

**UNIVERSITY OF SOUTH FLORIDA**  
**Department of Psychology**  
2011-12

Rev. 2/2/2012

**THE PH.D. PROGRAM IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**

The principal thrust of the I/O program at the University of South Florida 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 academic and nonacademic settings. The program was designed to take 5 years, with a limit of 6 years. During that time students will take coursework, conduct research, disseminate results of research at conferences and in journals, and gain practicum/internships experiences.

The course curriculum begins in the first year with a foundation in core areas of general psychology (cognitive, personality, and social psychology), and in I/O psychology. A solid background in research methodology is also included. Advanced training in the content and method of I/O psychology remains the central focus after the first year. From the first year students will become involved in research projects, including but not limited to their master's thesis and doctoral dissertation. Students are expected to become involved in department activities such as monthly brownbag talks and colloquia.

The curriculum presented below is not meant to suggest that the individual program for each student will be rigidly prescribed. Rather, it is intended to provide guidance to the student interested in programming his or her own graduate preparation for the Ph.D. degree. There are, of course, certain hard and fast requirements, which must be met for the Ph.D., as specified in the *USF Graduate Catalog* and the *Department of Psychology Graduate Student Handbook* (hereafter referred to as the "Handbook"). Each graduate student in the I/O program should be very familiar with both University and Departmental requirements. In addition, there are certain proficiency standards, which must be met to qualify for Ph.D. candidacy. The suggested curricular paths presented here are designed to equip the student to meet these requirements and standards. However, *the basic responsibility for insuring that all such requirements and standards are met rests with the individual student.*

The I/O graduate program is intended to progress from the general to the specific. During the *first year* of graduate training, the student must take the basic Regression-ANOVA and Psychometrics courses and he or she will also want to complete at least two of the three core general psychology requirements. The two-semester I/O core sequence will also be completed. It is strongly recommended that students complete an undergraduate level I/O survey course prior to beginning the program. First year students will also take the two semester Research Methods in I/O Psychology (RIOP) course that provides an overview of faculty research interests and the procedures necessary to conduct thesis/dissertation research. Finally, first year students will normally take additional research hours to begin developing their research interests. As a general rule, the first-year student will carry a 12-hour course load each semester. The Master's thesis proposal will also be started in many cases during the first year.

In the *second year*, the student will usually begin to take more specialized courses in the I/O field, and to enroll in additional graduate methods courses. The final core course will be completed. A normal course load during the second year is 9 hours each semester, including course-hour credit for thesis research. Most students will be completing the Master's thesis during the second year. In fact, unless there are extenuating circumstances, a full-time student should complete course requirements for the M.A. degree and defend the thesis proposal by the end of the second year, with many students completing the thesis itself.

The *third year's* program typically becomes more specialized, with courses consisting mostly of advanced seminars in the specialty areas of concentration chosen by the student. Again, most students will take at least 9 hours each semester, including credits for research and/or internship. During the third year, the student will usually meet the minor requirement. The M.A. thesis and degree will be completed by the end of year three.

Typically, most of the *fourth and fifth years* will be devoted mainly to completing the doctoral dissertation. The student may also carry an additional advanced seminar during this time, although this will almost always be an optional choice. The comprehensive exam will normally be taken by fall of the fourth year. The internship will also be completed.

## **Specialty Areas**

The USF faculty have expertise in a number of areas of I/O including:

(1) **Industrial/Personnel Psychology**

Selection, Training, Performance Appraisal, Criterion Development, Management Development, Personnel Research, Job Analysis, and other areas generally related to personnel management.

(2) **Organizational Psychology**

Careers development, groups and teams, Job satisfaction and attitudes, Justice, leadership, motivation, organizational citizenship behavior, organizational theory.

(3) **Research Methodology**

Measurement, design, and statistics including factor analysis, causal modeling, applied methodology and program evaluation.

(4) **Occupational Health Psychology**

A concentration is available in conjunction with minor coursework in the College of Public Health. Included are accidents, counterproductive work behavior, occupational safety, occupational stress, work-family issues, and workplace violence. A more extensive OHP traineeship program has been funded by a NIOSH training grant involving more coursework and interdisciplinary activities with the College of Public Health. Paid traineeships and conference travel support are available to students who elect to take this program.

## **Part-Time Students**

Our program is full-time, and we do not admit part-time students.

## **Advisory Guidance for Students**

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. When possible, initial advisors will be chosen to match student research interests. 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 Graduate Program Committee makes final decisions on course waivers and other significant deviations from the prescribed curriculum. The academic advisor will also be responsible for follow-up guidance to the student and for monitoring 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 dissertation committees. It is not unusual for a student to have several different advisors during his/her tenure in the program.

At the time the graduate student begins to formulate ideas for a Master's thesis, a research committee will be selected by the student with the approval of the Graduate Program Committee of the Psychology Department and his or her advisor, who will serve as chair. The M.A. thesis committee will consist of three or more members, at least three of whom must be members of the Psychology Department faculty. At least two Program areas must be represented on each M.A. committee (i.e., a typical M.A. committee for a student in the I/O Program will consist of two members of the I/O faculty and one member from either the Clinical Science or Cognitive and Neurosciences Program).

A similar procedure will be followed in appointing a Ph.D. advisory committee. The Ph.D. committee is formed upon completion of the M.A. thesis. This committee will consist of at least five full-time faculty members, with three members of the I/O faculty. One other member must be from faculties of other Programs within the Department. The fifth member can be from another area of the department or from outside the department. The Chair of the Ph.D. advisory committee is chosen by the student (with the consent of the chosen person). The other

committee members are recommended by the student and by the Committee Chair. The Graduate Program Committee of the Department approves the overall committee. If the committee should contain more than five members, the majority must be faculty in the Psychology Department.

### **Academic Performance Requirements**

The University requires, as stated in the *USF Graduate Catalog*, that "Graduate students must maintain an overall average of 3.0 ("B") in all courses. No grade below "C" will be accepted toward a graduate degree, but all grades will be counted in computing the overall average" (1998-1999, page 16). The *Catalog* goes on to explain that a student whose cumulative record does not meet the above standard at the end of any semester will be on probationary status. If the probationary student's standing does not improve after one semester of such status, he or she may be dropped from the M.A. or Ph.D. program.

Occasionally a student may be unable to finish all course requirements within a semester and will request an incomplete from the instructor. Incompletes must be completed as soon as possible. Ordinarily this will be within a semester unless circumstances beyond the student's control prevent it, such as having to wait until the next time the course is offered. If a student is unable to progress due to personal circumstances, e.g., illness, it might be advisable to request a leave of absence.

It is the position of the Psychology Department faculty that the production of high caliber Ph.D. students requires even closer monitoring of academic performance than is provided for in the *USF Catalog*. This will serve not only to insure that students are competent in the areas needed for a successful professional career, but also will provide the student with continuous feedback on his/her performance as the student progresses through the graduate program. Such feedback will, hopefully, reduce the student's anxiety over how his or her performance is being evaluated. The Department's policy on student performance is described in detail in the *Handbook*, under the heading "Student Evaluation". In addition to the general requirements for all Psychology Department graduate students grades of "A" or "B" must also be earned in all required courses for the I/O program.

Each student's performance in the I/O Ph.D. program will be reviewed by the I/O faculty at the end of each year. If the student's performance to date seems deficient, the procedure outlined in the section entitled; "Student Evaluation" of the *Handbook* will be followed. In this context, it is also important to reiterate that academic performance requirements include the dissertation, thesis, graduate assistantships, external placements, research activities, and other professional activities.

### **Other Requirements**

The student in the I/O program must meet all of the general University and Psychology Department requirements for the Ph.D. degree in addition to the I/O requirements. These are spelled out in detail in the *Handbook*.

#### **The Minor**

The Minor will be composed of work done outside the student's field of concentration, either in a department other than the Psychology Department or in a Ph.D. Program area other than the student's own. The Minor normally will be constituted by a minimum of two appropriate graduate level courses, integrated to meet the educational goals of the student at the doctoral level. The specific procedures for selecting a program of study for an approved Minor are described in detail in the Handbook.

#### **Comprehensive Examination**

(This requirement is described in detail in the next section of this document.)

#### **Course Hours**

A minimum of 30 semester hours in graduate level psychology courses is required for a Master's degree. There is no minimum number of hours for the Ph.D.

#### **Allowable Courses**

In order to fulfill a course requirement, a course must be delivered over at least a 6 week semester. Shorter time-frame courses (e.g., one-week) can be taken, but will not count toward requirements, including elective courses.

### Advanced Courses

A minimum of seven advanced courses is required. This can include seminars in I/O psychology, methodology (in addition to methods requirements), other areas of psychology, or other graduate level courses outside of psychology. Methods courses in addition to the five required can be counted toward the seven required courses.

### Graduate Core Course Requirements

I/O students must take a core course sequence of three three-credit-hour courses, usually in the first two years of graduate training. The sequence includes the following courses:

EXP 6608	Cognitive Psychology
SOP 6068	Social Psychology
SOP 6068	Personality

Students are encouraged to take at least two of these courses in their first year.

Students who have taken graduate courses in any of these areas at other universities may request waivers in lieu of taking the respective core course. (See the *Handbook* for additional information about credit transfers or waivers of core course requirements.)

In addition, there is Research Methods in I/O Psychology (RIOP, INP 7097) offered by the Department that I/O students in their first year must take.

### Comprehensive Qualifying Examination

As a general USF requirement, each student in a Ph.D. program must pass a written comprehensive qualifying examination over the subject matter of his or her major and related fields. The student is not formally admitted as a *candidate* for the Ph.D. degree until this examination is passed. In the I/O Ph.D. program, the student will be examined in *eight* topical areas. Four questions are required of all students. Two will involve broad issues, one in industrial psychology and the other in organizational psychology. The other two required areas are ethics and research methods. The remaining four are to be chosen individually by each student in consultation with the major professor. For one or two of these questions, a student may choose to identify areas of specialty that align with his or her likely dissertation topic. Students must have completed their required coursework prior to taking the comprehensive exam except that one minor class, and one substantive course may be taken during the academic semester in which the comprehensive exam is taken.

### The Internship Requirement

Each doctoral student in the I/O program must complete an internship that provides professional field experience in an organizational setting. The work might entail either organizational research or applications activities, such as training, selection, attitude measurement, or similar functions. An internship must meet the following *minimal* criteria:

- (1) Two semesters of half-time or one semester of full-time employment in a production or service organization. (A full summer's assignment, e.g., May through August, will be considered as equivalent to a semester.)
- (2) A working assignment, which requires the application of knowledge and skills, acquired in graduate training as an Industrial/Organizational psychologist. For example, an assignment which involved the installation and validation of an employee selection program would meet this criterion very well.
- (3) An on-the-job supervisor who is familiar with and sympathetic to the needs of the internship program. Ideally, the supervisor would be a Ph.D. psychologist, but this will not always be the

case. In situations where the assignment supervisor does not appear to meet the minimally desirable sophistication criteria for that role, the assignment might still be considered satisfactory if the work can be monitored by a member of the USF I/O faculty.

The internship requirement can be waived if a student has had, or acquires at his/her own initiative, equivalent practical experience in a field setting. In this case, the student must provide written evidence that the nature of the assignment has met our minimal criteria. This documented evidence should include:

- (1) A description of the organizational setting.
- (2) A detailed description of the job assignment.
- (3) Any product (if available) which resulted from the assignment, such as a study report, the outline of a training program developed and implemented, etc.
- (4) Qualifications data on the supervisor of the assignment.
- (5) The supervisor's endorsement of the assignment and the performance of the respective student on that work assignment. (This last requirement may be waived by the I/O faculty.)

Internship assignments are coordinated by the Area Director. In order to ensure an orderly process in the assignment of internships, students may not interview for an internship without receiving prior approval from the Area Director. In those instances where a student has located an internship on his/her own, the student must still inform the Area Director of this. If the internship meets the characteristics given above, the student who located the position will generally be given preference, but circumstances may dictate that another student be nominated for the position. Interns should have a formal written evaluation of their performance filed with the Area Director by their internship supervisor.

### **Internship Option**

A student may request that optional research activities be substituted for the internship. To be considered the activities must be conducted in one or more field settings, and must be equivalent to 2 semesters of part-time work. Completion of one or more research projects in organizational settings would qualify. Providing research consultation to groups external to the psychology department could also be part of an internship option.

### **Presentation/Publication of MA Thesis (Strongly Recommended)**

Research experience is an integral part of the I/O training. Students should gain experience with the peer-review process for dissemination of scientific research. Each student should submit their MA thesis or the equivalent work for conference presentation or journal publication. This will become required starting with the 2012-13 academic year.

### **Teaching (Recommended But Not Required)**

Supervised teaching experience is recommended for all Ph.D. students. Normally, this entails teaching a course, or leading a discussion section of a course, in at least one semester. Students must complete the required departmental GTA training session prior to teaching a course as primary instructor.

### **Recommendations For Pursuing an Academic Career**

The training of students for academic or applied careers is the same. However, the requirements for getting an academic job are different. Both jobs demand a solid background in the content and methodology of the field, including research skills. The academic job requires a publication record of articles in I/O journals. It is strongly recommended that students who wish an academic career begin to publish as soon as possible by submitting papers to journals and professional meetings. This likely will be done in conjunction with faculty. Teaching experience is also helpful. Although these experiences are recommended for practice-oriented students, they are less critical as job requirements after graduation.

### **Occupational Health Psychology Specialization**

A training concentration is offered in occupational health psychology (OHP) between the I/O program and the College of Public Health (COPH). This is an interdisciplinary curriculum consisting of two seminars from psychology (Work-family and Occupational Health Psychology, both INP7097), and a two-course minor from the College of Public Health, including content and/or methods. Practicum and research experiences in COPH are also available.

### Occupational Health Psychology Traineeship

The National Institute of Occupational Safety and Health OHP training grant provides for more extensive OHP training consisting of taking 2 elective methods courses (e.g., logistic regression), a 2 course minor, and 1 additional content course in the College of Public Health. Additional training opportunities in both practice and research are part of this program, depending on student interests. Collaborative interdisciplinary experiences among faculty and students are encouraged with this program. Trainees are eligible for paid stipends, as well as research and conference travel support.

## **SPECIFIC COURSES OFFERED IN THE PROGRAM**

### **Required Courses**

Any of the required courses listed below may be waived with the approval of the I/O faculty, if it is determined that the student has obtained the equivalent training in other courses or by other means. The courses are listed in order of course numbers, and not necessarily in the order that they are taken:

#### PSY 6217 PSYCHOMETRICS

PR: Admission to graduate program or CI. An introduction to principles of assessment in psychology. Presented in Semester II each year.

#### PSY 6217 REGRESSION-ANOVA

An introduction to multiple regression, correlation and analysis of variance. The use of computers to conduct these analyses is emphasized. To be presented in Semester I every year.

#### INP 6935(A) PERSONNEL PSYCHOLOGY

PR: Introductory course in I/O psychology or CI. In-depth review of topics in personnel psychology. Topics covered include: selection, testing, training, performance evaluation, criterion development, and job satisfaction. To be presented in Semester I every year.

#### INP 6935(B) ORGANIZATIONAL PSYCHOLOGY

PR: Introductory course in I/O psychology or CI. In-depth review of current theory and research on organizational psychology. Topics covered include: Attitudes, behavior in organizations, leadership and supervision, motivation, occupational health, organization theory and structure, organization change and development. To be presented in Semester II every year.

#### INP 7097 RESEARCH METHODS IN I/O PSYCHOLOGY (RIOP)

Introduction to the research interests of faculty and to the research process. Included is an overview of the research process, including the thesis and dissertation. Presented 1 hour in Semester I and 2 hours in Semester II each year.

#### PSY 7931 SEMINAR IN ETHICS AND PROFESSIONAL PROBLEMS

PR: Both sections of INP6935. Covers ethical principles and professional practice issues related to I/O psychology. Offered every-other year.

#### INP 7097 ORGANIZATIONAL RESEARCH METHODS

PR: PSY 6217 (Psychometrics) PSY 6217 (REGNOVA) or CI. Overview of problems in conducting organizational research. Topics covered include: causality, designs, research ethics, research strategies, and threats to validity. Usually presented in Semester I every-other year.

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\*PR = Prerequisites for the course.

\*\*CI = Consent of Instructor

### **Core Courses**

(See department handbook)

### **Graduate Methods Requirements**

All I/O students are required to complete Psychometrics (SOP 6669), Regression-ANOVA (PSY 6217), Organizational Research Methods (SOP 6669) and two additional graduate level methods courses from this or other departments. This should be considered a minimum, and most I/O students take more than these 5. Methods courses count toward the required 7 advanced courses.

### **Advanced Seminars**

Students should consult with their academic advisors before registering for advanced seminars. The selection of specific courses to be taken will depend on the area of specialization chosen by the individual student for his or her overall academic program. The seminars listed on the following page are presented on a *regular* basis.

#### **INP 7097 EMPLOYEE SELECTION AND PLACEMENT**

PR: CI. In-depth examination of theory and research concerned with employee selection and placement. Topics covered include: selection models, statistical techniques used in selection, employee testing, equal opportunity issues and EEOC guidelines, assessment center methods, ethical issues.

#### **INP 7097 WORK AND FAMILY**

PR: CI. An examination of research and theory regarding relationships between work and family. Topics include dual career couples and the division of labor, work-family conflict, work-family facilitation, work-family organizational policies and practices. The course emphasizes an awareness of research from multiple disciplines and the implications work-family interactions for health and well-being.

#### **INP 7097 TRAINING AND DEVELOPMENT**

PR: CI. In-depth examination of theory and research in the area of training and development. Topics covered include: types and uses of different training methods, development of such methods, evaluation of these methods.

#### **INP 7097 MOTIVATION IN WORK SETTINGS**

PR: CI. An examination of fundamental theories of motivation that specify how cognition is translated into behavior. Particular attention will be paid to theories that have been applied to organizational contexts, including goal setting, VIE, and action-state and goal orientations.

#### **INP 7097 JOB SATISFACTION**

PR: INP 6935 (Personnel and Organizational) or CI. This course covers the theory, findings and measurement of job satisfaction from both a research and practical perspective. Related affective/attitudinal concepts, such as commitment, involvement and role variables, will also be covered.

#### **INP 7097 PERFORMANCE MEASUREMENT/CRITERION DEVELOPMENT**

PR: CI. In-depth examination of various approaches used to measure "criteria" or dependent variables in personnel research.

INP 7097 LEADERSHIP

PR: CI. Examination of major leadership theories and research. Topics include contingency theories, leader-member exchange, attribution theory, and transformational leadership.

INP 7097 OCCUPATIONAL HEALTH PSYCHOLOGY

PR: INP 6935 (Organizational Psychology) and CI. An in-depth examination of the effects that jobs and job conditions (both physical and social) have on individual health and well-being. Included are accidents, occupational stress, and occupational safety.

INP 7097 ORGANIZATIONAL CITIZENSHIP BEHAVIOR

PR: CI. An examination of the causes, consequences, and measurement of organizational citizenship behavior or contextual performance. Covers basic research and theory on prosocial behavior from both the social psychological and I/O areas.

INP 7097 THE ASSESSMENT CENTER METHOD

PR: CI. In-depth familiarization with the assessment center method, which is now widely used in organizations of all types for individual appraisal and development purposes. Seminar will usually entail the visits to actual assessment centers.

INP 7097 PROGRAM AND ORGANIZATIONAL EVALUATION

PR: CI. An examination of the principles and methods of evaluation research, program evaluation, and organizational effectiveness. The seminar is oriented toward the application of research and assessment strategies to the evaluation of programs and organizational components under realistic organizational and political circumstances.

INP 7097 TEAMS

PR: CI. An in-depth examination of individual and group performance on various tasks. Topics covered include: procedures for evaluation of performance of individuals, nominal and real groups, factors influencing small group performance in natural and artificial (experimental) settings.

INP 7097 CAREER DEVELOPMENT AND MENTORING

PR: CI. An examination of career development theories and an in-depth look at mentoring relationships. Specific topics include individual and organizational career management practices, career stages, formal mentoring programs, diversity and mentoring relationships, interpersonal processes in mentoring relationships.

INP 7097 JOB ANALYSIS

PR: CI. An examination of the theory and methods of job analysis. Topics include job analysis techniques and their application to selection, training, and job evaluation, and taxonomies of tasks and abilities.

PSY 6217 ANALYSIS OF VARIANCE

PR: Admission to graduate program or CI. An introduction to research design and statistical techniques in psychology. Topics covered include: statistical inference, one-factor and multi-factor designs, repeated measurement and mixed designs, hierarchical and Latin square designs, and analysis of covariance. To be presented in Semester I every year.



#### SOP 6669 COMPUTER SUPPORTED COOPERATIVE WORK (CSCW)

PR: CI. New technologies are influencing both the applied and theoretical aspects of psychology. This seminar is an examination of the nature of these influences on the topics typically considered traditional in industrial/organizational psychology (e.g., selection, training, organizational structure).

#### SOP 6669 FACTOR ANALYSIS

PR: PSY 6217 (Research Methods) and CI. An in-depth exploration of exploratory and confirmatory factor analytic techniques. Exploratory topics covered include: the common factor model, factor extraction methods, the problem of the number of factors to extract, rotational solutions. The confirmatory techniques will focus on causal modeling primarily via the LISREL software.

#### SOP 6669 META-ANALYSIS

PR: PSY 6217 (Research Methods) and CI. An in-depth exploration of meta-analysis methods used in psychological research.

#### SOP 7609 ORGANIZATION THEORY

PR: CI. An in-depth examination of organization structure and theory and how they relate to organizational practice and policy. Topics covered include: classical and neoclassical theory, open vs. closed systems theory, organizational classification, and related theories.

#### SOP 7609 COVARIANCE STRUCTURE MODELING

PR: Factor analysis and multivariate statistics, or CI. An examination of the application of LISREL and EQS to problems frequently encountered by psychologists. Topics include: the mathematical representation of CSM, identification, goodness of fit, specification searches, confirmatory factor analysis, and latent path models.

Seminars on other topics can also be arranged from time to time, depending on student interest and faculty availability.

### **Supervised Research, Teaching, and Internship**

#### DIRECTED RESEARCH

A student working under the supervision of a faculty member on research, which is neither a part of an assistantship, nor a thesis, nor a dissertation project must register for credit hours under this heading. If the student has not yet completed all requirements for the M.A. degree, the appropriate course number for this work is PSY 6917. After receiving the M.A. degree, the appropriate course number for such directed research is PSY 7918.

#### PSY 6947 GRADUATE INSTRUCTION METHODS

A student who is teaching under a faculty member's supervision should register for credit hours under this course number.

#### PSY 7908 DIRECTED READINGS

A student engaged in an advanced reading program of selected topics under the supervision of a Psychology department faculty member should register for credit hours under this course number.

PSY 6971 THESIS

Students conducting research for the M.A. thesis under the supervision of a faculty member must register for credit hours under this course number (under same ground rules as for PSY 6917).

PSY 7980 DISSERTATION

Students conducting research for the Ph.D. dissertation under the supervision of a faculty member must register for PSY 7980. However, a student must have passed the Comprehensive Qualifying Examination, and therefore be admitted to *candidacy* for the Ph.D. degree before being permitted to register for credit hours under PSY 7980.

PSY 6946 INTERNSHIP IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

As specified in a previous section (see the Internship Requirement), an I/O student in the Ph.D. program must serve an internship in an outside organization. If this requirement is being met while the student is on campus (for example, working in a half-time position in a local organization) where he or she can get guidance or supervision on the assignment from a member of the USF faculty, the student is expected to register for a minimum of 3 hours of PSY 6946 per semester.

Although students may choose to stay on an internship assignment for longer than the required period, only one semester of full-time or two semesters of half-time employment will be counted as internship status. Full-time internships should not be longer than one year. Students will be expected to assume a full credit-hour load after the internship, and will be expected to progress expeditiously toward completion of their studies.

**RECOMMENDED FIVE-YEAR CURRICULAR PROGRAM FOR AN I/O GRADUATE STUDENT**

The sample curricular program presented below is intended to illustrate how a student might program his or her five-year training program to earn the Ph.D. degree. This is *not* by any means intended to suggest a rigid pattern which even the majority of students will follow. It should be recognized that the five-year program is a realistic goal for most students and represents a rigorous but manageable program. Some students have completed the program in four years, and some have taken the entire six years allowed. However, it is our intention to strongly encourage students to complete by the end of five.

Five-Year Curriculum

Year	Semester 1	Semester 2	Summer
1	Psychometrics Core 1 I Course (INP 6935A) Research Methods In I/O Independent research	Research Methods Core 2 O Course (INP 6935B) Independent research	Work on thesis proposal
2	Organizational Research Core 3 Seminar 1 Thesis proposed	Methods 1 Seminar 2 Seminar 3 Thesis defended	Submit thesis to conference/journal Minor 1
3	Methods 2 Ethics Seminar42	Seminar 5 Seminar 6 Seminar 7	Minor 2 Submit paper to conference/journal
4	Comps Propose dissertation	Part-time internship	Part-time internship Submit paper to conference/journal
5	Dissertation proposed Begin networking toward finding a job	Dissertation defend Job search	Begin career

We strongly recommend that all students' experience submitting their work to conferences and journals.

Academic emphasis. It is recommended that students complete extra optional research projects in collaboration with a faculty member and submit it to a conference and/or journal, especially if the MA thesis doesn't produce something publishable.

Business/consulting/applied emphasis. Students should try to gain experience in the type of work they would like to obtain (e.g., survey feedback, test validation, training, etc.) It is recommended that students gain applied experience in more than one area, and that they do a full-time internship for a semester if possible.

**Maximum Times Allowed For Key Milestones**

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

Successful defense of M.A. thesis proposal:	End of fall semester year 3
Successful defense of M.A. thesis and completion of M.A.	End of fall semester year 4
Successful completion of Comprehensive Examination*	End of year 4
Successful defense of Ph.D. dissertation proposal	End of year 5
Successful defense of Ph.D. dissertation and completion of program	End of year 6

\*According to the USF Graduate Catalog, doctoral students must be admitted to doctoral candidacy by year 4.

## **STUDENT SUPPORT**

### **Graduate Assistantships**

The department has available a limited number of graduate teaching assistantships. Most first year students are offered a combination teaching/research assistantship that involves covering one or more undergraduate laboratory sections for research methods or other courses. Advanced students and those with master's degrees may be assigned their own undergraduate course to teach, depending upon expertise. Occasionally research assistantships are available on faculty grants.

### **Graduate Fellowships**

The university awards graduate fellowships on a competitive basis through several programs that often change from year to year. These fellowships are for varying amounts and time spans; some are renewable and some are not. The fellowship does not have any or as much employment requirement, so students who are awarded fellowships will have additional time to devote to their studies. They will be expected to show signs of accelerated progress in some area of their professional development. This does not necessarily mean accelerated coursework, but could mean spending a year working on a research project. Multiyear fellowship students will still be expected to gain teaching experience.

### **External Placements**

Many advanced students are supported through external placements and internships. For local placements, students should ordinarily work no more than 20 hours per week during the fall and spring semesters. Students must get the approval of their advisors to work more than this amount. Out of town placements requiring relocation can be full-time, but should not extend beyond one year. These will normally be used to fulfill the internship requirement.

### **Conference Support**

The I/O faculty will support student travel to I/O conferences (SIOP, Academy of Management, APA, and APS) to present papers when possible. The Meyer Fellowship will award \$250 to any student presenting the results of his or her master's thesis at one of these four conferences. The I/O Foundation Fund will provide assistance for presenting any student work at one of these conferences on a funds available basis. To be eligible a student must be on the program and attend the meeting.

## **BEYOND REQUIREMENTS: EXPECTED ACTIVITIES FOR I/O GRADUATE STUDENTS**

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 Ph.D., you must do far more than this. In approximately five years you will become a scientist/practitioner. In other words, you will be turning yourself into one of us—either an I/O practitioner or a professor. You must not only acquire knowledge, but you must learn how to think like an I/O psychologist, and you must develop I/O research and practice skills. Our expectations are that you will become a highly talented 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. This requires a tremendous amount of dedication and work, but if an I/O career is what you really want, it will be worth it. 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. It also might help you find an internship and your first (and even subsequent) jobs. You should join during your first year. After graduation you can quit (or fail to become a regular member) if it isn't relevant to your career, but as a student you should explore what SIOP has to offer. 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. These are listed in order of relevance to I/O. Regional conferences (Southern Management Association and Southeastern Psychological Association) are smaller and can be good places as well. Other specialized meetings are also available. These conferences are invaluable for networking, looking for jobs, meeting and seeing people whose work you've read, and keeping up with the latest developments. It can be expensive, so we don't expect all students to be able to go to every meeting, but you should go when you can.

**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, and you should begin doing this in your first year. 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. You would be amazed how much more interesting the journals become when you have a specific interest.

**4. Present a paper at a meeting and submit a paper to a journal.** Both of these activities are tremendous learning opportunities, and the program will help cover costs of presenting at a conference when possible (see prior section on graduate student support). Of course, if you wish to become an academic, journal articles are the main selection criteria. No publications—no job. However, these are valuable experiences for practitioners too, and many present papers at SIOP and other meetings. 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. The regional meetings can be a good place for your initial attempt, as they are smaller and can be less intimidating. For anyone thinking about an academic career, this gives a realistic job preview.

**5. Attend department colloquia.** 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 (you can even ask questions!) and from people who are in the field doing practice. We strongly encourage you to attend relevant colloquia both inside and outside of I/O. This helps broaden your training, and often ideas from other areas can be extremely valuable.

**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 hosting out of town guests (e.g., colloquium speakers or prospective students), 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. Often students don't get to know one another across years. These extra-curricular activities enable students to become acquainted with one another and with the faculty. Don't underestimate the effects of the network on your career. Classmates help other classmates find jobs.

**7. Read TIP.** *The Industrial and Organizational Psychologist* or *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. One thing you might find most interesting is the *TIP Topics* column that concerns the graduate school experience. It was born right here at USF under Dr. Mike Coovert's *TIP* editorship, and has been written by USF students. *TIP* is published four times per year, and you should read it. As a member you will get a subscription, but it can be read online at [www.siop.org](http://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. Of course, there are far too many journals to try to keep up with everything, and you should be careful not to get overloaded. But you should keep up with your areas of interest, e.g., if you are doing a thesis on teleworking you should always be on the hunt for new things on the topic. Don't limit your reading to just what's needed for classwork or your thesis/dissertation.

**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.

**USF I/O FACULTY INCLUDING RANK AND PHD GRANTING UNIVERSITY**

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

New York University

Walter C. Borman, Ph.D.  
Professor  
University of California (Berkeley)

Carnot E. Nelson, Ph.D.  
Professor Emeritus  
Columbia University

Michael T. Brannick, Ph.D.  
Professor  
Bowling Green State University

Paul E. Spector, Ph.D.  
Distinguished University Professor and Program  
Director  
University of South Florida

Michael D. Coovert, Ph.D.  
Professor  
The Ohio State University

Stephen Stark, Ph.D.  
Associate Professor  
University of Illinois at Urbana-Champaign

Edward L. Levine, Ph.D.  
Professor Emeritus

Winy Shen, Ph.D.  
Assistant Professor  
University of Minnesota

Research interests and a list of representative publications of the I/O faculty can be found on the department website.

## **APPENDICES**

1. The Importance of Research In the Training of an I/O Psychologist.
2. Comprehensive Exam Procedure.
3. Guidelines For Peer Mentors.
4. Meyer Fellowship.
5. Annual Evaluation Form For I/O Graduate Students. Includes form to track program progress.



**The Importance of Research In The Training of an I/O Psychologist**  
**or**  
**Why Bother, I'm Just Going To Be a Practitioner?**

Paul E. Spector

Most I/O doctoral programs have endorsed the scientist/practitioner model, with the scientist part coming first for a reason. A Ph.D. in I/O psychology means (or should mean) that you have developed certain analytical, problem-solving skills. You are able to combine your knowledge of organizational empirical findings and theoretical principles with methodological expertise to address real-world problems of organizations. The same basic skill set is needed by both academics in doing theoretical research and practitioners in their day-to-day activities. You must be able to analyze a situation, formulate answerable questions, collect information to address those questions, derive potential solutions, and evaluate the effectiveness of solutions, all by means of the scientific inquiry process. In other words, you base conclusions on systematically collected information or data. The same basic analytical/methodological skills are needed whether you are testing a theory with complex structural equation modeling for a scientific paper or dealing with the employee retention problem for your current employer. Of course, there are additional skills that are used mainly in academic or nonacademic settings, but the core is the same. There are several reasons, therefore, that we take the research portion of training so seriously.

**1. Conducting Research Is the Best Way To Build Analytical Skills.** Classroom training is a good way to impart knowledge and information, but it is not the best setting to develop the analytical skills that are needed. This is best accomplished with hands on experience in conducting research. The nature of the research is not particularly important, although studying topics of current interest in the field will also enhance your knowledge in an I/O domain. Furthermore, doing some work in more than one area helps you generalize principles beyond the context in which you learned them.

**2. Skills Generalize.** Most I/O students do not become academics, but they do conduct investigations of organizational issues. Those seemingly “academic” studies of esoteric theories might not themselves be relevant to your organizational context, but the intellectual skills you honed in doing that study of action-regulation theory will generalize to very applied problems in organizations.

**3. Applied Employers Value Research.** Of course publication is required for academic jobs, but it isn't irrelevant to applied jobs. If you are interviewing for a job with an I/O psychologist, don't be surprised to be asked about that journal article you listed as having published in your résumé. It might not be a requirement, but it helps distinguish you from the competition who haven't published, and it is an indication that you have good research skills. Also don't be surprised to be quizzed about research methodology. No, as a practitioner you won't likely be briefing the VP for HR on the latest structural equation modeling methods, but in an interview, someone might ask what you know about SEM. This tells them you are well trained and sophisticated, and that you are able to read and understand the current literature. They often recognize that research is an important part of your training.

**4. It Is Important To Contribute To the Knowledge Base of the Field.** Many practitioners conduct research, and it is not uncommon for them to present at conferences (e.g., SIOP) or publish in journals. Without a steady flow of high quality research, the field will stagnate and lose its usefulness. Many psychologists feel it is important to share knowledge with one another in both formal and informal ways. This strengthens the field and the practice side helps keep the academic side grounded in the reality of contemporary organizational life. Perhaps the most exciting part of our field is that it remains relevant, and that our research has the potential to make an impact on the world.

**5. Research Can Be Fun.** OK, maybe fun is a bit strong, but conducting research is like solving a puzzle. You begin with a question and try to find the answer. This process can be quite interesting and rewarding, especially if you get “good” results. Even more exciting is presenting your work at a conference. Do a SIOP poster, and several hundred people will pass by your paper, and many will stop and talk to you. Some might even be famous. The ultimate is getting your paper published in a peer reviewed journal. Of course, the onerous review process will assure you get a severe enough “initiation” to add value to the accomplishment. Seeing your name in print can be quite a thrill. Obviously, this comes at the price of a lot of hard work and some struggle, especially for the inexperienced researcher, but few things of value are free.

## What Things Should I Be Doing?

Research is built into the I/O curriculum. You must take at least 5 methods courses. Psychometrics, ANOVA/Regression, and field research methods are specifically required. You also must do a thesis and dissertation. However, these are just the minimum requirements. In addition you should do some, if not all, of the following.

**1. Present something at a conference.** Present your thesis and you will be a Meyer Fellowship recipient. In addition when funds are available as they are this year, we will help cover some of your costs to present at a conference, whether or not it is your thesis. Presenting is an important skill in its own right for both academics and practitioners.

**2. Submit a paper to a journal.** If you want to be an academic, this is one of the most important activities you can do. No pubs—no job. You should begin working on this as soon as you can in your academic career. Don't feel you should wait for your thesis if the opportunity arises to do something earlier. Also, don't limit your efforts to just thesis and dissertation. Get your own research program running. Likely, this will be a spin off of work you do with faculty—don't think you have to invent something entirely on your own from scratch. For the practice oriented student, this is a valuable career-enhancing activity. You will gain important skill, and as noted in #3 above, it is often valued by potential employers.

**3. Develop a Research Interest.** The literature will come alive if you choose a topic interest to investigate. What it is doesn't matter, and it can change over time. The important thing is that you choose something, read the literature to develop expertise in the topic, and then monitor the journals for new articles as they are published. As you read the literature in an area, ideas for research (e.g., thesis/dissertation) will come.

**4. Develop Your Research Perspective.** As you become more sophisticated in research methodology, you will begin to view articles more critically. You will see the strengths and weaknesses, and you will be able to see ways to build upon the existing literature. Pay attention to this side of things. Often practice-oriented students tend to pay attention mainly to the potential applied aspects of studies. However, strike a balance between looking at applied vs. research issues as both are equally important in practice.

May 24, 2001

## Comprehensive Exams

### Purpose and Procedure

#### Purpose

There are two purposes to the comprehensive exam (comp). First, it serves a certification function. Each student demonstrates through the comp that he or she has achieved a sufficient level of knowledge about I/O psychology to earn the Ph.D. degree. Second, and more importantly, it serves an educational purpose. During the first year of the program, each student gets a broad overview of the I/O field in the two INP 6935 survey courses. In studying for the comprehensive exam, each student gets another overview of the field, but befitting an individual at this level, it is done through self-study rather than coursework. The exam preparation is an opportunity to get a broad overview of both content and methodology, and an in depth study of the four optional areas. This is also a chance to study additional areas of interest that time has not permitted in the past.

#### Exam Structure

The comp consists of 8 2-hour questions administered over two weeks. Four of the areas are predetermined and taken by everyone—industrial, organizational, research methodology, and ethics. Four are to be chosen by the student, and are intended to be in depth treatments of specialized topics. It is likely that a student will choose the topic of his/her thesis and dissertation as two of the areas. One restriction is that the faculty must be knowledgeable enough in the area to be able to write and grade the question.

#### Administration

The comp will be administered twice per year, during the 3<sup>rd</sup> and 4<sup>th</sup> weeks of fall and winter semesters. The exam will not be given to fewer than 2 students. Each student must submit a request for approval to take comps. This must be submitted **no later than 90 days** prior to the exam. Failure to submit the request on time will result in disqualification from taking the exam during that cycle. Ninety days gives the faculty sufficient time to prepare questions and notify exam takers of the schedule, and more importantly, a student cannot prepare to take the exam in less time. It is recommended that students plan comps well in advance, and request approval far in advance of the deadline. (Note: Do not submit the request at the last minute, giving the excuse that your plans suddenly changed and now you need to take them—there won't be time for proper preparation.)

The I/O program director will assign question writers and graders based on expertise. He/she will also provide the schedule of question administration. Normally there will be eight 2-hour sessions over two weeks, with questions being administered on Monday and Thursday, one in the morning and one in the afternoon. However, it might become necessary to adjust this schedule depending upon holidays, unforeseen events, and the inability to cover all the optional questions in that number of sessions. It is strongly recommended that students take the exam via computer, but this is not a requirement. Individual exam question make-ups are to be scheduled by the individual question writers, and can be held at any time during the semester.

#### Grading

Each question will be graded using a 0 to 4 scale by two faculty members, the question writer and one additional grader. If there is a disagreement between two graders about whether an answer is passing, or there is more than a .5 discrepancy in the numerical grade, the two graders will discuss the question and try to reach consensus. If they are unsuccessful, a third grader will be used to break the tie to determine passing, or to be averaged in with the other two in the case of numerical discrepancies. A passing score for each question is 3.0. A passing score for the entire exam is an overall 3.0 average or higher, and passing of at least 5 questions. (Warning: Do not fail to answer a question because you are unsure about the answer—this will result in a 0 for that question, and likely a failure on the exam. Give the best answer you can, as surely you will have some knowledge related to topic that will at least get partial credit). A student is allowed unlimited chances to make-up individual questions that were missed if the overall exam score was passing. For the overall exam, there can be only two chances to pass (i.e., comps can only be failed once).

June 22, 2006

## Guidelines For Peer Mentors

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

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

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

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

1. You should contact your student as soon as the assignment has been made (in late spring or early summer), and get acquainted at least through e-mail. Offer assistance, and likely he or she will want advice about where to live and about getting relocated.
2. Once he or she arrives, make contact again to see if he or she needs further help. Have a phone conversation (if you haven't already). A face-to-face meeting would be nice if possible; for example, you might meet on campus to show your student around.
3. Attend department get togethers with the students during orientation and later in the semester if possible. This might include the luncheon at the end of the GTA training and/or the afternoon I/O orientation session.
4. As the semester progresses, be available to help. Be proactive. Don't just give your student your number and tell him or her to call you if he or she needs anything. Contact your student from time to time (perhaps monthly) to ask how things are going.
5. Keep in mind that some assigned relationships will develop and flourish, and some will not. This is to be expected. Regardless, each peer mentor should make a commitment to contact their assigned student at least once per month or two for the first year, initially more frequently and then tapering off over time. Often first year students feel uncomfortable asking for help or imposing on the time of the senior student, so it is important that the peer mentor make the effort to initiate contact. Of course, keep in mind that many people are independent and may make an easy transition, so offer help but don't be overly intrusive if that help is not needed. Your student will still appreciate your offer.

The peer mentor program serves an important function for the I/O program. The support and camaraderie among students is one of the factors that make USF such a great program!

July 6, 2000

### **Herb Meyer Fellowship**

With a very generous gift from Dr. Meyer, we have established an endowed fellowship for I/O students, *The Herb Meyer I/O Graduate Fellowship*. This fellowship will be used to assist graduate students who wish to attend a major conference to present results of their MA thesis. To be eligible, a student must present his or her thesis at either Society for Industrial and Organizational Psychology (SIOP), Academy of Management (AOM), American Psychological Association (APA) or American Psychological Society (APS). All students who make such presentations each year will receive an award of \$250 to assist with the expenses of attending the conference. Students who enter with a master's degree are eligible to participate, but the submission of the paper must occur after entering the program even though the thesis was done at another university. Presentations include posters, individual presentations, and symposium presentations. The data from the thesis must be a substantial portion of the presentation. Each student wishing to participate must notify the I/O Program Director upon acceptance of his/her paper, must provide evidence of having attended the meeting, and must submit travel receipts totaling at least \$250. Awards will be made during the summer of each year.

June 13, 2001

## **I/O Graduate Student Evaluation: Annual Accomplishments**

Using the following format, please document all that you have accomplished academically and professionally for the past year, from beginning of summer semester to end of spring semester. Keep in mind that not everyone will have done all things listed, so some items will be left blank. For progress toward degree, use progress form. For the rest, use an open-ended format, taking this form in electronic format and adding your responses.

### **Part 1: Accomplishments**

I. Progress toward degree: Show on progress form (page 3)

II. Professional development

1. University colloquia/brownbags attendance

2. Nonuniversity training completed, e.g., on internship

3. Conference attendance

4. Journal/conference reviewing

5. Association service (e.g., SIOP)

6. Department/university service (e.g., volunteering to host a visitor)

III. Research (in addition to thesis/dissertation requirements)

1. Research projects

2. Papers submitted/accepted to conference or journal

IV. Employment/Teaching

1. List all professional employment for the year

2. List teaching experiences and attach student evaluations and syllabus

### **Part 2: Appraisal**

1. List areas of greatest strength

2. List areas most in need of further development
3. List areas in which you want specific feedback

Area	Self-appraisal
Progress toward degree	
Professional development	
Research	
Employment/teaching	

For each dimension, rate unsatisfactory, satisfactory, exemplary, using U, S, E, respectively

### **Goals and Objectives For Coming Year**

Goals for academic year:

A. Over the next year, what are your goals with respect to

- 1) ... completion of program requirements
- 2) ... the type of employment you would like to have
- 3) ... the steps you will take to enhance your professional growth
- 4) How does your plan of study for the next year relate to your career goals?
- 5) In what way might your advisor or other faculty members assist you in accomplishing the objectives you have set for the coming year?

### Progress Toward Degree Form

<b>Student:</b>	<b>Major Professor:</b>	
Core/Required courses	Date (semester/year) completed or waived	Grade (or Waived) If taken more than once, show all
Cognitive EXP 6608		
Personality SOP 6068		
Social SOP 6068		
Personnel INP 6935A		
Organizational INP 6935B		
Ethics PSY 7031		
RIOP PSY 7097		
<b>Methods: Must have at least 5</b>		
1. Psychometrics SOP6669		
2. Regression PSY 6217B		
3. Organizational Research PSY 7097		
4.		
5.		
6.		
7.		
8.		
<b>Minor: Show date</b>	<b>GPC Approval</b>	
1.		
2.		
<b>Advanced courses: Must have 7</b>		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
<b>Thesis: Shows dates</b>	<b>Proposed:</b>	<b>Defended:</b>
<b>Comps: Show date</b>	<b>Completed:</b>	
<b>Internship: Show if waived</b>	<b>Location:</b>	<b>Date completed:</b>
<b>Dissertation: Show date</b>	<b>Proposed:</b>	<b>Defended:</b>

Note: For dates show semester/year, e.g., summer 2009, fall 2009, spring 2010.

\*For comp eligibility, all requirements to this point should be completed, although you can be taking the final minor course concurrently.