students will choose to complete courses that allow them to earn the graduate certificate in Quantitative Research Methods offered by the Psychology Department. Students in the I/O Division are also required to take course work that includes exposure to professional and ethical issues.

All graduate students in the Psychology Department are trained primarily as research scientists and secondarily as applied practitioners of the discipline. Thus, a minimum of 9 credits of elective courses (i.e. three courses) outside the I/O program are required to meet the Department "breadth requirement." (These might include History & Systems, Social Cognition, Sensation & Perception, etc.) Students are encouraged to select these electives in a manner which allows them to meet the APA Task Force breadth recommendations for the accrediting and licensing of psychologists. Students may also choose elective courses from other departments (e.g., Management, Communications, Engineering, UConn Health Center School of Medicine) to meet the breadth requirement.

A list of I/O Advanced Specialization Seminars and frequently recommended Quantitative/Methods courses is provided on the next page, followed by an outline of an idealized five year plan of study.

I/O Advanced Specialization Seminars

| | |
|-----------|---|
| PSYC 5670 | Current Topics in Industrial/Organizational Psychology (selected topics: varies by semester: e.g., Organizational Stress, Work & Aging) |
| PSYC 5611 | Work Motivation |
| PSYC 5612 | Leadership in the Workplace |
| PSYC 5613 | Organizational Psychology |
| PSYC 5616 | Human Judgment and Decision Processes |
| PSYC 5617 | Occupational Health and Safety |
| PSYC 5618 | Selection and Placement |
| PSYC 5619 | Performance Appraisal |
| PSYC 5620 | Design and Analysis of Human-Machine Systems |
| PSYC 5621 | Simulation and Training |
| PSYC 5622 | Work Systems and Performance |

Others only as recommended by student's advisory committee and approved by the IOC**

**The following extra-divisional courses have been approved by the I/O Division as meeting the division specialization seminar requirement. No more than one of these courses can be used to meet the four course advanced specialization seminar requirement. Note that division approval has only been granted for the courses, sections, and instructors designated in this list. Other courses that meet the spirit of the specialization seminar requirement may be used on the student's plan of study by recommendation of the student's advisory committee and approval by the I/O Division.

| | |
|-----------|--|
| MGMT 6201 | Organizational Behavior (J. Goodman section) |
| MGMT 6206 | Applied Research in Mgmt (J. Mathieu section on HLM in Org. Res. only) |
| COMM 5230 | Organizational Communication |
| COMM 5660 | Computer-mediated Communication (K. Nowak) |
| BME 5339 | Intro. Ergonomics & Expos. Assess. (N. Warren, also listed as PUBH 5497) |
| BME 5600 | Human Biomechanics (D. Peterson) |

Quantitative/Methods Courses

| | |
|-------------|--|
| PSYC 6130 | Measurement and Scaling. |
| PSYC 5332 | Research Design and Test Construction |
| PSYC 5701* | Research Methods in Experimental Social Psychology* |
| PSYC 5131 | Meta-analysis: Theory and Practice |
| PSYC 5702 | Field Research Methods |
| PSYC 5130 | Causal Modeling in Psychology |
| EPSY 6637 | Item Response Theory (Educational Psychology) |
| EPSY 6611 | Logistic and Hierarchical Linear Modeling (Educational Psychology) |
| PUBH 5497 | Intermediate Epidemiology (Public Health) |
| STAT 3115Q* | Analysis of Experiments (Statistics)* |
| STAT 5105* | Quantitative Methods in the Behavioral Sciences (Statistics)* |

*Required during the first year of study

*Recommended Five Year Plan of Study*First Year: Common Core Courses (21-25 semester hours)

| | |
|------------|---|
| PSYC 5600 | Research & Practice in Industrial/Organizational Psychology |
| [Fall/Spr] | |
| PSYC xxxx | Core I in Industrial/Organizational Psychology [Fall] |
| PSYC xxxx | Core II in Industrial/Organizational Psychology [Spring] |
| PSYC 5699 | Research Team in Industrial/Organizational Psychology [Fall/Spr] |
| PSYC 5701 | Research Methods in Experimental Social Psychology [Fall] |
| STAT 3115Q | Analysis of Experiments (Statistics) [Fall] |
| STAT 5105 | Quantitative Methods in the Behavioral Sciences (Statistics) [Spring] |
| GRAD 5950 | Thesis Research [Fall/Spr] Preparation of Thesis proposal |

Second Year: Common Core Courses and Begin Specialization (21-25 semester hours)

| | |
|---------------------------------|--|
| PSYC 5600 | Research & Practice in Industrial/Organizational Psychology |
| [Fall/Spr] | |
| PSYC xxxx | Core III in Industrial/Organizational Psychology [Fall] |
| PSYC xxxx | Core IV in Industrial/Organizational Psychology [Spring] |
| PSYC 5699 | Research Team in Industrial/Organizational Psychology [Fall/Spr] |
| Two I/O Specialization Seminars | |
| Quantitative/Methods course | |
| Elective course | |
| GRAD 5950 | Thesis Research [Fall/Spr] Thesis preparation and completion |

Third (or Fourth) Year: Approved Field Research Experience

| | |
|----------------------------|---|
| GRAD 6930 | Field Research Experience: Approved full-time internship or other approved field research experience (Full-time Directed Studies) |
| I/O Specialization Seminar | |
| Elective course | |

Fourth Year (or Third Year): Specialization (21-24 semester hours)

| | |
|-----------------------------|---|
| PSYC 5600 | Research & Practice in Industrial/Organizational Psychology |
| [Fall/Spr] | |
| PSYC 5699 | Research Team in Industrial/Organizational Psychology [Fall/Spr] |
| Two Specialization Seminars | |
| Quantitative/Methods course | |
| Elective course | |
| General Examination | |
| GRAD 6950 | Dissertation Research [Fall/Spr] Preparation of dissertation proposal |

Fifth Year: Dissertation

| | |
|------------|--|
| PSYC 5600 | Research & Practice in Industrial/Organizational Psychology |
| [Fall/Spr] | |
| PSYC 5699 | Research Team in Industrial/Organizational Psychology [Fall/Spr] |
| GRAD 6950 | Dissertation Research [Fall/Spr] Preparation and defense of |

Dissertation

Transfer Of Graduate Work

Graduate students who have completed some graduate work and/or a thesis at other universities or in other departments at this university may be able to use some of this work to meet University, Department or Division requirements for their degree work. On the Division

level, decisions concerning credit for work completed elsewhere will be made by the Division Head with advice from the Major Advisor. In all cases, this decision is subject to subsequent Department and University approval. In most cases, these decisions will be made in concert with filing a formal "Plan of Study" with the Graduate Records Office. Final decisions about credit for previous work *cannot* be made prior to completion of some course work in the Division.

VII. THESIS AND DISSERTATION ACTIVITY

The Process Involved

In carrying out a thesis or dissertation, a student demonstrates his/her comprehension of the relevant professional literature, ability to comprehend and deal with theoretical issues, and mastery of research methodology. This does not mean that completion of a thesis or dissertation takes the form of a solitary exercise performed in isolation and presented to a committee for final evaluation. In many ways these are cooperative efforts in which the members of a student's committee provide frequent and significant input into the effort at all stages of development. These efforts are not tests or trials, and the responsible student should encourage this supportive behavior by frequently initiating constructive communication with the thesis or dissertation advisor at all points in the process.

Pre-Dissertation Research Project

At least one approved and completed research project carried out under the supervision of a Faculty member in the I/O Division is required of all students prior to the dissertation research. This requirement can be met by a Master's thesis (which is typical) or another research project. If the requirement is to be met by a research project other than the Master's thesis, the work must be submitted by the student to the IOC or the Advisory Committee of the student for approval. Once this requirement is met, written confirmation should be placed by the Major Advisor in the student's Division file.

VIII. FIELD RESEARCH REQUIREMENT

The Field Research requirement must be met by all graduate students in the I/O Ph.D. program. At a minimum, students must complete an equivalent of 6 months of supervised field research experience after completion of the master's degree. Students may NOT, however, be off-campus for more than the equivalent of one academic year.

One objective of this requirement is to include the experience of working in organizational settings as a means of learning about the conduct of field research and developing sophisticated field research skills. A second objective is to provide the student with an opportunity to work with and under the direction of a responsible professional.

Activities used to complete the field research requirement will depend upon the student's background and career interests. Some examples of acceptable ways to meet the field research requirement include: formal corporate or government internships, full-time grant/project work that substantially focuses on field research and involves significant project management responsibility, work on a combination of appropriate IPAC (Industrial Psychology Applications Center) projects, etc.

Students should not assume that any applied work they do will apply towards meeting the Field Research requirement. The activities proposed to meet the Field Research requirement should be developmental in nature and must be approved by the student's Committee. Students will complete the Field Research Approval Form to document how and when they propose to fulfill the requirement; when signed by the student's Committee and the Division Head, this constitutes agreement that completion of the proposed activity (or series of activities) will meet division requirements. Upon completion, the signed form will be maintained in the I/O Division files as a record that the Field Research Requirement has been met in full. This work will also be documented on the student's transcript by registering for GRAD 6930 or by a PSYC course tailored for this purpose.

In the case of external internships, the employer of the intern must agree in advance to end full-time employment after one year. Likewise, the student must agree in advance to return to full-time residence until all remaining requirements for the PhD are completed. In the case of external internships or other full-time off-campus field research activities that take place during the academic year, the student must register for GRAD 6930 (Full Time Directed Studies) to maintain full-time student status and provide a record of the internship on the academic transcript. (This is a 3 credit course that identifies the student as engaging in full-time studies of a practicum nature, off-campus.)

The ideal and usual route to an external internship is one guided by the I/O Division Head. This guidance is intended to serve several purposes: (1) to increase the probability that students are appropriately paid for their internship; (2) to maximize the match between the student's professional goals and the internship activity; (3) to insure that the internship meets the Division criteria for an acceptable Field Research experience; (4) to minimize competition between graduate students for the same internship; (5) to keep the providers of internships satisfied and willing to employ interns in the future; and, (6) to allow the Division to monitor the quality of the internship experience.

IX. EVALUATION METHODS

All students should be aware of Graduate School and Psychology Department standards regarding satisfactory performance and timely progress in completion of degree requirements. These are described in the Graduate School Catalog and the Policies and Rules for Graduate Study in Psychology. In addition to the requirement that students meet Graduate School and Psychology Department standards, each graduate student in the I/O Division is evaluated on an annual basis with the aid of an "Annual Progress Report." A description of this process is included later in this document. The Division also administers the General Examination (described below), which is required of all doctoral students at the University of Connecticut, and students' Master's and PhD Advisory Committees oversee the completion and evaluation of the Master's Thesis and the PhD Dissertation.

Coursework

All I/O graduate students are required to take the common core courses during their first year of study, unless the Department course offerings do not allow this or a specific waiver is provided the Division Head at the recommendation of the student's Major Advisor. All students admitted to study must complete these common core courses with an average grade of 3.0 or

better and no more than one grade of less than 3.0 in these courses. Students who do not meet these performance criteria at the end of the first year, but continue to meet the general Graduate School requirements (see Bulletin), can only continue in the program at the recommendation of the I/O Division Faculty. Required Statistics courses completed by Ph.D. students with a grade of less than "B" require a remedial action approved in writing in advance by the Division Head.

General Examination

Goals of the General Examination. The degree students receive is in I/O Psychology; in line with this, students should be well versed in all elements of the I/O field. To that end, one purpose of the General Examination is to determine if a student can demonstrate a well-rounded knowledge base and the ability to critically evaluate and discuss all aspects of the field of I/O Psychology as outlined by the I/O Graduate Training Program at the University of Connecticut. Therefore, students are expected to study – and be tested on – the entirety of the I/O field. Successful completion of the General Examination should reflect that a student has achieved a working knowledge of all aspects of I/O Psychology and the ability to engage in informed, well-reasoned discussion of I/O Psychology topics as is often expected of a doctoral candidate in this field; for example, when responding to challenging questions following a conference presentation, in exchanges with other I/O psychologists about their research, when interviewing for jobs, and when it becomes necessary to explain the field of I/O psychology to other psychologists or non-psychologists.

Although a broad knowledge base is important, it is also important to develop a specialty area within the I/O field in preparation for doctoral research. Thus, a second purpose of the General Examination is to examine students in their area of research specialization. To compare these two exam goals, then, the first part of the General Examination is intended to demonstrate a thorough understanding of the broad field of I-O Psychology, and the second part is intended to demonstrate a deep understanding of a specific area of the field.

Method. The general exam will be offered once a year—during the week before fall classes. The exam will consist of three phases across three days. Days 1 and 2 will be written examinations, and Day 3 consists of an oral defense of the written answers and the student's ability to "think on their feet."

Exam Day 1, called the General Day, will ask students to write responses to four out of five questions that are written by the I/O Division Faculty and which are administered to all students taking the exam on this day. These questions can cover any topic in the field of I/O psychology. Some questions may be required.

Exam Day 2, called the Specialty Day, will again ask students to write responses to four out of five questions which for this day are written by the student's advisory committee. These questions will cover the student's own selected specialty area in the field of I/O psychology. That is, the student determines his/her specialty area in the field of I/O psychology (with the guidance of the major advisor); the student's committee then writes five items tailored to topics in this specialty area. Some questions may be required. Example specialty areas include (but are not limited to): Employee Selection¹, Human-machine Systems, Judgment and Decision

¹ Note, individual major advisors may find this specialty too broad. Specialty topics should be agreed upon by student and major advisor.

Making¹, Incivility, Leadership, Macroergonomics, Team Processes¹, Work-Family Issues, Work Motivation, and Work Stress¹. Cross-area specialization is also possible; for example, topics could require application of specialized knowledge and deep understanding of incivility in regard to Occupational Health Psychology.

Finally, Exam Day 3 is an oral exam. The purpose of this portion of the exam is two-fold: (1) to allow the student an opportunity to defend, clarify or correct aspects of their written answers to the committee, and (2) to allow the committee to assess the student's ability to critically reason "on their feet." The oral defense will occur no sooner than two weeks after the completion of the written exam, and no later than four weeks after the completion of the written exam, at which time the student defends his/her answers to his/her committee. Additional questions may be asked during this oral defense including (but not limited to): questions about skipped items or partially answered items, clarification questions, or requests to integrate two answers into one new answer.

Student responses will be evaluated for completeness; demonstrated mastery of the content areas questioned; and the ability to integrate multiple topics and lines of research into a coherent interpretation or argument. Oral defense performance will be evaluated based on how well the student reasons through questions and arguments, and how the student defends his/her positions. In the event a student does not successfully meet the standards for passing any portion of the exam, the committee may elect one of two courses of action:

- (1) The student may be asked to prepare further, and then repeat the entire exam process the following year, or
- (2) The student may be asked to write short essays covering the topics or approaches the student's committee feels he/she has not adequately prepared. These essays will be between 4-5 pages in length (double spaced), and will be expected to demonstrate that the student understands the topics or approaches identified by the committee. This would need to be completed within two weeks of the oral defense and will be evaluated by the student's major advisor.

Preparation for the Examination. Students are expected to begin preparing for the general examination from the time they begin their graduate studies. This preparation includes coursework, research, and regularly reading professional journals in the field on an ongoing basis. In addition, many students will choose to devote a concentrated block of time during the spring and/or summer before the examination to focused review and preparation for the exam. Students should expect to utilize course reading lists, Handbook chapters, and recent years of top-tier journals to guide their studying. Additionally, they should feel free to consult with the I/O Faculty to ascertain other general and/or specific directions for studying. Students are responsible for ensuring that they will be well prepared to answer any questions, in particular in their area of specialization. It is appropriate and encouraged for students to work together when preparing for the exam.

Examination Process. Exam Day 1 and Exam Day 2 will each involve a four-hour block of time (e.g., 9 a.m. to 1 p.m.) on separate days during the week that both occur before classes begin for the fall semester. Exam Day 1 and Exam Day 2 will both take place on campus, and all answers will be completed on a personal computer or laptop. Students are NOT allowed to use

notes, readings, or the internet while taking the examination. The only material allowed to the student during the exam is a hard copy of the reading list that has guided their preparation (*example* available upon request). Day 3 of the exam will be a one-hour oral examination, scheduled to take place 2 – 4 weeks after the written examination is completed. Examiners for Day 1 include all I/O Faculty. Examiners for Day 2 and Day 3 are the faculty members of the student's committee, but may include additional members of the I-O Faculty as they desire to participate.

Petition for Alternative Exam. In extraordinary cases, a student and his/her major advisor may formally petition the I/O Faculty for the alternative, Project-based General Exam. The student first prepares a written petition in which he/she outlines why the Project-based General Exam is more beneficial than the standard examination to him/her and his/her future career plans. The I/O Faculty will then vote on whether or not to grant the use of the alternative format; a majority must approve the proposal. If approved, the student and major advisor will craft a formal project-based proposal for the student's committee to approve.

Timely Progress

It is expected that students will make every effort to make timely progress in the completion of their degree requirements. The I/O Faculty generally use the following timeline to help guide their evaluation of students' timely progress: completion of Master's thesis by end of 2nd year of study and completion of General Exam by end of 4th year of study.

X. PERFORMANCE STANDARDS: REQUIREMENTS AND EXPECTATIONS

Standards for satisfactory and excellent performance in the I/O program include a variety of behaviors that go well beyond the minimal requirements described in the previous sections of this document. Key expectations of all students in the I/O Division are summarized below. Although this is by no means a comprehensive list, it is intended to convey some of the other important student behaviors that the I/O Faculty value, expect, and consider during their evaluations of student performance and progress in the program.

1. Full-time residence/participation in the program until the degree is completed (with the exception of approved off-site internship/field research experiences or an approved leave of absence from the program)
2. Development of one (or more) minor areas of concentration: e.g., quantitative methods, measurement, occupational health psychology
3. Regular participation in I/O division brown bag research series
4. Independent reading to learn about the field of I/O (e.g., subscribe to and regularly read at least two major journals in the field) in preparation for general examination, beginning in Year 1
5. Attendance and active participation in scientific conferences relevant to area of interest (e.g., SIOP, HFES, JDM, AOM, IEA, APA, APS, WSH, etc.)
6. Coauthor on at least one paper submitted for conference presentation by end of 2nd year in program

7. Taking responsibility for identifying and taking advantage of opportunities to develop I/O competencies (as outlined in SIOP Education & Training Guidelines for Doctoral Training in I/O Psychology)
8. Collegial behavior that furthers the effectiveness of the I/O program and its members, such as mentoring other students in the program, sharing “lessons learned,” and assisting with program and department service activities

XI. ANNUAL PROGRESS REPORTS

At the beginning of the Spring semester each year, I/O graduate students are required to complete a "Progress Report." This report has a number of objectives:

- (a) It allows students to provide the Faculty with a review of their professional activities during the year.
- (b) It provides graduate students a formal way to request specific information, if they wish, about their own progress.
- (c) It provides the Division Faculty with a starting point for their discussion of graduate student performance.
- (d) It aids Major Advisors in providing feedback to their graduate students.

Progress Reports should be prepared using the format designated by the Division. Students will be provided with a rough outline of the information which should be considered in the report, but the student is free to make additions to the form in any way s/he sees fit. A comprehensive and complete report, not a lengthy document, is the goal. These reports must be completed and returned to the Division Head by a due date noted on the form.

Once these reports have been returned, the I/O Division Faculty will meet as a group to discuss the contents and any other information the Faculty feel is relevant to this review. When this meeting is completed, students will be instructed to meet with their Advisors for further discussion of their progress to date. A copy of the Progress Report will be placed in the student's Division file, as well as a copy of any correspondence concerning the outcome of the review.

It should be emphasized that the Progress Report represents only one vehicle for communicating progress and seeking feedback about performance/progress in the program. Frequent exchanges that include giving and seeking informal feedback about progress and performance are expected as part of the regular interactions that students have with their advisors. It is a student's responsibility to seek such feedback on a regular basis.

XII. OTHER DIVISION POLICIES

Student Document Distribution

Reports and studies written by graduate students in the I/O program may be distributed outside the Department with the approval of the student's Major Advisor. In most cases, documents distributed outside the Department should display the following statement on the first page:

"This document was prepared as part of a graduate student project and should be viewed as a student training effort, rather than as a report by a fully-trained professional. The views contained in this document are those of the student author(s). No endorsement by the Faculty, the University, or the State of Connecticut has been given nor should any be inferred."

Obviously, this rule does not hold when the document is knowingly co-authored by an I/O Faculty member or the document is one completed at and identified with another organization.

Participation in the Annual SIOP Doctoral Consortium and Similar Events

Background

From time to time, our Division is asked to nominate a limited number of graduate students as candidates for workshops and training programs hosted by professional organizations in our field. For example, each year the I/O Division is invited to nominate a student to participate in the Doctoral Consortium sponsored by the Society for Industrial and Organizational Psychology. The consortium is a day-long event held on the day before the annual SIOP conference. It is intended as an opportunity for advanced doctoral students in I/O graduate training programs throughout the U.S.A. and Canada to participate in workshops and discussions led by highly regarded professionals in our field. The focus of the consortium is on the development of interesting, viable, and productive programs of research in academic and applied settings. The consortium also offers an opportunity to gather insights about the publication process from journal editors in our field and to share ideas with graduate students from other programs. SIOP has strict limits on the number of participants in the consortium (currently the limit is 40 student participants). Each I/O doctoral program is limited to nominating one student for the consortium. This is done in order to ensure a wide representation of graduate programs in the consortium

Selection/ranking of I/O Division students to participate in the SIOP consortium

Students who would like to attend the consortium and who meet the following minimum criteria may request that they be nominated to participate in the consortium:

- currently in the 3rd year of graduate study or beyond
- master's degree requirements have been met
- have *not* attended the SIOP Doctoral Consortium previously.

If there are multiple applicants, they will be rank-ordered, with priority being given to students whose progress in our program is most advanced, as evidenced by completion of the following milestones:

- completion of Field Research Experience requirement
- passing the general examination
- dissertation prospectus approved by advisory committee.

Any remaining ties will be broken by the flip of a coin. The first ranked student using this procedure will be nominated to the consortium; the second ranked student will be nominated for the waiting list, if there is one.

Selection of I/O Division students to participate in other workshops/training programs

Other professional organizations (e.g., Human Factors and Ergonomics Society, Academy of Management) host workshops and training programs similar in nature to the SIOP doctoral consortium. Whenever the Division is asked to recommend graduate students for a workshop or training program, where the number of participants is limited and it is not possible for everyone to attend and/or be nominated, the criteria outlined above will be used by the I/O Faculty to select their nominations.

Modifications to I/O Division Policies and Requirements

In the interest of enhancing and maintaining the quality of graduate student education, the I/O Faculty will modify divisional policies, procedures and requirements for graduate students from time to time. When this happens, new or modified I/O Division policies and requirements will be treated in the following fashion for current students in the program:

- Students who have already met a requirement and those who are in the process of meeting a requirement are exempt from any new/modified requirements.
- All other students will be subject to new/modified requirements and policies as of the effective date of the policy/requirement.
- Any other request by a student to be exempt from meeting a new/modified requirement will be presented to the I/O Faculty by the student's advisor and a decision will be made by the I/O Faculty on a case by case basis.