Graduate Student Handbook for the

Ph.D. Program

in

Industrial and Organizational Psychology

University of Tulsa

Fall, 2009

Note: all policies and procedures described herein apply to students beginning the I/O Ph.D. 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 from the I/O Program Committee.

PURPOSE STATEMENT

Program Goals

- The graduate programs in Industrial and Organizational (I/O) Psychology at the University of Tulsa train students for the science and practice of industrial and organizational 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.

- 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.

Document History and Purpose

- In the summer of 1996, the University of Tulsa Industrial and Organizational 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.

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

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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 extensive and varied extracurricular experiences that are 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 these opportunities. Students should recognize that simply meeting the minimum performance requirements of the program places them at a competitive disadvantage compared to those students who actively pursue professional development opportunities outside the classroom.

Core Competencies of Industrial and Organizational Psychologists

I/O graduate training at TU is focused on developing competencies. Competencies are 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.

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Domain	Dimension
I. General Psychology	1. History & Systems of Psychology
	2. Fields of Psychology
II. Psychological Methods	1. Research Methods
	2. Statistical Methods/Data Analysis
	3. Psychometric Analysis & Test Development
III. Core I/O Domains	1. Ethical, Legal, and Professional Contexts
	2. Individual Differences
	3. Individual Assessment
	4. Criterion Theory and Development
	5. Job/Task Analysis and Classification
	6. Personnel Recruitment, Selection, and Placement
	7. Performance Appraisal & Feedback
	8. Training: Theory, Program Design, & Evaluation
	9. Work Motivation
	10. Attitude Theory, Measurement, and Change
	11. Small Group Theory and Team Processes
	12. Organizational Theory
	13. Organizational Development
	14. Leadership and Management
IV. Other Areas of Interest	1. Career Development
	2. Human Performance/Human Factors
	3. Consumer Behavior
	4. Job Evaluation and Compensation
	5. Consulting and Business Skills
	6. Health and Stress in Organizations
	7. Judgment and Decision Making

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Adapted from: Society for Industrial and Organizational Psychology, Inc. (1999). Guidelines for Education and Training at the Doctoral Level in Industrial and Organizational Psychology. Arlington Heights, IL. Author.

Program Structure

The graduate program in Industrial and Organizational 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 favorable 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 Industrial and Organizational Psychology. The I/O program director 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 principle advocate for the department in the university and in the community. The chair 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, and 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 departmental 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.

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 Bulletin*)

> *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 Bulletin*)

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 course work 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 director and subject to the approval of the Dean of the Graduate School. The Graduate Dean regards the six-year time limit as a mechanism for insuring 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 director. *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.)

<u>Please type or print</u>

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 high 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 assure that confidence, students should conform to standards published in the *Publication Manual of the American Psychological Association* (2001) (5th ed.) 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 maintain the high 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
(S*ource: 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 APA manual.

Basic 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 classes and complete assignments on time. In all 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 *(*Source: *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 who are 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 that 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 can not 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 can not 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 degree at TU.

How many credits can be transferred?

Ph.D. Program

Students in the Ph.D. program may count previous graduate course work in one of two ways. First, Ph.D. students may transfer up to 12 credits of previous graduate course work that did not lead to a graduate degree (e.g., in cases where the student took a couple of courses at another graduate institution). Second, Ph.D. students who earned a MA in psychology or in a related field may transfer up to the amount of credits required for the MA degree at TU (currently 42). Approval of any or all of these credits is made by the Dean of the Graduate School based on the recommendation of the I/O Program Committee. Students may transfer more than 42 hours of coursework from a previous Masters Degree only if they can show that the credits they wish to transfer were not required for the degree. However, the 12 credit rule still applies so a student who took 58 credits in a 42 hour Masters program would be able to transfer no more than 54 hours (because 42+12=54).

Doctoral Re-specialization Program

Students in the doctoral re-specialization program may not transfer credits. Students in this program may waive requirements at the discretion of the I/O Program Committee – the waiver policies described above also apply to re-specialization students.

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 complete three at TU; a student wishing to transfer six credits must 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* field work (e.g., the six credits of Psy 7443 currently required in the Ph.D. 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 number of credits required to complete the 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 written request to the I/O program director. 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, can not be used 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 the I/O Program Committee's recommendation to support or deny the request. The Graduate 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 these 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 Psychology 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 these documents.

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.

Student Progress Benchmarks

The I/O program takes a great interest in the speed and quality of each student's advancement through the program. In this context, the following benchmarks are presented as guidelines for progress through the program. These benchmarks also form the basic structure of the program's assessment of students' performance throughout the program.

_____

By the end of this year...   Ph.D. students are expected to...

_____

FIRST YEAR   Successfully complete 18-21 credits of coursework/research

                                    Begin pre-candidacy research w/ tentative doctoral chair

SECOND YEAR   Successfully complete 36-42 credits of coursework/research

                                    Complete and present pre-candidacy research

THIRD YEAR   Complete 54-63 credits of coursework/research

                                    Complete comprehensive exams

                                    Begin dissertation proposal

FOURTH YEAR   Complete all course work

                                    Choose a doctoral chair and committee

                                    Apply for admission to doctoral candidacy

                                    Complete Formal Dissertation Proposal Meeting

                                    Begin Dissertation

FIFTH YEAR   Complete Dissertation

_____

Procedural Notes:

- The pre-candidacy paper must be completed prior to taking comprehensive exams.

- If the dissertation proposal is not completed within at least two years of completing the comprehensive exams, the student may be required to re-take comprehensive exams prior to the dissertation proposal.

- Students must be enrolled in at least one TU credit during any semester in which a major academic milestone is completed (e.g., comprehensive exams, dissertation proposal, dissertation defense).

_____

I/O PH.D. MILESTONE COMPLETION RECORD

Instructions:
Students <u>MUST</u> present this form for signature at each milestone completion, as indicated below, to track their progress in the program. With the exception of Fieldwork, which can be completed at any point, the milestones must be completed in the order indicated. *Students keep the original form.* A copy of the signed form must be submitted to the Graduate Psychology Office, LH305, after each milestone has been approved or verified.

Student Name: _____ **Student #:** _____

Entered program: Spring Fall Year: 20_____ MA degree completed (mm/yy): _____/_____

MA grad. inst.: _____ MA thesis advisor (if app.): _____

MA thesis title (if applicable): _____

Milestone I: PRE-CANDIDACY RESEARCH PROJECT

Title of Pre-can Paper: _____

or WAIVED due to completion of previous work deemed an acceptable substitution (e.g., MA thesis).

Approved: _____ _____/_____/_____
<div align="center">**Advisor**   **Date**</div>

Milestone II: PHD COMPREHENSIVE EXAMS

Written Exam Passed: _____/_____/_____

Analytic Exam Passed: _____/_____/_____

Oral Exam Passed: _____/_____/_____

Verified: _____ _____/_____/_____
<div align="center">**I/O Program Director**   **Date**</div>

Milestone III: PHD DISSERTATION PROPOSAL

Proposal Passed: _____/_____/_____

Verified: _____ _____/_____/_____
<div align="center">**I/O Program Director**   **Date**</div>

Milestone IV: ADMISSION TO DOCTORAL CANDIDACY

Admitted: _____/_____/_____

Verified: _____ _____/_____/_____
<div align="center">**I/O Program Director**   **Date**</div>

Milestone V: PHD DISSERTATION FINAL DEFENSE

Final Defense Passed: _____/_____/_____

Verified: _____ _____/_____/_____
<div align="center">**I/O Program Director**   **Date**</div>

Milestone VI: PHD FIELDWORK / INTERNSHIP

Internship Completed: N credit hrs.: _____ _____/_____/_____

Verified: _____ _____/_____/_____
<div align="center">**I/O Program Director**   **Date**</div>

I/O Psychology Balance Sheet for Ph.D.

Student name: _____

Student number: _____

Entered program: _____ / _____

                                                term   year

Area/course	Term	Year	Grade
Core I/O			**30**
Survey of I			
Survey of O			
Fieldwork			
Fieldwork			
Methods			**12**
Research Methods			
Stats II			
Psychometrics			
General Psychology Core			**12**

Core I/O		**30**
required	Survey of I	7623
	Survey of O	7633
	Fieldwork (6 to 9 hours)	7443
any 6 courses	Training	8083
	Selection	8103
	Job Analysis and	7653
	Performance Appraisal	
	Leadership	6273
	Teams	7663
	Org. Behavior	
	Org. Development	7673
	Org. Theory	
Methods		**12**
required	Research Methods	7343
	Stats II	7283
	Psychometrics	7053
any additional course	Stats III	7383
	Personality Assessment	7193
	Meta-analysis	
General Psychology Core		**12**
any 4 courses	Cognitive	7133
	Social	7043
	Personality	7033
	History & Systems	7143
	Psychopathology	7153
	Beh. Neuroscience	7003

Note: No more than 20 hours may be research credits (Independent Study, Pre-dissertation Research, or Dissertation Research)

I/O Psychology Balance Sheet for Ph.D.

Student name: _____

Student number: _____

Entered program: _____/_____

                                       term   year

Electives			**36**
Independent Study			799x
Pre-dissertation			899x
Dissertation			999x
Graduate level psychology courses			
Approved Business courses*			
Approved Law courses*			

Area/course	Term	Year	Grade
Electives			**36**

Total Credits   **90**

Comments:

*Students may petition the I/O Program Committee for approval of elective credits offered outside the Department of Psychology

Obtaining the MA Degree

General Issues

Ph.D. students are not required to obtain the MA degree. However, many Ph.D. students elect to obtain the MA degree. There are two general conditions under which doctoral students elect to obtain the MA degree.

First, many students desire to obtain the MA degree during their doctoral program. Students must satisfy all requirements of the MA program or complete the appropriate requests for waivers of course requirements. Graduate students need to ensure that all MA requirements have been met and that they follow the appropriate procedures for graduation.

Second, because of performance deficiencies, some students may not be admitted to doctoral candidacy (see the description of this process below). In these cases, Ph.D. students are typically awarded an MA degree. As in the case described above, students must complete all of the current requirements for the MA degree (or the appropriate wavier requests).

Specific Requirements

This section summarizes the specific requirements of the MA program. The requirements parallel many of those in the Ph.D. program and as such, will not be listed in detail here.

- **Industrial/Organizational Psychology Core**

  Number of Credits 18

Courses Survey of I, Survey of O, Fieldwork, plus three approved I/O core classes

- **Psychological Methods**

  Number of Credits 9

Courses Research Methods, Statistical Methods for Research II, Psychometrics

- **General Psychology Core**

  Number of Credits 6

Courses Any two approved core courses (must be from two different areas of psychology)

- **General Electives**

  Number of Credits 9

  Courses Any three approved electives

Total Number of Credits = 42

The Pre-candidacy Paper

Overview

Prior to admission to candidacy, the I/O program requires each doctoral student to complete an independent research project. This project promotes early involvement in research, facilitates the development of special expertise, and ensures that students receive research mentoring by faculty members. The pre-candidacy project also prepares students for their dissertation research.

Performance Standards

The pre-candidacy paper requires the student to complete a significant research project on a topic in I/O psychology. Students who are unclear about the content domain of I/O psychology should review the I/O Psychology Core Competencies described earlier. Students are expected to review literature, analyze and interpret data, and write the paper. Specific standards for the paper are left to the discretion of the faculty advisor. A typical standard is that the project should be of sufficient quality to be presented at a national or regional academic conference.

Archival and/or collaborative research projects are acceptable. Further, many pre-candidacy projects result in co-authored presentations at national/regional conferences. However, students should note that they are expected to play a significant and active role in all phases of their research project. For instance, hiring a statistical consultant to analyze the data would be no more appropriate than would hiring a ghostwriter. Finally, minor contributions such as collecting data for a faculty member may warrant authorship on a conference paper but would not meet the requirements of the pre-candidacy project.

Who must complete a pre-candidacy paper?

All I/O doctoral students must complete a pre-candidacy paper. Masters' theses or other independent research projects may be substituted for the pre-candidacy paper at the discretion of the I/O Program Committee. Research conducted while the student was an undergraduate may not be used to meet this requirement. Finally, participation in research provides students with skills that are valued by employers (written communication, data management, oral presentation, library research, etc.). Thus, the I/O program strongly encourages students to become involved in research projects regardless of whether the specific project meets a program requirement.

Procedures

During the first year of graduate study, students should select an advisor and begin work on the project. Students are not assigned to research advisors. Rather, students and advisors mutually agree to work on a specific project. Students may choose any member of the psychology department to supervise their pre-candidacy research, provided that the subject matter of the paper is within the content domain of I/O psychology. When the project is completed, the student is expected to notify the I/O Program Director. Students are required to submit the actual paper to the I/O Program Director to be placed in their permanent file. Finally, **students should note that the pre-candidacy project must be completed before the student takes comprehensive examinations.**

Pre-Candidacy Paper Presentation

A completed pre-candidacy paper has two components: (1) the actual written paper and (2) the pre-candidacy presentation. As described above, the form of the written paper is at the discretion of the supervising faculty member. However, all students must present their research at Pre-candidacy Day. Pre-candidacy day is held at least once each academic year (generally in the Spring). This meeting consists of public presentations by I/O and Clinical students that describe their pre-candidacy research. Individual presentations are typically limited to 15 minutes and are expected to be of professional quality. Students may not take the I/O comprehensive examination until they have completed this presentation.

Comprehensive Examination

Overview

The purpose of the comprehensive examination is to create a "capstone assessment" of the depth and breadth of students' understanding of psychological research methods, as they apply to I/O, and the science and practice of I/O psychology. The exam is offered once during the fall and spring semesters. The comprehensive exam application form is included in this Handbook on page xx.   Students interested in taking the exam must complete and return the form to the I/O director by no later than 8 weeks prior to the scheduled date of the exam.

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

Exam Components

The comprehensive examination has three parts: (1) a written component, (2) an analytic component, and (3) an oral defense. These three components are offered sequentially, in a "multiple-hurdle" fashion, such that students must successfully complete a previous component before being allowed to take the next component. In Part 1, the student will answer six questions. Five of these six questions will be derived from the following 16 core competencies for I/O psychologists (adapted from: SIOP, 1999):

1. Research Methods
2. Statistical Methods/Data Analysis
3. Psychometric Analysis & Test Development
4. Ethical, Legal, and Professional
5. Individual Differences
6. Individual Assessment
7. Criterion Theory and Development
8. Job/Task Analysis and Classification
9. Personnel Recruitment, Selection, and Placement
10. Performance Appraisal & Feedback
11. Training: Theory, Program Design, & Evaluation
12. Work Motivation
13. Leadership and Management
14. Attitude Theory, Measurement, and Change
15. Small Group Theory and Team Processes
16. Organizational Theory
17. Organizational Development

A reading list will not be provided for these topics. Rather, the responsibility is on the student to identify and review the relevant, important literature. Also, individual questions most likely will reflect a combination of competency areas. Questions will be designed to be answerable by the minimally qualified student in approximately one hour per question.

In addition to the five questions from core areas, the student will be given an "expertise" question written by the student's primary research advisor, covering a selected area of expertise. The topic is to be more specific than any of the core areas and must be clearly within the scope of I/O psychology (e.g., personality and job performance, leader-member exchange, organizational commitment, validity generalization, legal issues in employee selection). The student is to develop a reading list for this topic in collaboration with the primary advisor. The list is to include important and influential published sources representing the targeted area in both breadth and depth. Overlap among sources is to be minimized (e.g., articles by the same author on highly related content), and balance should be achieved between historical and current thinking, between broad and narrow coverage (e.g., I/O Handbook chapter vs. focused research papers), and between theoretical and practical orientations (as appropriate for the selected topic). The list must be approved by the I/O Program Committee no later than 4 weeks prior to the scheduled exam date.

Students will have six hours to complete Part 1 and will be expected to cite the relevant literature in answering all six exam items. The exam is closed-book, but examinees may bring a list of references with them to aid in citations. 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).

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. 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. A corresponding SPSS data set 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 identify remedies/interventions using language suited to the hypothetical client. Within a 4-hour time limit, students will submit an SPSS output file (edited to remove unwanted analyses) and a brief report directed to the company, outlining the problem and describing appropriate results, interpretations, and proposed interventions. The analytic component will be held no sooner than one week after Part 1 to allow determination of candidacy for Part 2 (see "Failure," below).

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 previous parts of the exam. 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. It will be scheduled on a per-student basis at a time convenient to the student and at least three members of the I/O Program Committee. It is generally expected to be held no sooner than one week after the analytic component to allow determination of candidacy for Part 3 (see "Failure," below) and preparation of appropriate questions.

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 6 items:

(a) quality of content (i.e., brings all relevant literature 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);

(c) quality of written communication (i.e., grammar, spelling, word choice, organization and flow, transitions, precision, concision); and

(d) citations (i.e., uses appropriate citations in appropriate places).

Part 2: Analytical

(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 all 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 6 in Part 1.

2. OCS at or above Satisfactory on each of the three components.

Failure

Performance on a preceding component of the exam is conveyed to the student prior to the start of subsequent components. Unsatisfactory performance on earlier components precludes continuation of the exam. Students with unsatisfactory performance are required to retake that part of the exam within six months of the first attempt (e.g., failure on Part 2 would require continuation at Part 2 in the second attempt). **Students are allowed to fail and retake each component only once. Those who fail any component a second time are permitted to complete a terminal Master's degree and are not admitted to doctoral candidacy.**

Ph.D. Comprehensive Exam Application Form

Instructions:

Students planning to take comprehensive exams should complete and return this form to the I/O Program Director no later than 8 weeks prior to the scheduled date of the exam. Please note that students must complete the pre-candidacy paper and presentation prior to taking the comprehensive exam.

Name: _____

SSN: _____

Semester: Spring   Fall   Year: _____

_____

Title of Pre-candidacy Paper:

_____

_____

Paper Completion Date: Spring   Fall   Year: _____

Presentation date: Spring   Fall   Year: _____

Advisor: _____

_____

I plan to take the comprehensive exam this:

Fall Semester

Spring Semester

Please note any unavailability during the week designated for the exam:

Admission to Doctoral Candidacy

Students are not considered to be candidates for the Ph.D. until they are formally admitted to doctoral candidacy. Further, admission to doctoral candidacy is required before the student can begin their doctoral dissertation. Students who are not admitted to doctoral candidacy may not obtain a Ph.D. from the University of Tulsa.
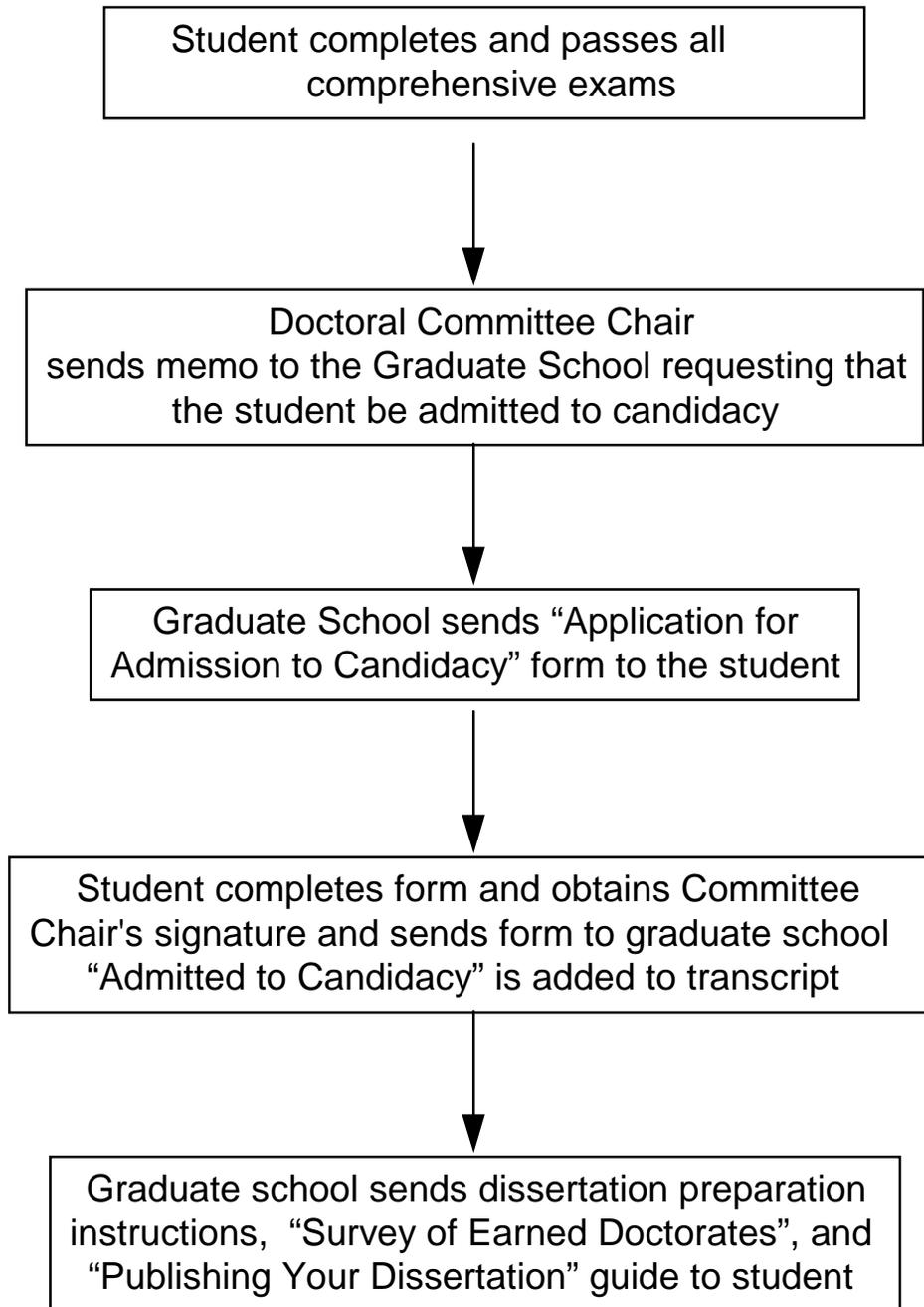
Admission decisions are made by the Dean of the Graduate School based on the recommendation of the student's Doctoral Committee Chair. The chair makes the recommendation based on a consideration of the student's progress through the program, performance in classes, and performance on comprehensive examinations. The basic requirements for admission to candidacy include successful completion of the pre-candidacy project, a minimum GPA of 3.0, general good standing in the program, and successful completion of both comprehensive exams.

The flow chart on the following page illustrates the steps in the process of applying for admission to doctoral candidacy. The table below describes the information the student is required to provide in each section of the form. The application process is facilitated if the student obtains the "Application for Admission to Candidacy Form" from the Graduate School on his/her own.

Section	Instructions
Background Information	Complete all of this section.
Examination Committee Members	List doctoral dissertation committee members.
Areas of Examination	Leave this section blank.
Date of Exam	Leave this section blank.
Evaluation of student	Leave this section blank.
Division	Enter "Industrial and Organizational Psychology".

Note: students are expected to list their doctoral committee members in the "Examination Committee Members" section. Thus, the student must establish a doctoral chair and committee before applying for admission to candidacy.

Admission to Doctoral Candidacy

Student completes and passes all
comprehensive exams

↓

Doctoral Committee Chair
sends memo to the Graduate School requesting that
the student be admitted to candidacy

↓

Graduate School sends "Application for
Admission to Candidacy" form to the student

↓

Student completes form and obtains Committee
Chair's signature and sends form to graduate school
"Admitted to Candidacy" is added to transcript

↓

Graduate school sends dissertation preparation
instructions, "Survey of Earned Doctorates", and
"Publishing Your Dissertation" guide to student

Doctoral Dissertation

Overview and Purpose

The doctoral dissertation is the culmination of the Ph.D. degree. It should reflect maturation of skills involved in understanding, applying, and advancing knowledge in psychology. The dissertation is based on original research and requires the student to demonstrate research skills; acquire in-depth knowledge of a specialty area in I/O psychology; and integrate theory, empirical findings, and applications in psychology. Although the student is responsible for all portions of the work, the doctoral committee and especially the doctoral chair offer advice and assistance and must approve both the proposed and completed project.

Program Guidelines for Acceptable Dissertations.

The *TU Graduate School Guidelines for the Preparation of the Master's Thesis and Doctoral Dissertation* (Dissertation Guide) states that,

> The graduate student preparing a thesis or dissertation is responsible for: selecting a research area; conducting a thorough search in a related literature; defining a research problem; selecting methods of investigation and research; developing investigative techniques and methods; evaluating results of investigations; and preparing the thesis or dissertation. The student is solely responsible for the form, clarity, proper use of English, and other details (p. 2).

The steps outlined above are useful but generic. In an effort to clarify what is expected specifically of I/O doctoral students regarding their dissertation research, the I/O faculty have further articulated the steps required in preparing a dissertation, as follows.

> An I/O psychology graduate student preparing a dissertation is responsible for each of the following:
>
> a)   selecting a research area relevant to I/O psychology;
>
> b)   conducting a thorough search of the appropriate literature(s);
>
> c)   defining a research problem with justification of its importance to the theory and/or practice of I/O psychology;
>
> d)   preparing a thorough summary of the literature as it bears on the research problem (e.g., others' rationales, prior findings, methodological issues);
>
> e)   specifying testable research hypotheses (directional if possible);
>
> f)   selecting and/or developing appropriate methods of investigation and research (e.g., experimental design, test development, data collection, data analytic procedures);
>
> g)   collecting usable, quantitative data from appropriate populations in sufficient amounts to allow adequate statistical power;
>
> h)   analyzing the data statistically in testing the research hypotheses;
>
> i)   interpreting results of the data analysis in light of the research hypotheses (i.e., internal validity);
>
> j)   drawing valid inferences in light of the targeted research problem and populations (i.e., external validity); and
>
> k)   preparing the dissertation document as a self-contained, technically thorough, up-to-date, and readable contribution to the targeted literature (publication of a briefer version in a professional outlet may be a worthwhile goal, but is not required).

Each step is a necessary condition for meeting the dissertation requirement. Further procedural steps (e.g., regarding proposal preparation and defense) are described on p. xx of this *Handbook*.

Use of Archived Data

Condition (g) specifies that the student must be directly involved with data collection. Complete reliance on archived data (i.e., data collected by others) would not satisfy this condition. In cases where archived data are otherwise judged suitable (e.g., in addressing an important IO 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 under condition (g).

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 dissertation document (i.e., introduction, methods, results, and discussion).

Use of Meta-analysis

Meta-analysis is an acceptable form of research for dissertations, provided all conditions are met, including condition (g). Data collection in meta-analysis entails coding of original published and unpublished sources (e.g., research articles, technical reports). Under condition (g) and 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 dissertation must allow analysis using a sample size with adequate power, as per condition (g). In meta-analysis, sample size is the number of available sources reporting a usable effect size (e.g., correlation). Accordingly, a dissertation 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 dissertation meta-analysis is expected to be 50. 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

As described on p. xx of the *Handbook*, students must prepare and present a dissertation proposal for evaluation by the student's dissertation 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 dissertation study if (a) delaying data collection until after the proposal defense would preclude its availability; (b) the dissertation committee judges that the pre-proposal data fully suits the goals of the research, and (c) all other conditions bearing on data collection are met (e.g., 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 dissertation. 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.

NOTE: Dissertations should be prepared according to the requirements of the Graduate School as described in the Dissertation Guide publications and written according to the standards of the most recent edition of the Publication Manual of the American Psychological Association.

Procedures

The doctoral dissertation has four distinct phases.

Phase I: Admission to Candidacy

Students must list their doctoral committee on the Application for Admission to Candidacy form. This implies that students must form their dissertation committee prior to applying for admission to candidacy. This further implies that students should begin thinking about their dissertation topic early in their education.

Phase II: Development of Dissertation Proposal

The purpose of the dissertation proposal is two-fold. First, the process of developing the proposal should encourage the student to give careful thought to all phases of the study, from conceptual development to data collection and analysis. Second, because the advisor and the committee must approve the proposed research, it is expected that the committee will reach consensus on the nature and scope of the project prior to its implementation.

The dissertation proposal consists of a written paper proposing an original research project. The paper should develop the theoretical rationale for the project, describe the participants in the study, present a detailed description of research methodologies including data gathering procedures, research instruments, and intended data analytic strategies. Students are encouraged to keep the proposal narrowly focused and as close to the format of the final dissertation as possible. Typically, the proposal consists of the first three chapters of the dissertation: the introduction, the literature review, and the methodology section.

The flow chart on the following page represents the dissertation proposal process. The student works closely with the doctoral committee chair during the process of developing the proposal. Students should clarify the expectations of other committee members during proposal development but the doctoral advisor usually tentatively approves the proposal draft before other committee members read it.

Phase III: Dissertation Proposal Meeting

When committee members tentatively approve the proposed study, the student should arrange a formal dissertation proposal meeting. The purpose of this meeting is for the student and the committee to reach consensus on the nature and scope of the project. Proposal meetings typically have the following components:

(1) Brief introduction by the advisor.
(2) Short (15-25 minutes) formal presentation of the rationale for the project by the student.
(3) Examination of the proposal by the committee.
(4) Evaluation of the dissertation proposal by the committee.

Generally, the proposal meeting results in one of three outcomes:

(1) *Final Approval* of the project.
(2) *Conditional Approval* - where committee members request changes prior to awarding final approval.
(3) *Non-approval* – the proposal is not approved when the student does not display sufficient understanding of relevant issues, is unable to present a convincing rationale for the project, or where substantial changes to the design or conceptualization of the project are required. An additional proposal meeting is typically required.

When all members of the committee have given final or conditional approval for the project, the student should complete and file the Dissertation Proposal Approval Form - see below.

Phase IV: Dissertation Defense Meeting

The final stage in the project is the Dissertation Defense Meeting. The dissertation defense meeting is held only when each member of the doctoral committee has read and tentatively approved the dissertation. This meeting is similar in structure to the dissertation proposal meeting with the same potential outcomes. Committee members

signify their approval of the project by signing the cover page of the completed dissertation manuscript. The completed and signed manuscript is then submitted to the graduate school for final approval.

Flow Chart for Dissertation Proposal Development

```
   Chair              Student            Committee
     |                   |                   |
     v                   v                   |
 Conceptual         Conceptual              |
 Development        Development             v
     |                   |           Committee Members
     |                   |               Chosen
     v                   v
        Proposal Writing
            Stage
     |
     v
 Chair Approves  <----
   Proposal
     |
     |
     v
        Student Submits Proposal  --->  Committee Reads Proposal
        to Committee Members              and raises concerns
                                                  |
                                                  v
              Student Responds to  <----
              Committee Concerns
                     |
                     v
 Tentative approval  <---  Final Proposal Developed  --->  Tentative Approval
    from chair                                             from committee members
     |                      |                                      |
     |                      v                                      |
     --->            Proposal Meeting            <-----------------
```

Dissertation Proposal Approval Form

The purpose of this form is to ensure a written record of completion of the dissertation proposal. This form shows that the student and all members of the doctoral committee approved the study as proposed in the dissertation proposal meeting.

Upon successful completion of the proposal meeting, the doctoral candidate is responsible for completing this form and obtaining the necessary signatures. Copies should be filed with the I/O Program Director, and placed in the student's permanent file in the graduate school.

Please type or write neatly.

Date: _____

Student Name: _____

Student Number: _____

Title of Proposed Study: _____

_____

_____

_____

Instructions to Committee Members

The purpose of this form is to confirm that all committee members understand and concur with the nature and/or scope of the proposed project. Your signature on this form indicates that you understand and accept the basic rationale and proposed methodologies for the dissertation project. Committee members may sign this form before students have met minor conditions established in the dissertation proposal meeting. If members of the committee agree that major changes are required, the committee members may refrain from signing this form until these conditions are met.

Doctoral Advisor: _____

date

Member: _____

date

Member: _____

date

Member: _____

date

I/O Program Director: _____

date

Doctoral Chairs and Doctoral Committees

Selection of Doctoral Chair

Ph.D. students should select a doctoral chair as early as possible in their education. Early choice of a chair encourages early involvement in all phases of graduate training and helps the student complete the Pre-candidacy Paper. A student may request a change to a different chair if a better match becomes apparent during the course of study.

Appointment of Doctoral Chair

Students should approach psychology faculty members regarding their willingness to be the student's doctoral chair. Although it is not required, the student's advisor for their pre-candidacy project typically becomes the student's doctoral chair. However, no official statement of the choice of doctoral chair is required until the student files the Application for Admission to Doctoral Candidacy. Students are encouraged to clarify their expectations with faculty members early in their education so as to avoid potential confusion and to ensure that both student and faculty member are aware that the relationship has been established.

Appointment of Doctoral Committee

The student is responsible for forming the doctoral committee, although the doctoral chair typically provides advice and assistance. The doctoral committee is composed of the Doctoral Chair, two additional faculty members from the psychology department, and a faculty member from another department at the University of Tulsa. All of these faculty must have Graduate Faculty standing (a list of these faculty is available from the Graduate School). Additional readers/members may be requested with the final appointment at the discretion of the Graduate Dean. When the full composition of the doctoral committee has been discussed and agreed upon by all putative members of the committee, the student submits the Application for Admission to Doctoral Candidacy form to the I/O program director.   The I/O program director's signature on this form signifies tacit approval of the proposed dissertation committee.

Responsibilities of the Doctoral Chair and the Doctoral Committee

The doctoral committee has the responsibility to (1) receive and decide upon the dissertation proposal in a formal meeting and (2) read and determine the readiness of the doctoral dissertation for defense.

The doctoral chair assumes primary responsibility for advising the student. This includes the responsibility to (a) direct the student's research efforts, (b) encourage appropriate professional experiences, (c) determine what constitutes an acceptable pre-candidacy paper, (d) make recommendations regarding the student's academic and professional development, (e) mentor students, and (f) provide appropriate role models. The doctoral committee assists the advisor at each of these tasks.

Annual Review of Progress Toward Completion of Doctoral Dissertation

The doctoral candidate and his/her faculty advisor/dissertation chairperson will prepare a brief summary of the student's progress toward completion of the doctoral dissertation annually. The Report on Progress Toward Completion of Doctoral Degree form on the following pages contains the questions the student and advisor/chairperson will address. Once completed, the form should be forwarded to the Graduate School and a copy placed in the student's file in the Psychology Department.

THE UNIVERSITY *of* TULSA

GRADUATE SCHOOL

REPORT ON PROGRESS TOWARD COMPLETION OF DOCTORAL DEGREE

Instructions: This form is due to your Program Advisor/Dissertation Chairperson no later than April 15th and to the Graduate School by May 1st. The original will be kept in your departmental file; a copy will be forwarded by your program to the Graduate School (Lorton Hall 201). The form must be complete and accurate or it will be returned by the Graduate School. **Failure to submit a complete and accurate report may negatively impact your future enrollments, assistantships or fellowships.**

Print Name _____ ID _____
            (Last)   (First)   (Middle)

Circle the appropriate program:
English Language and Literature	Biological Sciences	Chemical Engineering
Clinical Psychology	Computer Science	Mechanical Engineering
Industrial/Organizational Psychology	Geosciences	Petroleum Engineering

1. Began doctoral program at TU: *Fall   Spring* (circle one) _____ *Year*   **2. Passed comprehensive/qualifying examination(s):** *Fall   Spring* (circle one) _____ *Year*

3. Defended dissertation proposal/prospectus: *Fall Spring* (circle one) _____ *Year*   **4. Dissertation committee approved by Graduate School:** *Yes   No   I do not know*. (circle one)

5. DISSERTATION COMMITTEE (please print):

Chairperson or Co-chair: _____ Other co-chair, if applicable: _____

Committee Members: _____   _____

Other committee member(s), if applicable: _____   _____

Committee member(s) from outside TU or program, if applicable: _____   _____

6. Projected date for completion of your dissertation: *Fall   Spring   Summer* (circle one) _____ *Year*

7. Official Leave of Absence, if taken: From _____ to _____

Attach additional sheet if necessary to answer the following two questions.

8. What progress was made toward completion of your degree during the past year? (Do not include progress recorded in past report). Please explain any departures from last year's goals.

9. Itemize the remaining requirements for completion of your degree and propose a timetable for completing them. Indicate which requirements you expect to complete during the next year. If you are in the writing stage of your dissertation, propose a detailed timetable for completion.

(Continued)

1. Comment on the student's progress toward degree completion during the last year.

2. Comment on the student's proposed objectives for the next year.

3. Is the student's timetable for completing the degree reasonable? *Yes   No*   **Is the student's projected date for dissertation completion realistic?** *Yes   No*
   If the answer is no to either question, please explain.

I have met with the student to discuss her or his progress.

_____   _____
         Signature of faculty member   Date
_____
Student's reply to Advisor's/Chairperson's comments:

_____   _____
         Signature of student   Date

DOCTORAL RE-SPECIALIZATION IN I/O PSYCHOLOGY

Program Description

The psychology department offers a respecialization in industrial and organizational psychology. This program affords Ph.D.-level psychologists who have previously demonstrated ability to perform doctoral level work (i.e., have completed a doctoral dissertation) the opportunity to acquire training in industrial and organizational psychology. This program is designed to be completed in one to two years and involves completion of 24 credit hours of course work, fieldwork experience, and/or applied research as well as successful completion of a comprehensive exam in I/O psychology. Upon completion of all requirements of the program, a Certificate of Re-specialization in Industrial/Organizational Psychology is awarded. The balance sheet below describes the requirements for this certificate.

Doctoral Re-specialization Program Balance Sheet

Student Name: _____   **Student Number:** _____

Course Prefix	Title	Semester/Year	Grade

Industrial/Organizational Psychology Core (9 hours)*

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

* Courses fulfilling the I/O core are designated by the I/O program director. These courses generally include Survey of I, Survey of O, Job Analysis (8093), Personnel Selection (8103), Performance Appraisal, Training, Organizational Behavior, Organizational Development, Organizational Theory, Leadership, and Motivation.

Industrial/Organizational Psychology Electives ** (15 Hours)

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

** I/O electives include approved business electives, I/O seminars, fieldwork credits, or other graduate level psychology courses. These courses are designated by the I/O program director.

Semester Entered Program	Fall	Spring	Summer	Year: _____
I/O Area Exam	Fall	Spring	Summer	Year: _____
Semester Completed	Fall	Spring	Summer	Year: _____

Comments:

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 Ph.D. program must complete an internship requirement. Ph.D. students may repeat Psy 7443 for a minimum of 6 credit hours up to a total of 9 credit hours. Further, doctoral students wishing to obtain MA degrees must complete all the requirements of the MA degree program, including successful completion of the MA program internship requirement. Those entering the doctoral program who completed 3 fieldwork credits in the MA program are required to complete an additional 3 to 6 credits to bring their total to between 6 and 9 credits.

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 Ph.D. 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. Students 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. This is the most effective strategy for landing better internships and keeping track of what internships are available. The program does not require that the internship is 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 generally better to wait to actually begin the internship until at least the summer after their 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 (subject to the approval 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 substantial 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 90 hours required for the Ph.D. 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

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

0	1	2	3	4	U
no demand	slight demand	moderate demand	considerable demand	high demand	unable to rate

Intern Performance

0	1	2	3	4	U
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

1	2	3	4	5	6
very low	moderately low	slightly low	slightly high	moderately high	very high

Actual Level

1	2	3	4	5	6
very low	moderately low	slightly low	slightly high	moderately high	very high

Importance of the Gap

1	2	3	4	5	6
not at all important	slightly important	somewhat important	moderately important	considerably important	very important

Ideal   **Actual**   **Imp.**   **Comments**

_____   _____   _____   **(1) Workload** (consider:)

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

_____   _____   _____   **(2) Relevance to IO Psychology** (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

_____   _____   _____   **(3) Task Structure** (consider:)

• clarity of work objectives, timelines, and instructions
• how often work progress is monitored   *continued . . .*

Ideal	**Actual**	**Imp.**		**Comments**

_____ _____ _____ (4) Autonomy (consider:)

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

_____ _____ _____ (5) Supervisor's Accessibility (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

---

_____ _____ _____ (6) Coaching / Mentoring (consider:)

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

_____ _____ _____ (7) Teamwork (consider:)

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

_____ _____ _____ (8) Respect from Others (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

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_____ _____ _____ (9) Friendliness / Acceptance (consider:)

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

_____ _____ _____ (10) Co-Worker Competence (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)

1	**2**	**3**	**4**	**5**	**6**
very unsatisfactory	moderately unsatisfactory	somewhat unsatisfactory	somewhat satisfactory	moderately satisfactory	very satisfactory

Intern's signature: _____

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

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-Organizational Psychology/Organizational Behavior Graduate Student Conference
    - SIOP Doctoral 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**