

---

***Graduate Student Handbook for the***

# **MA Program**

*in*

***Industrial & Organizational  
Psychology***

**University of Tulsa**

***Fall, 2009***

---

Note: all policies and procedures described herein apply to students beginning the I/O MA program AFTER the Spring semester of 2009. Requirements may differ for students beginning the program prior to Fall, 2009. Students must meet the requirements of the program as it was designed when they began their education. However, students may elect to meet updated program requirements, pending approval of the I/O Program Committee.

# PURPOSE STATEMENT

---

## Program Goals

- The graduate programs in Industrial and Organizational Psychology at the University of Tulsa train students for the science and practice of industrial and organizational (I/O) psychology. This training addresses:
  - The effects of biological, cognitive, individual differences, group, organizational and cultural factors on human behavior in organizations.
  - The history of the field of I/O psychology and the psychological principles and theories within each sub-discipline of I/O psychology.
  - The technical, interpersonal, methodological, and ethical knowledge, skills, and abilities necessary to solve contemporary organizational problems (e.g., personnel selection, performance appraisal, training, organizational development).

## Quality Philosophy

- The graduate programs in I/O psychology at the University of Tulsa seek to develop graduate students of the highest possible quality. The quality of our students is an important source of professional prestige that benefits students, faculty, and the university as a whole.

## Document History and Purpose

- In the summer of 1996, the University of Tulsa Industrial and Organizational (I/O) Psychology program began an extensive examination of all phases of graduate student education. The initial version of this handbook was developed as a result of that self-examination. The purposes of this handbook are to: (1) describe program procedures, (2) clarify students' rights and responsibilities, and (3) assist students' professional development.
- This Handbook is a "living document" in that the policies, principles, and procedures it describes have evolved, and continue to evolve, in response to the changing demands, needs, and goals of the TU I/O psychology program, its faculty, and, most importantly, its students.

## Scope

- The TU I/O graduate program issues this document. Other standards are issued by the TU Psychology Department, Graduate School, and the College of Arts and Sciences, but the standards and procedures described within are used for administrative decisions made within the I/O program. The policies and procedures set forth in this document pertain to all administrative decisions made by the members of the I/O psychology program committee with respect to graduate students in I/O Psychology at the University of Tulsa. These decisions include, but are not limited to, decisions about assistantships, financial aid, recommendations for employment or internships, and decisions concerning admission into the program and waivers of course requirements.
- **The policies and procedures described herein are intended to be consistent with policies described in the Graduate Bulletin of the University of Tulsa and the University of Tulsa Student Handbook. Where conflicts exist, the policies in those documents supersede this handbook.** Consequently, students should be familiar with all three sources of policy.

## Other Relevant University Documents

- The Graduate Bulletin of the University of Tulsa
- The University of Tulsa Student Handbook

<b>Contents</b>	<b>Page</b>
<b>I. GRADUATE STUDY IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY</b>	<b>4</b>
SCIENTIST - PRACTITIONER MODEL	4
CORE COMPETENCIES OF I/O PSYCHOLOGISTS	5
<b>II. PROGRAM STRUCTURE AND GOVERNANCE</b>	<b>6</b>
<b>III. POLICIES AND PROCEDURES</b>	<b>8</b>
EQUAL OPPORTUNITY POLICY	8
LEAVE OF ABSENCE POLICY	8
ENROLLMENT PROCESS	8
CHANGES IN PROGRAM REQUIREMENTS	8
STATUTE OF LIMITATIONS ON GRADUATE COURSEWORK	9
PETITIONS AND GRIEVANCES	9
I/O PSYCHOLOGY TRAINING PROGRAM GENERAL PETITION FORM	10
ETHICAL GUIDELINES	11
ACADEMIC GUIDELINES	12
TRANSFERRING GRADUATE CREDITS	13
WAIVING PROGRAM REQUIREMENTS	15
GRADUATION	16
DISMISSAL	16
FINANCIAL ASSISTANCE	17
<b>IV. MASTER'S PROGRAM IN I/O PSYCHOLOGY</b>	<b>19</b>
MA PROGRAM REQUIREMENTS	19
I/O PSYCHOLOGY BALANCE SHEET FOR MA	20
THE MASTERS THESIS OPTION	21
I/O PSYCHOLOGY BALANCE SHEET FOR MA THESIS OPTION	23
THE MA/JD PROGRAM	24
THE MA/JD BALANCE SHEET	25
MA COMPREHENSIVE EXAMINATION	26
I/O MA MILESTONE COMPLETION RECORD	29
<b>V. FIELDWORK IN I/O PSYCHOLOGY</b>	<b>30</b>
FIELDWORK PURPOSE AND REQUIREMENTS	30
ORGANIZATIONS' GUIDE TO I/O PSYCHOLOGY FIELDWORK PROGRAM	32
TU I/O PSYCHOLOGY INTERN REQUEST FORM	33
STUDENTS' GUIDE TO I/O PSYCHOLOGY FIELDWORK PROGRAM	34
TU I/O PSYCHOLOGY INTERN EVALUATION FORM	36
TU I/O PSYCHOLOGY INTERNSHIP SITE EVALUATION FORM	38
<b>VI. PROFESSIONAL DEVELOPMENT</b>	<b>40</b>
PRINCIPLES OF PROFESSIONAL INVOLVEMENT	40
PROFESSIONAL ORGANIZATIONS AND CONFERENCES	40
20 USEFUL RESEARCH JOURNALS FOR I/O PSYCHOLOGISTS	41

# GRADUATE STUDY IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

---

## The Scientist Practitioner Model

### Overview

**Graduate training** in I/O psychology at the University of Tulsa (TU) is based on the scientist-practitioner model. In this model, I/O psychologists have two central functions regardless of whether they work in academia, consulting, or for other organizations (SIOP, 1996).

- **As scientists**, I/O psychologists conduct research to develop and evaluate theories of human behavior. This research should be methodologically sound and relevant to applied problems.
- **As practitioners**, I/O psychologists apply theoretical principles and technical skills to solve organizational problems.

The scientist and practitioner functions are distinct but fundamentally interrelated. Thus, the best organizational science responds to practical organizational problems and the best I/O practices use techniques that are theory-based and guided by research.

### Implications for Training

The scientist-practitioner model implies that we expect our students to be able to generate, implement, and evaluate organizational interventions. Thus, the program is designed to develop competent practitioners who also are broadly trained psychologists. To be maximally effective, students must develop competencies in the following areas:

- Basic principles of psychology that guide human behavior
- Core areas of industrial and organizational psychology
- Data collection and research skills
- Interpersonal skills required to function effectively in organizations
- Professional standards for ethical research and practice

The I/O curriculum is designed to develop these competencies. We stress, however, that *professional education begins, but does not end, in the classroom*. Thus, students must assume responsibility for their own professional development. Students have two types of responsibilities:

- First, **students must seek out extracurricular experiences consistent with their desired career paths**.
- Second, **students must take responsibility for their own professional development**. This includes developing a professional network, keeping track of current developments in the field, attending professional conferences, and participating in departmental events and affairs. We make a serious effort to facilitate students' professional development, but students must understand that they are the primary caretakers of their own careers.

The I/O program creates *learning opportunities* for students and students must be willing and able to capitalize on those opportunities. Students should recognize that simply meeting the minimum performance requirements of the program places them at a competitive disadvantage compared to those who actively pursue professional development opportunities outside the classroom.

## Core Competencies of I/O Psychologists

I/O graduate training at TU is focused on developing competencies, including all the skills, behaviors, and capabilities necessary to function as a professional I/O psychologist. The general competency areas for I/O psychologists are listed below. Not all of these competencies are the focus of TU courses and not all are of equal interest or importance to I/O psychologists. However, this list defines the domain of knowledge relevant to I/O psychology and students should be familiar with these areas.

---

Domain	Dimension
<b>I. General Psychology</b>	<ol style="list-style-type: none"><li>1. History &amp; Systems of Psychology</li><li>2. Fields of Psychology</li></ol>
<b>II. Psychological Methods</b>	<ol style="list-style-type: none"><li>1. Research Methods</li><li>2. Statistical Methods/Data Analysis</li><li>3. Psychometric Analysis &amp; Test Development</li></ol>
<b>III. Core I/O Domains</b>	<ol style="list-style-type: none"><li>1. Ethical, Legal, and Professional Contexts</li><li>2. Measurement of Individual Differences</li><li>3. Criterion Theory and Development</li><li>4. Job and Task Analysis</li><li>5. Employee Selection, Placement, &amp; Classification</li><li>6. Performance Appraisal &amp; Feedback</li><li>7. Training: Theory, Program Design, &amp; Evaluation</li><li>8. Work Motivation</li><li>9. Attitude Theory</li><li>10. Small Group Theory and Process</li><li>11. Organizational Theory</li><li>12. Organizational Development</li></ol>
<b>IV. Other Areas of Interest</b>	<ol style="list-style-type: none"><li>1. Career Development Theory</li><li>2. Human Performance/Human Factors</li><li>3. Consumer Behavior</li><li>4. Compensation and Benefits</li><li>5. Industrial and Labor Relations</li></ol>

---

Source: Society for Industrial and Organizational Psychology, Inc. (1994). Guidelines for Education and Training at the Master's Level in Industrial and Organizational Psychology. Arlington Heights, IL. Author.

## PROGRAM STRUCTURE AND GOVERNANCE

---

### Program Structure

The graduate program in I/O Psychology is housed within the Department of Psychology, which is further housed within the Henry Kendall College of Arts and Sciences. As noted in the Graduate Bulletin, The Graduate School of the University of Tulsa supervises all graduate study at the University of Tulsa.

#### *Faculty*

The departmental faculty are the central figures in the I/O graduate program. The faculty provide a high quality curriculum, appropriate assessment procedures, and a training climate that enables students to develop competencies for and attitudes conducive to successful professional practice.

#### *Faculty Advisor*

Entering students will be assigned a faculty advisor. Faculty advisors have the right to make all decisions regarding students and their programs except as restricted by other University guidelines or other requirements of this handbook, or rights and privileges reserved for the student. Faculty advisors should counsel students on the appropriate means of meeting program requirements. When an exception to a program requirement is being considered, both student and faculty advisor should consider thoroughness of training not merely expediency in completing a degree.

#### *The I/O Program Director*

The I/O program is administered by the "Director of Graduate Training in I/O Psychology," aka the "I/O Program Director." This person ensures that the administrative and teaching activities of individual I/O faculty are consistent with the goals and values of the I/O program. In this capacity, the I/O Program Director reports to the Department Chair, Dean of the Henry Kendall College of Arts and Sciences, and the Dean of the Graduate School.

#### *The I/O Program Committee*

The I/O Program Director oversees the activities of the I/O Program Committee, made up of all I/O faculty, regardless of their other possible roles in the department. This committee sets program procedures, rules, and curriculum and is responsible for I/O graduate student selection and assessment (e.g., grading of comprehensive exams), strategic planning within the program, and other administrative duties required of the program. The I/O Program Committee must approve any requests for waiver or exception to the rules, procedures, and curriculum requirements in this handbook. A copy of the General Petition Form used to request approval follows the Petitions and Grievances section of this handbook.

#### *The Psychology Department Chair*

The Department Chair manages the Psychology Department. The Chair oversees all departmental programs and determines departmental budget allocations. The chair also is the principal advocate for the Department in the university and in the community and reports to the Dean of the College of Arts and Sciences.

#### *The Strategic Planning Committee*

The Department Chair appoints members of the Strategic Planning Committee. This committee is usually composed of the Department Chair and the Directors of I/O Training, Clinical Training, and the Undergraduate Program. This committee coordinates the activities of each academic program (I/O, clinical, undergraduate) and ensures that each program operates in a manner consistent with the goals and values of the Department and the University.

*Graduate Dean and University of Tulsa Graduate Council*

The University of Tulsa Graduate Council is a multidisciplinary committee composed of department chairs, program directors, deans, and other administrative officials from across the university. The Dean of the Graduate School oversees the actions of the Graduate Council and approves program recommendations concerning student admission, graduation, academic progress, and exceptions to TU policies.

## I/O PROGRAM POLICIES AND PROCEDURES

---

The purpose of this section is to alert students to issues and policies discussed in other university materials. As such, this section is not comprehensive and familiarity with this section does not substitute for knowledge of other relevant university documents such as the Graduate Bulletin.

### **Equal Opportunity Policy**

(Source: *Graduate Bulletin*)

*The University of Tulsa is an equal opportunity employer and institution of higher learning. The university endeavors to create and nurture an informed and inclusive environment in its workplace and education programs. Affirmative action and equal employment opportunity are integral parts of the University of Tulsa, not just because they are legally mandated but because we recognize that the present and future strength of the university is based primarily on people and their skills, experiences, and potential. The University of Tulsa does not discriminate on the basis of personal status or group characteristics, including, but not limited to, the classes protected under federal and state law. The University of Tulsa seeks to recruit, select, and promote students, faculty, and all other employees on the basis of individual merit.*

### **Leave of Absence Policy**

(Source: *Graduate Council*)

*A leave of absence will be considered for up to one academic year for medical or other extenuating circumstances upon submission of documents to the Dean of the Graduate School. The Graduate School will notify the student if the Dean approves the requested leave. Students should seek clarification from the Dean as to how this affects their academic status as a full-time or part-time student. However, the six-year statute of limitations regarding course credit is still in effect. The student should check with the Financial Aid office regarding the effect of a leave on loan obligations. Any financial support currently being provided to the student may or may not be available upon the student's return.*

### **Enrollment Process**

Students are encouraged to enroll early to ensure that they can take all required courses. Course enrollments are sometimes closed if the class size reaches a point where resources are exceeded (e.g., class space) or the quality of the course is otherwise expected to suffer. In such cases, enrollment decisions are made on a first-come, first-serve basis and are at the discretion of the instructor. Students close to graduation are given higher priority. Also, there is no financial disadvantage to enrolling early.

At the beginning of each semester, the Strategic Planning Committee develops a course offerings plan for the following semester. This plan balances the needs of students from all five programs (i.e., I/O MA & Ph.D., Clinical MA & Ph.D., and undergraduate). Once this plan receives approval, students are notified of specific course offerings and how courses meet specific program requirements. Students receive enrollment cards in their mailboxes. (In the absence of a pre-printed card, a blank card can always be picked up in the graduate school office.) To enroll, the student simply completes the enrollment card, has their faculty advisor sign it, and takes it to the graduate school. To enroll on-line, the student completes the enrollment card and has their faculty advisor approve it. The faculty advisor will then inform the Graduate School, and online enrollment will be activated. Students interested in taking courses not identified as applicable to the degree should obtain permission to take the course from the instructor and from the I/O Program Committee.

### **Changes in Program Requirements**

In order to meet changing demands, the I/O program is an evolving system. Under most circumstances, students are expected to meet the requirements of the program as it was constructed at the time of their admission. The I/O program cannot change these requirements for a student without the student's consent. When program requirements are changed, students may elect to complete their education under the revised curriculum. In some cases, students may be permitted to partially adapt their curriculum to meet new program offerings/requirements. Under such circumstances, the student and his/her advisor should jointly develop a mutually agreeable academic plan and petition the I/O Program Committee for final approval.

## Statute of Limitations on Coursework

(Source: *Graduate Handbook*)

*The work for a degree must be completed within six years. This policy remains in effect even if a student is absent or not enrolled during several semesters. A student who allows the time limit to expire and is subsequently readmitted must also meet the new requirements for the degree as stipulated in the program at the time of readmission. Graduate work more than six years old must be validated by the department for currentness in the discipline. In addition, the student's knowledge resulting from this graduate work must be determined to be current and the student deemed competent by examinations, or by other means of evaluation at the discretion of the major program. When all work toward the degree is out-of-date, it is possible to validate six of the out-of-date hours to be applied toward future work on the degree. All petitions for extension must be recommended by the student's advisor and approved by the Dean of Research and Graduate Studies.*

Comment: This policy means that any coursework more than six years old will not count toward degree requirements unless a formal exception is made - at the discretion of the I/O Program Committee and with the approval of the Dean of the Graduate School. The Graduate Dean regards the six-year time limit as a mechanism for ensuring that the student's knowledge is current. Further, the position of the Graduate Dean is that the *granting of extensions is the exception and not the rule*. If a formerly required course is no longer offered, the student may satisfy the requirement by taking a currently offered course that is similar to the original course or by taking an alternative course, as approved by the I/O Program Committee. *Requests for exceptions of this nature should be submitted in writing.*

## Petitions and Grievances

One of the most important faculty concerns is that students are treated with respect and fairness. The University of Tulsa has established grievance and appeals procedures to address students' concerns. Students should familiarize themselves with procedures described in the Graduate Bulletin and Student Handbook published by the University. What follows is a general description of some grievance procedures students may encounter.

The student has the right to petition the I/O Program Committee for exceptions to department guidelines or decisions of advisors and committees. Only the Dean of the Graduate School can make exceptions to policies, typically upon the recommendation of the I/O program committee, I/O Program Director, or faculty advisor. Situations that cannot be resolved with the program committee may be appealed to the Dean of the Graduate School. The Graduate Dean may decide the matter or refer it to the Graduate Council. The Graduate Council has a Graduate Petitions Committee that makes "recommendations to the Graduate Dean regarding the disposition of: 1) Student petitions requesting departure from established Graduate School policies, 2) petitions involving charges of academic misconduct involving graduate students (these cases may be brought by the student or by the faculty member involved), or 3) petitions involving a perceived academic impropriety arising from an action taken by an instructor, a department, or a committee charged to administer academic policies of a particular department or college. (Source: Graduate Bulletin). Should this chain of appeals be exhausted, the student may appeal the matter to The University of Tulsa's Grievance Committee.

For their own protection, **students are strongly encouraged to file all requests in writing and to document each step taken in the appeals process**, keeping records of dates and subjects of meetings, copies of related memos and so on. See the section on requests for departure from normal program requirements or policies for more information on this topic.

**I/O PSYCHOLOGY TRAINING PROGRAM  
GENERAL PETITION FORM**

(Request for course waiver, transfer, change of committee member, etc.)

Please type or print

Name of Student \_\_\_\_\_ Date \_\_\_\_\_

Describe request:

Describe reasons for making request:

Please attach supporting documents (course syllabus, transcript, letters supporting change, etc.), and list all attachments here:

Please do not write below this line

---

Date petition received by IOPC \_\_\_\_\_

**ACTION:**

Approved as proposed \_\_\_\_\_

Approved with changes noted below \_\_\_\_\_

Petition not approved \_\_\_\_\_

**Final vote of program committee:**

Vote FOR \_\_\_\_\_ Vote AGAINST \_\_\_\_\_

Approved with the following changes:

Signed for the I/O Program Committee: \_\_\_\_\_

Date of Action \_\_\_\_\_

## **Ethical Guidelines**

### **Student Responsibilities**

Students are responsible for acting in a manner consistent with the ethical, legal, and scientific standards of their profession. In graduate education, the awarding of degrees is based primarily upon the evaluation of scholarly papers (class assignments, pre-candidacy project papers, dissertation proposals, doctoral dissertations, etc.). Therefore, it is crucial that the faculty have confidence in the authorship of student papers. To build and maintain that confidence, students should conform to standards published in the *Publication Manual of the American Psychological Association* (5<sup>th</sup> ed.; 2001) and in the University of Tulsa *Student Handbook* (available in the Graduate School). All students must be familiar with the appropriate citation of sources, with the definitions of plagiarism and paraphrasing, and with the serious consequences of violations. Plagiarism or cheating on tests or assignments is considered extremely serious and may result in penalties including failure of examinations, assignments, courses, and/or dismissal from the program.

The graduate programs promote ethical and legal practice. Therefore:

- Students are expected to comply with ethical and legal guidelines for the professional practice of psychology.
- Illegal or unethical practices and academic dishonesty are unacceptable and will not be tolerated.

Students are expected to obey all applicable federal and state laws regulating the practice of psychology and to maintain the highest ethical standards of professional psychologists. These standards include, but are not limited to, the standards and codes of conduct outlined in the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, Standards for Providers of Psychological Services, Standards for Educational and Psychological Testing and applicable federal, state and local statutes. Students having questions about these issues should consult with faculty and the various publications of the American Psychological Association and Society for Industrial and Organizational Psychology.

### **Plagiarism**

(Source: Adapted from Law school guidelines)

Plagiarism is the appropriation of another person's words, ideas, experiences, or modes of analysis and the representation of them in writing as one's own. To avoid plagiarism, the thoughts, ideas, experiences, and analyses of other people must be directly quoted, summarized, paraphrased or referenced according to the publication style of the American Psychological Association. Any written work submitted for academic credit, or in satisfaction of any other program requirement, must include citation to any direct quotation, summary, or paraphrase of thoughts, ideas, experiences, or analyses that are neither the student's own independent thoughts, ideas experiences, or analyses, nor common knowledge. **The Psychology Department regards plagiarism as serious academic misconduct.** There is one area where the standard practice in the field has departed from the published standards. In psychological assessment reports, the use of source books of interpretive statements has not been acknowledged, and paraphrases have not been properly indicated. At the University of Tulsa, all psychological reports should meet the published standards of the current APA manual.

### **Ethics References**

American Psychological Association (1993). Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations. *American Psychologist*, 48, 45-48.

American Psychological Association. (1996). Rules and procedures. *American Psychologist*, 51, 529-548.

American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.

Lowman, R.L. (1998). *The Ethical Practice of Psychology in Organizations*. Washington, DC: American Psychological Association.

Pope, K.D., & Vetter, V.A. (1992). Ethical dilemmas encountered by members of the APA. A national survey. *American Psychologist*, 47, 397-411.

## **Academic Guidelines**

### **Attendance and Participation**

A culture of active student participation enhances the quality of all students' education and greatly increases the value of the TU program to students. Therefore, students are expected to attend all classes and complete all assignments on time. In classes, students assume the primary responsibility for finding out about information missed due to absences. Although faculty advisors should provide assistance, *students are responsible for assuring that their performance in and progress through the program remains within acceptable guidelines.*

### **Grade Requirements** (Adapted from Graduate Bulletin)

No graduate credit is earned for a course in which a student receives a grade lower than "C." An overall scholastic average of 3.0 is required in all graduate work. All TU course work taken for graduate credit is computed in the average, including the original grade of repeated courses. Students who have not maintained a 3.0 average at the end of any semester or session will be placed on academic probation. Upon the recommendation of the faculty advisor and with the approval of the Dean of the Graduate School, a student on probation is allowed to take up to 9 hours to improve his/her average to 3.0. Students admitted on probation must maintain at least a 3.0 average to continue in the program and only TU courses are used to determine the grade point average for purposes of removing a status of probation. Students are dismissed from the graduate program if their average is not improved to 3.0 within one calendar year for full-time students and two calendar years for part-time students.

### **Incompletes**

Students passing their courses but who, because of serious illness or other legitimate extenuating circumstances, cannot complete a course may, at the discretion of the instructor, receive a grade of "I" (incomplete). Incompletes will not be granted to students who have been absent excessively during the term nor to students who have merely failed to complete course work. (Source: *Graduate School policy*)

Students should, when possible, avoid grades of "incomplete" (I), and should remove them as soon as possible. When a student carries more than one incomplete, evaluations by faculty typically note it as a deficiency in the student's record. Further, students with more than 9 credits of incomplete coursework are not permitted to enroll in further classes. Incompletes should be removed within one calendar year of the date the course was to have been completed. *Incompletes that have not been removed after one year are changed to a grade of "F."* Exceptions are made for grades for dissertation research hours, which are normally assigned at the completion of the dissertation. Other exceptions to this policy require the approval of the course instructor and the Graduate Dean.

When a student must take an incomplete, the student should obtain the "Record of Incomplete" form from the Psychology Department. Working with the course instructor, the student should determine what work must be completed to remove the incomplete and determine a mutually agreed upon date for completion of the relevant coursework. This agreement is considered a binding contract. A copy of the record of incomplete is placed in the student's record in the Psychology Department and the original is forwarded to the Graduate School. Once again, incompletes taken in research hours pending completion of a dissertation or a thesis are exempt from this rule.

### **Academic Probation**

Students may be admitted or placed on academic probation. Reasons for an admission on probation include:

- (a) An undergraduate grade point average below 3.0
- (b) Combined Graduate Record Examination scores below 1,000 (Verbal and Quantitative)
- (c) Low scores on the TOEFL
- (d) A highly variable record or record containing other deficiencies

A student admitted on probation must maintain a 3.0 grade point average for the first 9 credit hours of graduate course work to remove the probation and continue in the program, as described in the Graduate School Guidelines. When the probationary period is successfully completed, the student will receive a letter from the Dean of the Graduate School indicating that the probationary status has been removed. Failure to remove the probationary status by the end of the probationary period warrants dismissal from the program. Students may not graduate while on probation.

## Transferring Graduate Credits

This section describes some of the basic issues and procedures for transferring graduate credits from another institution (or another TU program) to count toward a psychology degree at TU. All decisions to accept transfer credits are made by the Graduate Dean, based on the recommendation of the I/O Program Committee. Acceptance of graduate transfer credits is not made as a condition of acceptance into a program. That is, the I/O program will strongly support reasonable transfer requests but cannot guarantee acceptance of credit transfer requests by the Dean of the Graduate School. Transfer credits are not applied to the student's TU GPA and cannot be used to help remove a probationary standing. Finally, these policies also pertain to graduate credits taken at TU prior to the student's admission into the graduate program (e.g., when a student takes a course under the "special student status").

**Prior to requesting acceptance of transfer credits, students must successfully complete credits at TU equivalent in number to those they wish to transfer.** For example, to transfer six credits from another institution, the student must successfully complete six hours of graduate credits at TU prior to making the request. This policy also applies to courses taken at TU by special-status students or students enrolled in other programs. The sole exception to this policy is the case of doctoral students who may sometimes transfer additional credits earned in a previous Masters degree program.

*What types of credits may be transferred?*

Generally, credits from graduate courses in psychology or human resource management can be transferred to count toward the student's I/O degree at TU.

*How many credits can be transferred?*

### **MA Program**

Students in the MA program may transfer up to six graduate credits from another program to the TU I/O program. If accepted, graduate credits will generally be counted as electives unless the course from the previous program *meets or exceeds* the requirements of a required course at TU. This decision will be made by the I/O Program Committee. Credits from another complete degree program may not be transferred to count for the MA program unless the student can show that the credits at issue were not required by the previous program.

### **MA/JD Program**

Generally, requests for acceptance of transfer credits from students in the MA/JD program are not recommended for approval. In effect, the student is already transferring credits from the Law School to count toward his/her MA program (this is the justification for the lower number of required hours for each degree). Requests for exceptions to this policy should be made in writing to the I/O Program Committee, who will forward the request to the Dean of the Graduate School with a recommendation to approve or not approve the request.

*Can transfer credits from another school be approved before I actually take the course that I want to transfer?*

Yes. In some cases, the student may want to take a course at another institution during the course of their graduate education at TU (e.g., a summer course in the student's hometown). We discourage this practice but recognize that it is sometimes warranted by extenuating circumstances. In these cases, students should use the process described below prior to taking the course. Credits are officially accepted only when the Graduate School is provided with an official transcript showing the approved course, number of credits, and grade obtained. Students should obtain permission to transfer the credits prior to taking the course and should note that final and official approval is contingent upon submission of the official transcript to the Graduate School. The student is responsible for ensuring that the I/O Program Committee and the Graduate School receive copies of this transcript.

*How do I get transfer credits approved?*

Students wishing to transfer credits should go through the following steps:

- (1) Successfully complete the number of credit hours at TU that the student wishes to transfer. A student wishing to transfer three credits must first complete three at TU; a student wishing to transfer six credits must

first complete six at TU, etc.

(2) Obtain documents that:

(a) describe the course content (e.g., a syllabus or other description of the course content), and

(b) verify that the student completed the credits (e.g., a transcript with the course & grade listed).

(3) Complete the Graduate School Transfer Credit Request form (available from the Graduate School).

(4) Complete a General Petition Form describing the request and attach all supporting documents, including the Graduate School Transfer Credit Request form. Submit the petition and supporting documents to the I/O Program Committee, who will forward the request to the Dean of the Graduate School with a recommendation to approve or deny the request. If the I/O Program Committee recommends approving the request, the committee will also recommend how the course should count in meeting the student's graduate program requirements.

(5) The Dean of the Graduate School decides to approve or deny the request and provides the student with written notification of the outcome of the request. If the request is approved, the credits do not officially count toward the student's degree until the student provides the Graduate School with an official transcript listing the course and final grade. A photocopy of the transcript may accompany the initial transfer request if a copy of the official transcript is in the student's permanent file in the Graduate School. Students are responsible for ensuring that these transcripts are on file.

## Waiving Program Requirements

Students may request waivers of specific program requirements. A waiver simply means that the student has already completed coursework or other relevant experience that the I/O Program Committee judges to be equivalent to a specific program requirement. In the I/O psychology program there are two general cases in which students may request a waiver of a program requirement.

First, students with extensive experience in personnel management, human resource management, or related fields may request a waiver of *required* fieldwork (e.g., the three credits of Psy 7443 currently required in the MA program). This is the only circumstance in which students may waive a course requirement based on previous work experience. If this request is approved, the student substitutes three elective credits for the three credits of I/O Fieldwork (Psy 7443). This substitution does not reduce the total number of credits required to complete the MA degree.

Second, students may request that a graduate level course completed at TU or at another university replace a required course in the MA or Ph.D. program. If the request is approved, the student simply takes an additional elective in lieu of completing the program requirement. Thus, the total number of credits required for the degree does not change.

The I/O Program Committee adheres to two principles in decisions to support or deny waiver requests:

- (1) The previous work must highly correspond to the requirement for which the waiver is requested.
- (2) The graduating student is expected to be a product of the program offering the degree and must therefore complete a substantial majority of his/her course work at TU. The extent to which this principle applies to a particular student is at the discretion of the I/O Program Committee. Students who have concerns or issues in this regard are encouraged to address them early in their education.

*How do I request a waiver?*

A waiver can be requested by submitting a General Petition Form to the I/O Program Committee. If the waiver pertains to a previously completed course, the student should provide documents supporting the request. Helpful documents include course syllabi, copies of exams or papers, and other course descriptions that are detailed enough to permit reasonable assessments of the substantive content of the course.

*What is the difference between a "waiver request" and a "transfer credit request"?*

A waiver does not change the total number of credits the student must complete. When a program requirement is waived, the student substitutes elective credits for the waived requirement.

Transfer credits lower the total number of hours the student must complete at TU. They are not used to calculate grade point averages and, consequently, cannot be used to remove a probationary status.

## Graduation

*What do I need to do to graduate?*

At the beginning of the student's final semester of course work, he/she should complete any necessary paper work required by the Graduate School (this is the *student's* responsibility). The graduate office, in conjunction with the I/O Program Director, initiates a graduation check in order to ascertain whether the student has met (or will meet during the last semester) all the requirements of their graduate program.

*Can I go through the graduation ceremony before I have completed all my course requirements?*

Yes. To do this, the student must submit a written request to the I/O Program Committee explaining what requirements will not be met before graduation and describing the student's strategy for meeting those requirements. The I/O Program Director will forward the request to the Dean of the Graduate School with I/O Program Committee's recommendation to support or deny the request. The Dean makes the final decision concerning these requests.

*What placement services are available for graduating students?*

The I/O program is interested in the long-term success of our graduate students and attempts to help students obtain employment. However, the Psychology Department does not run an "in-house" placement service. Students seeking post-graduate employment are encouraged to notify I/O faculty of their intentions at the beginning of their final semester. Members of the I/O program are frequently contacted by organizations interested in hiring our graduates. Faculty are more likely to notify students about such jobs when they are aware which students are engaged in job searches. Thus, students should take steps to be sure that their faculty are aware that they are looking. Finally, the University Placement Office is willing and able to assist our graduates in finding employment. Students who feel that they would benefit from this assistance are encouraged to contact the Placement Office.

## Dismissal

When serious problems suggest that completion of the degree is unlikely, or behavior appropriate to the profession is seriously lacking, dismissal from the program may be considered. Any Psychology faculty member may request that the I/O Program Committee entertain a dismissal recommendation motion, provided that adequate and documented reasons for the recommendation are given. Behaviors most likely to result in such motions include ethical or legal violations, felony convictions, failing comprehensive exams (where appropriate), or continued substandard performance. The student and the student's advisor may speak on the student's behalf before the vote of the I/O Program Committee. Following discussion, the I/O Program Committee will vote to take one of three actions:

- (1) Formally request that the Graduate Dean dismiss the student from the graduate program.
- (2) Not recommend dismissal but establish appropriate deadlines and conditions for removal of unsatisfactory conditions.
- (3) Decide the grounds for the motion to dismiss were without sufficient merit.

It is important to note that the foremost concern of the I/O program is that students are treated with fairness and that their rights are protected. Further, all such procedures (including available appeals procedures) are described in the Graduate Bulletin and other University documentation. Thus, students are strongly encouraged to familiarize themselves with their rights and responsibilities, as described in those documents.

### **Dismissal from the MA/JD program**

Students enrolled in joint degree programs should be aware that Graduate School Policy states that dismissal from one program does not constitute dismissal from the other program. Students also should recognize, however, that the behaviors leading to dismissal from one program may lead to a dismissal consideration from the other program. Students who are dismissed from or voluntarily leave the JD portion of the MA/JD program must complete all of the current MA program requirements (i.e., all 42 credit hours) to be awarded the MA. Should the student be dismissed from the MA program, the student should work with the Law School to determine his/her best course of action.

## Financial Assistance

Overview: Graduate education is expensive, and the demands of school make outside employment difficult. The University historically has been able to provide some assistance to some of the students. The faculty attempt to obtain funding for students, but students should be highly proactive in searching out and applying for funding both inside and outside of the University. Several sources of help are possible. Assistantships, for which students work for the University in exchange for a modest stipend and tuition waivers, are especially attractive because the work usually becomes an important source of graduate training. Because so many students apply for the limited number of assistantships, they are difficult to obtain.

### Opportunities

Several sources of financial assistance exist for graduate students at The University of Tulsa. Students may apply for the Parriott graduate student scholarships, which include tuition remission, or Henneke Research Fellowships which include both tuition and a stipend. Information about these and other scholarship possibilities can be found on the TU Graduate School Website.

Most students receiving financial support serve as graduate assistants, as discussed below. Some opportunities may exist each year to serve as a research assistant to faculty with funded research. A wide variety of grants and fellowships from government and private sources are available, but are usually quite competitive. Finally, many students can obtain assistance which must be repaid, such as loans. Students should remember that the University is not responsible to support them, although we strive to provide as many support opportunities as possible.

### Assistantships

Research Assistantships. Faculty fund assistantships out of their externally funded grants. In these instances, the sponsoring faculty has some control over the awarding and monitoring of their assistantships, subject to other limitations imposed by the University and the funding agency. Students must meet the requirements of the faculty member, and faculty may choose individuals according to their own criteria so long as the student is progressing well in the program (faculty should consult with the assistantship committee and respect established relationships). Similarly, grant holding faculty may dismiss assistants whom they consider to be performing poorly, subject to University policies and after informing the assistantship committee.

### Teaching Assistantships

Application. Teaching Assistantships are granted on a one year basis, and students must reapply each year to be considered. No guarantee of support can be made beyond a one year period. Teaching Assistantships, if renewed, can supply support for up to a maximum of four years. Students should plan in accordance with those limits. Applications for awards in the following academic year should be submitted to the Graduate School by February 15, as per Graduate School guidelines.

Selection Criteria. Because the number of assistantships assigned to Psychology is limited, the awards are made on a competitive basis. For newly admitted students the criteria are the same as the admissions criteria. For continuing students the primary criteria are indices of student performance in the program (including those beyond grades).

Priority. To allow for a strong recruitment program, some students may be offered at the time of admission a promise of priority for funding decisions during their first three years of the program, thus giving greater assurance that support will be adequate to allow completion of the program. The remaining awards carry no such commitment, and having previously received an assistantship in no way alters one's likelihood of future funding. The receipt of an assistantship in one year does not give the student an advantage in a following year. The primary criterion for determining awards is good performance in the program. However, failure to perform an assistantship well will likely diminish chances of receiving a subsequent award. Funding after the fourth full-time year of study would be

highly unusual (for funding purposes, students admitted at advanced standing are considered to have fewer fundable years remaining).

Assignment. The assistantship committee consists of the Director of Clinical Training and the Director of Industrial/Organizational Training. The program committees for each program set funding priorities for students in the respective program and make recommendations to the assistantship committee. This committee integrates the recommendations from the two program committees and, after obtaining approval of the Department Chair, recommends to the Dean which students are to be awarded graduate assistantships. The assistantship committee, after weighing the needs and skills of the assistants, as well as consideration of equitable distribution, assigns duties and faculty supervisors to those awarded teaching assistantships consistent with department policy.

#### Student Responsibilities

Graduate assistants are expected to understand and comply with the responsibilities and conditions of the assistantship. Assistants must be full time students, cannot be on probation, and are not allowed other employment unless it has been recommended by the I/O Program Director and approved by the Graduate Dean. The student has the responsibility to work at the prearranged times, show up on time, perform the work in an efficient and accurate manner, and maintain good academic standing. A student may be asked to perform work for other than the assigned faculty member if that faculty member is not utilizing the student fully.

#### Faculty Responsibilities

Faculty members assigned a graduate assistant will provide the assistant, as much as possible, with tasks that will enhance the student's development, while at the same time utilizing the student's efforts to accomplish the mission of the University, the academic unit, and the training programs. Teaching Assistantship recipients will frequently have a mixture of didactic, research, and administrative responsibilities. The faculty member should be considerate of the student's time and other obligations; that is, heavy demands on time should not be made on short notice and without the agreement of the student, and as much as possible time commitments should be evenly spread across the semester.

#### Resolution of Difficulties

In the event that disagreements or dissatisfactions arise between a faculty member and a graduate assistant, they should make reasonable efforts together to resolve those differences. The I/O Program Director, Department Chair or a member of the assistantship committee may be called upon to informally assist in resolving any problems. If a problem continues the student or the faculty member may make a written formal complaint to the assistantship committee. The assistantship committee may then elect to (a) change an assistantship assignment, (b) refer the matter I/O Program Committee, or (c) make no change. Upon referral the I/O Program Committee may elect to (a) change the assistantship assignment, (b) recommend to the Dean that the assistantship be terminated, or (c) make no change.

# MASTERS' PROGRAM IN I/O PSYCHOLOGY

---

## MA Program Requirements

### Basic Program Requirements

The basic program requirements include:

- 6 credits of general psychology graduate courses.
- 18 credits of core I/O psychology coursework.
- 9 credits of coursework in psychological methods.
- 9 credits of elective coursework (42 credits, all told).
- Successful completion of the MA comprehensive exams.

### Masters Thesis Option Requirements

The thesis option requirements include:

- Acceptance into the thesis option by the I/O Program Committee
- 6 credits of general psychology graduate courses.
- 15 credits of core I/O psychology coursework.
- 9 credits of coursework in psychological methods.
- 6 credits of elective coursework
- 6 credits of thesis work (42 credits, all told).
- Successful completion of the MA comprehensive exams.
- Successful completion of a Masters thesis.

The credit requirements are detailed on the **MA Balance sheets** on p. 20 (basic program) and p. 23 (thesis option). Students should use the appropriate sheet to track their progress and to determine whether they have fulfilled all graduation requirements. The comprehensive exam procedures are described starting on pg. 26.

To aid students in tracking their progress through their respective program, an **I/O MA Milestone Completion Record** sheet is provided on p. 29. Students are expected to maintain this record, securing signatures from relevant program officials at the end of each milestone, as indicated on the form. The original form is to be retained by the student. A copy of the signed form reflecting completion the most recent milestone is to be kept on file in the Department Graduate Office. On submitting an updated copy to the Graduate Office, previous copies already on file are destroyed. Students are expected to submit their first copy of the form before the start of their internship.

# I/O Psychology Balance Sheet for MA

Student name: \_\_\_\_\_

Student number: \_\_\_\_\_

Entered program: \_\_\_\_\_ / \_\_\_\_\_  
term year

Area/course	Term	Year	Grade
<b>Core I/O</b>			<b>18</b>
Survey of I			
Survey of O			
Fieldwork			
<b>Methods *</b>			<b>9</b>
Research Methods			
Stats II			
Psychometrics			
<b>General Psychology Core</b>			<b>6</b>
<b>General Electives</b>			<b>9</b>
<b>Total</b>			<b>42</b>

<b>Core I/O</b>		<b>18</b>
<i>required</i>	Survey of I	7623
	Survey of O	7633
	Fieldwork (3 to6 hours)	7443
<i>any 3 courses</i>	Training	8083
	Selection	8103
	Job Analysis and Performance Appraisal	7653
	Leadership	6273
	Teams	7663
	Org. Behavior	
	Org. Development	7673
	Org. Theory	
<b>Methods</b>		<b>9</b>
<i>required</i>	Research Methods	7343
	Stats II	7283
	Psychometrics	7053
<i>any additional course</i>	Stats III	7383
	Personality Assessment	7193
	Meta-analysis	
<b>General Psychology Core</b>		<b>6</b>
<i>any 4 courses</i>	Cognitive	7133
	Social	7043
	Personality	7033
	History & Systems	7143
	Psychopathology	7153
	Beh. Neuroscience	7003
<b>General Electives</b>		<b>9</b>
<i>any 3 courses</i>	core I/O	
<i>from</i>	core clinical	
	general psychology	
	methods	
	independent study	
	other departments	
	transferred courses	

\*The I/O Program Director may designate other courses as meeting the Methods requirement

## **The Masters Thesis Option**

### **Purpose and Justification**

As an extension of its commitment to the scientist-practitioner model, the I/O program offers exceptional Masters students the opportunity to complete a research-focused thesis. Many of those entering our program as Masters students seek Ph.D. degrees on graduation. Although the Psychology Department offers the Ph.D. in I/O psychology, some students seek doctoral degrees from other institutions, where prior completion of a Masters thesis is required. Thus, offering a thesis option enhances the opportunities of I/O Masters degree graduates who wish to pursue their doctorate. In addition, some students are funded by organizations that require them to complete a Masters thesis, and the thesis option allows the I/O program to meet those students' needs.

### **Thesis Option Requirements**

I/O Masters students who seek to complete a thesis must apply for admittance to the thesis option after successfully completing at least 18 hours of degree-related coursework (usually at the end of their second term). As the thesis option is designed for exceptional students, applicants are expected to have earned (a) a minimum GPA of 3.66 from the first 18 hours of graduate-level coursework, (b) no grade below a B in those 18 hours (e.g., 4 A's, 2 B's), and (c) a grade of A in both Research Methods (PSY 7343) and Statistical Methods II (PSY 7283). In addition to the above information, the application should include a working research title and identify the primary advisor. The application must be submitted for review by the I/O Program Committee no later than 1 year before the month in which the student plans to graduate (e.g., May 31 preceding expected graduating year). Notice of acceptance or rejection is provided by the I/O Program Director within a reasonable timeframe (usually 2-3 weeks).

On acceptance, the student must (1) form a 3-person thesis committee, including the I/O faculty advisor, a second I/O faculty member, and a third TU graduate faculty member, by no later than the end of the first week of classes in the term preceding the expected graduating semester (e.g., late August of year 2); (2) prepare and successfully defend a thesis research proposal by no later than the 13<sup>th</sup> week of classes in the term preceding the expected graduating semester (e.g., mid-November of year 2); and (3) complete and successfully defend the final thesis document by the end of the graduating semester (e.g., May of year 2). Guidelines for the thesis proposal and final document are provided below. Thesis option students who fail to meet the above requirements may be dismissed from the thesis option, but are encouraged to complete the basic I/O MA program.

Students admitted to the thesis option must abide by the corresponding balance sheet (see p. 19). Program requirements differ from the basic I/O MA as follows: (a) 15 hours of core I/O coursework are required instead of 18, (b) 3 fieldwork hours are required with a maximum of 3 instead of a maximum of 6, (c) 6 hours of general electives are required instead of 9, and (d) 3 to 6 hours of Research and Thesis (7991-6) are required. Students in the thesis option must enroll in at least 1 credit hour in each term during which a defense is held (e.g., 1 hour for the proposal defense, 2 hours for the thesis defense). As in the regular MA requirements, the total number of credit hours needed for graduation is 42 and MA comprehensive exams must be completed successfully.

### **Guidelines for the Thesis Proposal and Final Document**

The I/O MA thesis option is intended to develop research skills and mastery of a targeted content area within the broader I/O psychology domain. The scope of the research project will vary by student and by advisor. It is critical, however, that the thesis project be manageable within a one-year timeframe, which imposes limits on the length of the final document. An acceptable thesis document will include one that is modeled after a journal submission, that is, between 20 and 30 pages of text (excluding cover page, abstract, references, tables, figures, and notes). Longer documents may be accepted, but students are urged to pursue submission of the resulting paper for presentation at a relevant professional conference (e.g., SIOP, AoM) and/or publication (conference presentation and publication are not requirements of the thesis option) and lengthy documents are less likely to be accepted. IRB approval must precede data collection and APA format is required for the final thesis document.

The thesis proposal should include the following: (a) thesis title, (b) abstract, (c) clear statement of the research problem, (d) review of the relevant literature(s), (e) explication of research hypotheses, (f) proposed data collection and analytic methods, and (g) likely implications of expected results. The proposal defense should be kept to 1 hour in length. It is designed not only to evaluate the merits of the proposed research, but also to improve design features toward ensuring successful thesis completion. The thesis defense should not exceed 90 minutes and, at the discretion of the thesis committee, may or may not include an introductory presentation. Students are encouraged, but not required, to present their thesis research as part of the doctoral pre-candidacy day

presentations, usually held in mid- to late-April.

### **Use of Archived Data**

Students must be directly involved with data collection. Complete reliance on archived data (i.e., data collected by others and/or for purposes unrelated to the proposed research) would not satisfy this condition. In cases where archived data are otherwise judged suitable (e.g., in addressing an important I/O research problem), the student must incorporate new data collection in one or both of two ways.

First, archived data may be augmented by data gathered by the student. The amount of new data deemed acceptable will depend on the nature of the research question, the need for increasing statistical power, and the availability of new data sources. The new data are expected to constitute at least 50% of the entire usable data. Exceptions must be clearly justified and documented. Under no circumstances will complete reliance on archived data be judged acceptable.

Second, the student may gather judgments regarding targeted hypotheses. For example, if archived data are being used to assess the relationship between variables A and B, expert judgments could be gathered bearing on the direction of the AB relationship or the effects of moderators. Data collection in such cases must contribute uniquely to answering targeted research questions and be formally incorporated into all key sections of the thesis document (i.e., introduction, methods, results, and discussion).

### **Use of Meta-analysis**

Meta-analysis is an acceptable form of research for theses, provided data collection is undertaken by the student. Data collection in meta-analysis entails coding of original published and unpublished sources (e.g., research articles, technical reports). In light of the policy on use of archived data (above), reliance on previously coded sources must be augmented by additional coding undertaken by the student (50% new) and/or collection of judgmental data bearing on targeted relations (e.g., in establishing directional hypotheses). Use of meta-analysis raises two additional issues.

First, sample size is an important consideration in any type of research because of its relation to statistical power, and any research question selected for a thesis must allow analysis using a sample size with adequate power. In meta-analysis, sample size derives from the number of available sources reporting a usable effect size (e.g., correlation). Accordingly, a thesis topic centered on meta-analysis will be considered viable only if sufficient original sources are available for the analysis. The number deemed sufficient will depend on the nature of the question. However, the minimum number of usable sources (i.e., independent samples) for a thesis meta-analysis is expected to be 30. Exceptions must be clearly justified and documented.

A second issue unique to meta-analysis is the file-drawer problem. Every reasonable effort is expected to be made to identify unpublished sources for a meta-analysis in order to rule out possible publication bias in mean effect sizes. Exceptions must be clearly justified and documented.

### **Use of Pre-Proposal Data**

Students must prepare and present a thesis proposal for evaluation by the student's thesis committee. Normally, it is in the student's best interests to proceed with data collection only after the proposal has been successfully defended. In some cases, however, students may be permitted to use data collected prior to a successful proposal defense. Pre-proposal data may be included in a thesis study if (a) delaying data collection until after the proposal defense would preclude its availability; (b) the thesis committee judges that the pre-proposal data fully suit the goals of the research, and (c) the student was actively involved in data collection, as described above.

The second condition carries an important implication. Specifically, if the committee decides that a variable critical for answering a targeted research question was excluded, for any reason, from the pre-proposal data collection effort, the collected data may be judged unacceptable as the sole basis for the research. In such cases, the student may be required to collect additional data better suited to hypothesis testing. Collecting data prior to a successful proposal defense must therefore be considered a risk to be weighed carefully against the conveniences of pre-proposal data availability.



## The MA/JD Program

### Purpose and Justification

The relationship between law and psychology is increasingly sophisticated. Industrial/organizational psychologists must function in a complex legal environment. Further, psychological research often plays an important role in the development and enforcement of legal regulations. Finally, organizations rely on both lawyers and industrial/organizational psychologists to develop organizational systems and resolve personnel conflicts. The University of Tulsa developed the joint MA/JD program to respond to these issues. The joint MA/JD program is designed for law students interested in understanding the psychological principles that guide organizational behavior and personnel management, the scientific methods that promote social fairness in the workplace, and the legal defensibility of various organizational interventions (Source: *Adapted from Law School Document on Joint Law Degree Programs*)

### Program Requirements

The joint MA/JD curriculum consists of 111 credits. Students must complete 78 semester hours of law courses including all required subjects as established by the College of Law. Students also must complete 30 hours of I/O psychology courses as defined by the I/O balance sheet for the MA/JD program. The remaining three credits may be taken either in law or psychology (at the student's discretion). Students do not have to make an official decision concerning which program they will take the final three credits in until they actually take the credits (law school requirements may vary).

*How are admissions decisions made?*

The law and MA programs make separate admission decisions. Admission into the MA program does not guarantee admission into the law program. Similarly, admission into the law program does not guarantee admission into the MA program. Students must go through the regular application process for each program. Since the admission criteria vary between the programs, joint program applicants must meet all of the admissions criteria established by each program.

*How is the joint program administered?*

The I/O program supervises the student's education in the I/O program and the law school supervises the student's Law School education. However, joint degree students should enroll in all courses on a Law School enrollment card. Further, students must obtain Graduate Advisor and Graduate School approval for all courses taken for the MA portion of the joint program. This approval is indicated by the appropriate signatures on the enrollment card. Students are required to take the normal first year law curriculum during their first year. After successful completion of the first year, students meet with advisors from each program to plan the remainder of their academic program. Directors of the I/O and JD programs recommend the following policy:

*Students in the joint program are permitted to terminate plans for a joint degree and to opt for a degree in either law or the complementary discipline. Students will be obliged to satisfy the normal requirements of the college selected, which may include credit for some work done in the other college as determined by the Dean of the College of Law or...the Graduate School.*

*After being admitted to the MA program can I switch to the joint program?*

Yes. Students who were originally admitted to the MA program take one of two routes to switch programs. First, some students choose to complete the standard MA curriculum and then apply for admission into law school. In this case the two programs are considered to be completely distinct and students are required to meet the full requirements of each program. Second, students may decide during their MA program, to apply to the joint program. In these cases, students are permitted to take the reduced load - subject to the approval of both programs. In *either* case, students must complete the normal admissions process for the law school but do not need to reapply to the I/O program.

*The MA/JD Balance Sheet.*

The following page describes the program requirements for the MA/JD program.

Student Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

**University of Tulsa  
Balance Sheet for I/O MA/JD Program**

Course Prefix	Title	Semester/Year	Grade
<b>Industrial Psychology Core* (18 hours)</b>			
I/O elective	_____	Fal-Spr-Sum _____	A B C D
I/O elective	_____	Fal-Spr-Sum _____	A B C D
I/O elective	_____	Fal-Spr-Sum _____	A B C D
I/O elective	_____	Fal-Spr-Sum _____	A B C D
I/O elective	_____	Fal-Spr-Sum _____	A B C D
I/O elective	_____	Fal-Spr-Sum _____	A B C D

\* Students are strongly encouraged to complete Psy 8093 (Job Analysis) and Psy 8103 (Personnel Selection); other courses fulfilling the I/O core are designated by the I/O Program Committee. These courses generally include Intro to I/O Psychology (8003), Job Analysis (8093), Personnel Selection (8103), Performance Appraisal, Training, Organizational Behavior, Organizational Development, Organizational Theory, Leadership, and Motivation.

**Psychological Methods (6 hours)\*\***

Psy 7283	Statistical Methods for Research II	Fal-Spr-Sum _____	A B C D
_____	_____	Fal-Spr-Sum _____	A B C D

\*\* The I/O Program Committee designates which courses, in addition to Psy 7283, meet the Psychological Methods requirement.

**General Psychology Core (6 Hours)\*\*\***

_____	_____	Fal-Spr-Sum _____	A B C D
_____	_____	Fal-Spr-Sum _____	A B C D

\*\*\* Courses fulfilling the general psychology core include: Cognitive (PSY 7133), Social (PSY 7043), Personality (PSY 7033), History and Systems (7143), Psychopathology (7123), Behavioral Neurosciences (7003) or cross listed equivalents designated as fulfilling a psychology core course requirement by the I/O graduate Program Committee. These two courses must come from two different areas of psychology (e.g., a student may not take Theories of Personality (6403) and Personality Assessment (7193) to fulfill this requirement). Any course beyond the two required is counted as an elective.

**Academic Plan: (check one)**

- \_\_\_\_\_ Plan 1      30 Credits of Psychology and 81 Credits of Law
- \_\_\_\_\_ Plan 2      33 Credits of Psychology and 78 Credits of Law  
*If Option 2: List General Elective Below (3 credits)*

_____	_____	Fal-Spr-Sum _____	A B C D
-------	-------	-------------------	---------

\*\*\* General electives include transferred courses, courses in other departments, and graduate level psychology courses.

Semester Entered Program:	Fall	Spring	Summer	Year: _____
Semester Graduated	Fall	Spring	Summer	Year: _____

Comments:

# MA Comprehensive Examination

## Overview

The purpose of the Masters comprehensive examination is to create a “capstone assessment” of students’ possession of (1) an understanding of the science and practice of I/O psychology and (2) the practical, analytic, and communication skills necessary to apply I/O knowledge to solve practical problems in organizations. Students must take this exam during the semester in which they plan to graduate. The exam is typically offered once per year, spanning late January and early February. The exam may or may not be offered at other times during the year, at the discretion of the I/O Program Committee. **Students seeking to take the exam must inform the I/O Program Director (by e-mail) by no later than 8 weeks prior to the scheduled date of the exam** (usually by late November for a late January exam).

NOTE: Students must be enrolled during the semester in which they plan to take the comprehensive exam.

## Exam Components

The Masters comprehensive examination has three parts: (1) a written component, (2) an analytic component, and (3) an oral defense. These three components will all be completed within a one- to two-week time period. In Part 1, the student will answer seven “short answer” questions. These seven questions will be derived from the following 12 core competencies for I/O psychologists (source: SIOP, 1994; see p. 5 for a listing of all areas):

1. Ethical, Legal, and Professional (mandatory)

### Industrial Psychology (3 of the following)

2. Criterion Theory and Development
3. Job and Task Analysis
4. Employee Selection, Placement, & Classification
5. Performance Appraisal & Feedback
6. Training: Theory, Program Design, & Evaluation

### Organizational Psychology (3 of the following)

7. Work Motivation
8. Leadership
9. Attitude Theory
10. Small Group Theory and Process
11. Organizational Theory
12. Organizational Development

Students will answer a single question from the Ethical, Legal, and Professional domain, and three questions from each of the Industrial Psychology and Organizational Psychology domains. The first question (on ethics, etc.) will be mandatory, and the two sets of three will allow selection from among five and six alternative questions, respectively, one per areas 2 through 12.

A comprehensive reading list will not be provided for these topics. Rather, it is the student's responsibility to identify and review the relevant, important information. Students’ answers should reflect the state of the literature, but students will not be required to cite the literature in answering the questions. In general, students also are expected to be familiar with material covered in TU I/O psychology courses (and/or their equivalents taken at other institutions). A partial reading list is available on WebCT, organized by content area. Questions will be designed to be answerable by the minimally qualified student in approximately 15 minutes per question. The exam is closed-book, and students will have two hours to complete Part 1.

Part 2 of the exam, the analytic component, is designed to assess students' abilities to work with data and interpret results in light of applied problems in organizational settings. Part 2 will typically be taken on the same day as Part 1, and is designed to tap the following 4 core competencies for I/O psychologists (source: SIOP, 1994):

1. Research Methods
2. Statistical Methods/Data Analysis
3. Psychometric Analysis & Test Development
4. Measurement of Individual Differences

Working at an appropriately equipped computer station, the student will be presented with an organizational scenario describing a realistic problem relevant to I/O psychology, and a set of questions. A corresponding SPSS data file will be provided, and students will be expected to apply their knowledge of analytical procedures to diagnose the organization's problems via SPSS data analysis, and answer the specific questions provided. Students will have two hours to complete Part 2 of the exam.

Part 3 of the exam, the oral defense, is intended to allow the I/O Program Committee to assess students' abilities to communicate verbally and defend responses provided in Parts 1 and 2. Specifically, with regard to the analytic component, students may be asked to deliver a brief, informal report to the hypothetical company, outlining the problem and describing appropriate results, interpretations, and proposed interventions. The number and nature of questions asked will vary from student to student, but it is generally expected that each rater will be allowed as many questions as he or she deems necessary to judge the targeted skills. The format of the oral defense will generally be unstructured. One exception is that students are asked at the beginning of the oral defense to address specific errors or weaknesses they themselves identified after completing Parts 1 and 2. The maximum time allowed for this portion of the exam is 5 minutes. The oral exam will typically be scheduled a week after the written and analytic components (to allow time for preparation of appropriate questions), and the order of students' defenses will be determined by random draw.

### **Grading**

At least two members of the I/O Program Committee grade all parts of each student's exam using evaluative criteria specific to each component, as shown below. A third member will serve as an independent "tie-breaker" when one or both of the two initial raters fails the student on a single question or the overall exam component.

#### *Part 1: Written*

The following criteria apply to each of the 7 items:

- (a) quality of content (i.e., brings relevant information to bear in answering the question; excludes irrelevant material; stays on track);
- (b) comprehensiveness (i.e., addresses all parts of the question in proportion to importance and relevance); and
- (c) quality of written communication (i.e., grammar, spelling, word choice, organization and flow, transitions, precision, concision).

#### *Part 2: Analytical*

All questions in this component are designed to allow objective scoring in terms of relative correctness. General topics include, but are not limited to:

- (a) appropriateness in choice of methods (i.e., selected statistical procedures are suited to determining the nature of the problem and identifying possible interventions);
- (b) completion of methods (i.e., selected statistical procedures are performed accurately, such that output permits valid and complete interpretations in light of the given problem);
- (c) interpretation of output (i.e., results are interpreted accurately and completely in light of the targeted problem and limitations); and
- (d) communication of results (i.e., written feedback to the company is suitably worded and presented in appropriate detail; results are graphed appropriately).

### Part 3: Oral

- (a) quality of content (i.e., understands the question and responds directly to it; brings relevant material to bear in answering the question; avoids irrelevant or tangential issues; stays on track);
- (b) comprehensiveness (i.e., addresses all parts of the question in proportion to importance and relevance);
- (c) quality of oral communication (e.g., grammar, clarity of speech, organization and flow, avoids “ums” and “ahs”; avoids interrupting; is pleasant and professional in speech); and
- (d) quality of nonverbal communication (i.e., gestures, facial expressions, and body posture are appropriate to the question and response).

(Criteria (c) and (d) may be weighted less in light of certain documented disabilities.)

Each rater assigns a grade for each of the above criteria using the following evaluative system:

3 = High Pass:	Clearly beyond typical student performance expectations
2 = Pass:	Consistent with typical performance expectations
1 = Weak Pass:	Minimally acceptable; key point missed or poorly communicated
0 = Fail:	Questions left unanswered or otherwise unacceptable in content or quality of communication

Points are averaged across raters (and questions, for Part 1 of the exam) within each component to derive an “Overall Component Score” (OCS). The standards for each component are as follows:

Exemplary:	2.5 - 3.0
Satisfactory:	1.5 - 2.4
Unsatisfactory:	0.0 - 1.4

There are two criteria for passing the comprehensive exam, as follows:

1. Minimum of 1 (averaging across raters) on each of questions 1 to 7 in Part 1.
2. OCS at or above 1.5 (Satisfactory) on each of the three components.

### **Failure**

Students with unsatisfactory performance on any component of the exam are considered to have failed that component of the exam. Such students are required to retake the failed component(s) at a later time, as determined by the I/O Program Committee in light of the student's perceived developmental needs. Typically, students who fail on the first attempt retake the exam later in the same semester. **Students are allowed to fail and retake each component of the exam only once. Those who fail the same component twice will not be awarded a Masters degree.**



## FIELDWORK IN I/O PSYCHOLOGY

---

### Fieldwork Purpose and Requirements

*What is the purpose of I/O fieldwork?*

Industrial and organizational psychologists must be able to effectively function in organizations. This requires interpersonal skills, political savvy, and an understanding of how to apply technical skills and theoretical knowledge in “real world” situations. We believe that these competencies are more effectively developed in actual organizations than in the classroom. Therefore, fieldwork experiences (also referred to as internships) are viewed as a critical element of the I/O program.

*What are the I/O fieldwork requirements?*

To count for credit toward a psychology degree, students must register for Psy 7443. This course is administered by the Internship Coordinator who then serves as a University representative and an advocate/advisor for the student, should the need arise. Psy 7443 does not involve a traditional classroom experience although the Internship Coordinator reserves the right to require such an experience. To qualify, an internship must involve at least 200 hours of work. This work may be distributed in any fashion that meets the needs of the student and/or the organization (e.g., five 40-hour weeks; ten 20-hour weeks)

All students in the I/O MA program must complete an internship and take Psy 7443. Students in the basic program (no thesis) must complete between 3 and 6 hours of fieldwork credit. Those in the thesis option must complete 3 (and no more than 3) hours of fieldwork credit.

*Do I receive a grade for fieldwork?*

Yes. The Internship Coordinator assigns fieldwork grades. Students receive a grade below “B” in I/O fieldwork only if performance has been unethical, irresponsible, or otherwise poor in the judgment of the supervisor or I/O program director. A grade below a “B” in fieldwork will not count toward program requirements. Students who obtain a second grade below “B” in I/O fieldwork are not permitted to enroll for a third fieldwork experience and are unable to complete the I/O MA program.

*How are students matched with organizations?*

Several local organizations utilize I/O interns on a regular basis. Each semester, the Internship Coordinator receives several intern requests from these and other local organizations. Upon receiving an intern request, the Coordinator takes one of two actions. If the Coordinator knows of a particular student(s) who, in the judgment of the Coordinator, is (are) a good match for the position, the Coordinator may personally recommend the student to the organization. More often, the Coordinator posts job advertisements in the job-posting book located near the graduate student mailboxes, or on the I/O internship website. Students are encouraged to check these advertisements on a regular basis.

*Do I have to be enrolled in course credit to obtain an internship?*

No. Students frequently find internships before officially enrolling in the internship credits. Further, the dates of the internship do not have to perfectly correspond to the academic calendar. When a student has an opportunity to begin an internship in the middle of the semester, the student is encouraged to begin the internship and complete the credits during the next semester. Generally, students are not permitted to enroll in Psy 7443 prior to actually arranging a specific internship position.

*What is the best strategy for obtaining an internship?*

Students are encouraged to be enterprising. They should attempt to establish a social network in the local professional community through involvement in professional organizations and to maintain an effective social network with their fellow students. The program does not require that the internship be a paid position and not all positions involve financial compensation. Finally, students should keep the following in mind:

- A voluntary position is an excellent way to obtain relevant experience.

- Both paid and voluntary positions often lead to full-time permanent positions.
- Students who wish to complete their graduate work in a timely fashion are encouraged to begin searching for internships early in their education, although it is recommended that the internship begin no sooner than the summer after the first year.
- The internship does not have to be compensated and the I/O program is not obligated to find a compensated position for each student. If a student has difficulty obtaining an internship, the Internship Coordinator will assist the student in locating an internship. However, this internship may or may not be compensated.

*Must the internship be in Tulsa?*

No. Students are encouraged to find internships that best meet their professional development needs and aspirations. There are no geographical requirements or limitations. Thus, students planning to live in a specific geographical region should attempt to obtain an internship in that region.

*Are there any forms to complete in arranging an internship?*

Yes. The Internship Coordinator ensures that students are working in positions in which the primary job duties involve the practice of I/O psychology, broadly defined. The main concern is that the internship provides applied skills/experiences beyond those required by a primarily clerical position. Therefore, before students are permitted to enroll in Fieldwork, the Internship Coordinator must receive an "Intern Request Form" completed by the on-site supervisor, describing the general type of I/O work that will be undertaken by the intern. If the Coordinator approves the overall focus of the internship, the student then arranges submission of a more detailed **Letter of Agreement**, describing the exact scope and nature of the proposed work, goals, deliverables, timelines, and contact information of the on-site supervisor. A job description may be appended for clarification. *The Letter of Agreement must be submitted by no later than the end of first week of classes in the term in which the student is enrolled in Fieldwork, signed by both the on-site supervisor and student.*

*Is any form of performance documentation required?*

Yes. Students must have their internship performance evaluated by his or her on-site supervisor and a second person familiar with the student's performance (e.g., a co-worker). Evaluations are undertaken by the two raters using a standard form available on pp. \_\_\_\_\_ after 200 hours of internship work have been completed.

*What information does the organization need to know?*

The following sheet is a guide to the I/O internship program that clarifies our expectations for the program. Students may provide this information to any prospective internship supervisor/organization. We strongly encourage that you do so as it often helps to clarify program expectations and the expected functions of the intern.

*Can the fieldwork requirement be waived?*

The I/O internship requirement may be waived at the discretion of the I/O Program Committee for individuals who have extensive work experience in human resource management/personnel psychology. In these cases, the student substitutes an additional elective for Psy 7443, as described above.

*What special concerns are there for international students?*

The two most common internship issues for international students are language difficulties and visa-related work restrictions. International students with language difficulties should recognize that they may face challenges in locating a position until those language difficulties are resolved. Consequently, international students are encouraged to take additional credits of English coursework as required (these credits are not counted as part of the 42 hours required for the MA degree). International students also are expected to be responsible for resolving any visa-related issues that prevent them from receiving pay for an internship.

# University of Tulsa

## Organizations' Guide to the Industrial/Organizational Psychology Fieldwork Program

- **The Program:**

The University of Tulsa offers MA and Ph.D. degrees in Industrial and Organizational (I/O) psychology. These degrees prepare students to work in Human Resources Management or Organizational Development positions for companies, government agencies, labor unions, and consulting firms. Typical job duties of our graduates include:

- Designing and evaluating systems for personnel selection, performance assessment, or compensation
- Administering surveys of employee attitudes, bargaining preferences, job stress, or working conditions
- Conducting research concerning organizational behavior, job satisfaction, and employee effectiveness
- Developing and evaluating organizational interventions (restructuring, training, culture change, etc.)

- **The Internship:**

The purpose of the internship is to supplement students' classroom experiences with real world experience directly related to industrial/organizational psychology. MA students are required to complete between 3 and 6 credit hours of fieldwork and Doctoral students are required to complete 6 to 9 credit hours. Interns are required to work in an organization in a human resources management, personnel, or organizational development position.

- **Typical salary range:**

Intern salaries usually vary between \$10.00 – \$25.00/hr, depending on the skills required for the position and the education and experience of the student. Internships do not have to be compensated, but given the nature of the services our students provide, most organizations offer compensation.

- **Hours/Week:**

To receive fieldwork credit, students must complete 200 hours of work for each 3 credit hours of enrollment. This represents about 12-15 hours of work each week for a total of 15 weeks. The organization may hire the student for a longer period of time or for more hours, as needed. Further, the internship does not have to correspond exactly to the academic semester. So, an organization could, for instance, hire an intern for five 40-hour weeks or 20 ten-hour weeks.

- **Expectations:**

We are very flexible with what types of jobs we count as internship experiences. Our primary concern is that students do not serve *exclusively* as clerical support staff. That is, we want students to get hands-on experience with human resource management issues. We recognize that clerical functions are required of most people and we expect our students to perform these functions when required by the organization.

- **Performance Documentation:**

Students are required to submit a **Letter of Agreement** describing their duties, including the name and address of a contact person for the internship. Intern supervisors and a second person familiar with his or her performance will be asked to complete a short performance inventory concerning the intern. Students also may be asked to evaluate the quality of the internship experience.

- **For further information:**

John L. McNulty, Ph.D.  
I/O Internship Coordinator  
600 S. College Ave.  
Tulsa, OK 74104-3189  
[john-mcnulty@utulsa.edu](mailto:john-mcnulty@utulsa.edu)

# University of Tulsa I/O Psychology Intern Request Form

## Employer Information:

• Company Name:	_____		
• Contact Name:	_____		
• Title for Contact Name:	_____		
• Address:	_____	_____	_____
	(Street)	(City/State)	(Zip Code)
• Phone number:	_____	Email Address:	_____

## Position Description:

• Estimated time-frame for position:	Start date: _____	End date: _____	
• What are the expected hours/week?	_____		
• Compensation terms (e.g., \$/hr.):	\$ _____		
• To whom will the intern report?	_____	phone number: _____	
• Indicate amount of supervision/direct contact the intern will have with the person to whom he or she reports:	_____ daily	_____ weekly	_____ monthly (or less)
• Will anyone else be responsible for providing supervision or formal guidance to the intern?	_____ yes	_____ no	
• If "yes", please indicate who this person(s) is and the amount of supervision or guidance to be provided:	Name(s): _____	Hours/week of supervision: _____	
	_____	_____	
• Please indicate others with whom the intern will work on a regular basis (place an "x" next to all appropriate constituencies):			
_____ internal customers (e.g., depts.; work groups; senior management)	_____ external clients or customers	_____ personal work group or team	_____ other (specify)

## Job Components:

- In which of the following areas will the intern be expected to work? (A separate **Letter of Agreement** detailing more specific goals, duties, tasks, and timelines will be requested at a later time, prior to the start of the internship.)

• Please indicate the primary area(s) in which work will be focused in this position: (check all applicable items)		
_____ personnel selection systems	_____ recruiting	_____ performance management
_____ compensation/benefits	_____ survey development & admin.	_____ training & education
_____ change management	_____ organizational design	_____ leadership development
_____ research & validation	_____ organizational development	_____ career management
_____ individual assessment	_____ other (please specify _____)	

## University of Tulsa

# Students' Guide to the Industrial/Organizational Psychology Fieldwork Program

Students are urged to consider the following in arranging and completing an internship in the I/O program at TU:

1. Internships are required for both MA and Ph.D. students.
2. Arranging an internship is the responsibility of the individual student. The Internship Coordinator may assist in this effort, but should not be relied upon as the sole source of internship leads.
3. Students must enroll in **PSY 7443** to meet the Internship requirement. Students may unofficially begin an internship prior to the PSY 7443 semester, but must complete their internship duties during the semester in which they are enrolled in PSY 7443.
4. A **TU I/O Intern Request Form** is to be (a) completed by the internship employer to clarify terms and responsibilities, and (b) approved by the Internship Coordinator *before* the student enrolls in 7443, preferably midway through the preceding semester. Exceptions may be approved by the Internship Coordinator.
5. The fieldwork experience must deal mostly with core I/O activities. (A list of appropriate activities is included at the bottom of the **TU I/O Intern Request Form**.) Jobs entailing a lot of clerical duties are not proper I/O internships. Students who find themselves doing mostly non-I/O work on their internships should first attempt to resolve this situation with the internship employer, in light of terms specified in the **Intern Request Form**. If the scope of duties cannot be resolved with the employer, the student is advised to contact the Internship Coordinator as soon as possible.
6. Working with the prospective host organization, the student must develop and submit a 1-2 pp. **Letter of Agreement** specifying the nature of the work to be completed during the internship. The purpose of the Letter of Agreement is to ensure that all parties (student, host organization, Internship Coordinator) agree as to the scope and nature of the expected duties, timelines, and deliverables. This, in turn, allows confirmation that the internship duties are appropriately I/O-related, and provides a basis for evaluating the intern's performance. The Letter must be submitted no later than the end of the first week of the PSY 7443 semester and must be approved by the Internship Coordinator. Earlier submissions are recommended (e.g., a month before the start of the PSY 7443 semester) to allow time for revisions (e.g., regarding the scope or nature of a project) or, in extreme cases, procurement of an entirely new internship. Key contents of the Letter of Agreement are described at the end of this document.
7. Interns must complete 200 hours of fieldwork for each 3 hours of course credit.
8. On completing at least 200 hours of fieldwork experience, and preferably at the end of the internship, students are to be evaluated by their immediate on-site supervisor and a co-worker with whom the intern has worked closely. The **TU I/O Intern Evaluation Form** can be found on pp. 32-33. The student/intern is responsible for making and distributing copies of the form to each rater. Raters are to submit completed forms directly to the Internship Coordinator either by regular mail, e-mail, or fax.
9. For internships undertaken during Spring and Fall terms, there is no class attendance requirement. For internships undertaken during the Summer term(s), there may be a class attendance requirement. See the Internship Coordinator for details regarding the given Summer term.
10. If you start an internship in the middle of Spring term, you must enroll in 7443 for the following Summer term and abide by any course requirements (e.g., class attendance) assigned that Summer term.
11. All students, regardless of whether they are enrolled in the Fall, Spring, or Summer terms, are required to write a 10-15 pp. paper describing their internship experience and how it has furthered their development as a scientist-practitioner, or on a topic approved by the Internship Coordinator. Other requirements may be imposed at the discretion of the Internship Coordinator.

12. At the end of the internship, the student/intern is asked to complete a **TU I/O Intern Site Evaluation Form** (see pp. 34-35) and submit the completed form to the Internship Coordinator. The purpose of this form is to facilitate other students' judgments of possible fit in future internships at that site.
13. MA students may take up to 6 hours of Fieldwork credit (for those in the Thesis Option, the maximum is 3) and Ph.D. students may take up to 9 hours. The hours may be taken concomitantly (e.g., 400 hours of internship work for 6 credit hours in one semester; i.e., PSY 7446) or serially (e.g., 400 hours of internship work for 6 credit hours spread over 2 semesters of PSY 7443).
14. A separate **Letter of Agreement** is required for each semester in which the student is enrolled in 7443. Performance also must be evaluated, as per point 8, on a per semester basis. Thus, a student enrolled in PSY 7443 in 2 consecutive semesters will be evaluated at the end of each semester. The raters may or may not be the same individuals in the 2 evaluation cycles.
15. Letter grades are assigned based on (a) submission of a completed Intern Request Form, (b) preparation and submission of a Letter of Agreement, (c) submission of completed performance evaluation forms from the intern's on-site supervisor and a co-worker familiar with the intern's work, (d) favorable performance evaluations in light of expectations specified in the Letter of Agreement, and (e) submission of a 10-15 pp. paper describing their internship experience.
16. A letter grade of C, D, or F will not be accepted as fulfilling the MA internship requirement. Such grades may be awarded for failure to submit required documentation (e.g., Letter of Agreement) and in extreme cases of failing to meet expectations and/or lack of professionalism in undertaking internship duties.

## **Letter of Agreement**

Key elements of the letter of agreement may include: (a) site address; (b) on-site supervisor contact information and relevant qualifications (e.g., Masters in HR Management; 5 years experience as Personnel Director); (c) a list of targeted internship projects, assignments, goals, timelines, and related duties; (d) an existing job description, (e) reference to any binding employment documents furnished by the site organization (e.g., employment contracts, non-disclosure agreements); and (f) expectations regarding use of organizational data (e.g., personnel records) for research purposes. The Letter of Agreement is the responsibility of both the organization and the intern and both parties are expected to play an active role in its creation.

# University of Tulsa I/O Psychology Intern Evaluation Form

Year: \_\_\_\_\_

Intern's name: \_\_\_\_\_ Student program: MA  PhD

Internship site: \_\_\_\_\_ Semester: Fall  Win  Spr  Sum

Rater's name (print): \_\_\_\_\_ Rater is intern's supervisor  co-worker

Title: \_\_\_\_\_ Phone: (\_\_\_\_\_) \_\_\_\_\_

Evaluation period: from \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_ Today's date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Overall, how familiar are you with the intern's performance? somewhat  moderately  highly

## Rating Instructions

Ten dimensions are listed below (and over) for judging the intern's performance. Please provide *two* ratings for each dimension. First, rate the level of the **job's demand** for effective performance in the given area using the "Job Demand" scale. Second, rate the **intern's performance** in that area using the "Intern Performance" scale. For each rating, print the appropriate number in the space provided at left. If you are unable to offer a rating, print "U". Space is available at right for comments regarding each dimension.

### Job Demand

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>U</b>
no demand	slight demand	moderate demand	considerable demand	high demand	unable to rate

### Intern Performance

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>U</b>
well below the minimum required level	somewhat below the minimum required level	at the minimum required level	somewhat above the minimum required level	well above the minimum required level	unable to rate

Job Dem.	Intern Perf.	Comments
----------	--------------	----------

\_\_\_\_\_      \_\_\_\_\_      **(1) Job Knowledge** (consider:)

- Knowledge of I/O psychology practice (e.g., job analysis, selection, training)
- Application of relevant knowledge to assigned tasks

\_\_\_\_\_      \_\_\_\_\_      **(2) Professionalism** (consider:)

- Professional demeanor, presentation, dress
- Ethical practice

\_\_\_\_\_      \_\_\_\_\_      **(3) Oral Communication** (consider:)

- Quality of communication with clients and co-workers
- One-on-one or small group discussions
- Public presentation of projects / reports

*continued . . .*

Job  
Dem.

Intern  
Perf.

Comments

\_\_\_\_\_ (4) **Written Communication** (consider:)

- Clarity and accuracy of written expression
  - Reports, letters, office memos, e-mail
- 

\_\_\_\_\_ (5) **Motivation and Initiative** (consider:)

- Positive work attitude
  - Willingness to work hard
  - Eagerness to learn
- 

\_\_\_\_\_ (6) **Stress Tolerance** (consider:)

- Management of workload without excessive complaining
  - Handling of multiple and/or conflicting assignments
  - Dealing with uncertainty
- 

\_\_\_\_\_ (7) **Cooperation** (consider:)

- Working with others
  - Meeting others' requests
  - Concern for clients' and co-workers' well-being
- 

\_\_\_\_\_ (8) **Dependability** (consider:)

- Following instructions
  - Timeliness in completing projects
  - Punctuality and attendance
- 

\_\_\_\_\_ (9) **Adaptability** (consider:)

- Flexibility in meeting changing work demands
  - Tolerance of others' ideas
  - Creative thinking
- 

\_\_\_\_\_ (10) **General Work Skills** (consider:)

- Planning and organizing
  - Understanding instructions
  - Independent problem solving
- 
- 

What areas of improvement should the intern/student focus on in future training?

Additional comments that might aid in the evaluation and training of the intern/student:

Rater's signature: \_\_\_\_\_

I do  / do not  grant permission to allow the intern to see this evaluation.

# University of Tulsa

## I/O Psychology Internship Site Evaluation Form

Year: \_\_\_\_\_

Intern's name: \_\_\_\_\_ Student program: MA  PhD

Internship site: \_\_\_\_\_ Semester: Fall  Win  Spr  Sum

Evaluation period: from \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_ Today's date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### Rating Instructions

Ten dimensions are listed below (and over) for describing your internship experience. Please provide *three* ratings for each dimension. First, rate what you see as the **Ideal** level based on your own preferences. Second, rate the **Actual** level based on your internship experience. Note that rating the Actual level above Ideal means the internship overshot your preference, and rating the Actual level below Ideal means it fell short in that respect. Finally, rate the **Importance of the Gap** between Ideal and Actual levels. Thus, if it is important to you that the Actual level falls near the Ideal level, you might rate that dimension as a 4, 5, or 6 on Importance. Note that a high Ideal rating does not by itself imply high Importance. It might be very important to you (i.e., 6 on Importance) that the Actual level falls at an Ideal level of 3 (or some other value). Alternatively, the Ideal might be 6, but it may matter little to you whether the Actual level is 6, 5, 4, or some other value. Space is provided at right for comments regarding each dimension.

#### Ideal Level

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
very low	moderately low	slightly low	slightly high	moderately high	very high

#### Actual Level

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
very low	moderately low	slightly low	slightly high	moderately high	very high

#### Importance of the Gap

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
not at all important	slightly important	somewhat important	moderately important	considerably important	very important

Ideal	Actual	Imp.		Comments
-------	--------	------	--	----------

_____	_____	_____	<b>(1) Workload</b> (consider:)	
-------	-------	-------	---------------------------------	--

- the amount of work expected to be completed in a given time period
- pressure to complete tasks well, accurately, thoroughly, quickly

_____	_____	_____	<b>(2) Relevance to IO Psychology</b> (consider:)	
-------	-------	-------	---	--

- the nature of the work as requiring knowledge of I/O principles and practices
- e.g., job analysis, selection, training, perf. appraisal, leadership, motivation, job attitudes

_____	_____	_____	<b>(3) Task Structure</b> (consider:)	
-------	-------	-------	---------------------------------------	--

- clarity of work objectives, timelines, and instructions
- how often work progress is monitored

*continued . . .*

<b>Ideal</b>	<b>Actual</b>	<b>Imp.</b>		<b>Comments</b>
--------------	---------------	-------------	--	-----------------

---

<hr/>	<hr/>	<hr/>	<b>(4) Autonomy</b> (consider:)
-------	-------	-------	---------------------------------

- expectations to work without supervision, set own goals, evaluate own progress
  - expectations to be self-motivated
- 

<hr/>	<hr/>	<hr/>	<b>(5) Supervisor's Accessibility</b> (consider:)
-------	-------	-------	---

- the degree to which your supervisor is available for discussing work-related issues
  - your supervisor's willingness to speak with you about your assignments
- 

<hr/>	<hr/>	<hr/>	<b>(6) Coaching / Mentoring</b> (consider:)
-------	-------	-------	---

- frequency and quality of developmental feedback provided by your supervisor
  - availability of others to "show you the ropes" when needed
- 

<hr/>	<hr/>	<hr/>	<b>(7) Teamwork</b> (consider:)
-------	-------	-------	---------------------------------

- expectations to be relied upon by co-workers and to rely on them in group projects
  - working closely with others in team projects
- 

<hr/>	<hr/>	<hr/>	<b>(8) Respect from Others</b> (consider:)
-------	-------	-------	--

- how much your supervisor and co-workers show appreciation for your expertise
  - how well your ideas are received by others; courtesy shown when your views are rejected
- 

<hr/>	<hr/>	<hr/>	<b>(9) Friendliness / Acceptance</b> (consider:)
-------	-------	-------	--

- how much others make you feel welcome
  - support from others on work-related issues and otherwise
- 

<hr/>	<hr/>	<hr/>	<b>(10) Co-Worker Competence</b> (consider:)
-------	-------	-------	--

- the expertise of your co-workers in doing work affecting your own productivity
  - co-workers' abilities to understand and implement supervisors' instructions
- 

What aspects of the internship do/did you appreciate *most* and why?

What aspects of the internship do/did you appreciate *least* and why?

What sort of student do you feel would thrive best in this internship?

Overall, how would you rate your internship experience? (circle one)

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
very	moderately	somewhat	somewhat	moderately	very
unsatisfactory	unsatisfactory	unsatisfactory	satisfactory	satisfactory	satisfactory

Intern's signature: \_\_\_\_\_

I do  / do not  grant permission to allow my on-site internship supervisor to see this evaluation.

## PROFESSIONAL DEVELOPMENT

---

### Principles of Professional Involvement

- As a member of a profession, you have a responsibility to contribute to developments in I/O psychology.
- As a member of an organization, you have a responsibility to stay abreast of current issues in I/O psychology to better serve your clients and constituencies.
- As an individual seeking opportunities for advancement, it is in your interest to build and maintain social contacts in your profession at both the local and national level.

### Professional Organizations and Conferences

The organizations listed below have discount rates (or are free) for student members. Each organization holds a national/local convention. These conventions are an excellent source of information regarding current developments in I/O research and practice and are excellent networking opportunities. Further, most of these organizations provide members with free or discounted rates to professional journals, newsletters, placement services, and other professional information. Most of these organizations also have web sites at which further information is available.

#### • National Organizations

- *Academy of Management*
- *American Psychological Association (APA)*
- *American Psychological Society (APS)*
- *Industrial Relations Research Association (IRRA)*
- *Society for Human Resource Management (SHRM)*
- *Society for Industrial and Organizational Psychology (SIOP)*
- *American Society for Training and Development (ASTD)*

#### • Regional/Local Organizations

- *Southwestern Psychological Association (SWEPA)*
- *Tulsa Area Human Resource Association (TAHRA - local professional chapter of SHRM)*

#### • University of Tulsa Student Groups

- *APAGS - The Graduate Student Organization of APA*
- *GRASP - Graduate Association of Students in Psychology*
- *Student Chapter of TAHRA*
- *Toastmasters*

#### • Student Conferences

- *Academy of Management Doctoral Consortium*
- *Industrial Psychology/Organizational Behavior Graduate Student Conference*
- *SIOP Masters Consortium*

## **Twenty Useful Research Journals for I/O Psychologists**

A list of the most widely known journals in various fields related to I/O psychology is presented below. It is not meant to be comprehensive and may not reflect holdings in the library at the University of Tulsa, although virtually all of the journals listed below are available on-line through the McFarlin Library. The list includes most of the journals that are useful for conducting an initial literature review.

- **Academy of Management Executive**
- **Academy of Management Journal**
- **Academy of Management Review**
- **Administrative Science Quarterly**
- **American Psychological Association Monitor**
- **American Psychologist**
- **Human Performance**
- **Industrial and Labor Relations Review**
- **Journal of Applied Psychology**
- **Journal of Applied Social Psychology**
- **Journal of Management**
- **Journal of Occupational Health Psychology**
- **Journal of Organizational Behavior**
- **Journal of Personality and Social Psychology**
- **Leadership Quarterly**
- **Organizational Behavior and Human Decision Processes**
- **Personnel Psychology**
- **Psychological Assessment**
- **Psychological Bulletin**
- **Psychological Methods**
- **Psychological Review**