

Graduate Student Handbook for the
DOCTOR OF PHILOSOPHY IN
INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

At the University of Georgia

Effective August 2018

Applies to All Students Entering the Program starting Fall 2019
Students Admitted Prior to Fall 2019 May Opt to Follow 2016 Guidelines or these
Updated Guidelines in Concert with their Advisor

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Overview and Application

The following requirements apply to all students admitted to the doctoral program in Fall 2016 and later. For students admitted in Fall 2015 and earlier, the student and advisor must decide whether they will follow the current requirements or the previous set of requirements.

Since the M.S. degree at the University of Georgia represents an effort to acquaint each student with the basics of Psychology, admitted students with Master's degrees in Psychology from other institutions may be required to make up deficiencies by enrolling in appropriate M.S. core courses (described below). Students with graduate course work or with a Master's degree without a Master's thesis may petition to exempt specific courses. A uniform screening procedure has been established in the Department of Psychology by which a student may challenge specific M.S. core courses. Information on this procedure is available from the Psychology Department's Graduate Coordinator.

Required Coursework for the M.S. Degree (32 Hours):

All candidates for the M.S. degree must complete a minimum of 32 hours of course work with grades above a C-, per the UGA Graduate School's policy (<http://grad.uga.edu/index.php/current-students/policies-procedures/academics/enrollment-policy/grade-reporting-system/>).

These hours include required core courses and a minimum of three hours of thesis research. (Students exempting one or more core courses must still complete at least 30 hours of graduate level course work). The required Master's core courses are as follows:

Group A (2 required):

- PSYC 6180 History of Psychology (3 hours)
- PSYC 6110 Learning Processes (3 hours)
- PSYC 6100 Cognitive Psychology (3 hours)
- PSYC 6130 Biological Foundations of Behavior (3 hours)
- PSYC 6160 Sensory Psychology (3 hours)
- PSYC 6510 Theories of Personality (3 hours)
- PSYC 6200 Advanced Social Psychology (3 hours)
- PSYC 6220 Developmental Psychology (3 hours)
- PSYC 6500 Psychology of Prejudice (3 hours)

Group B (all required):

- PSYC 6310 Introduction to Industrial Psychology (3 hours)
- PSYC 6320 Introduction to Organizational Psychology (3 hours)
- PSYC 6420 Quantitative Methods (3 hours)
- PSYC 6430 Applied Regression Methods in Psychology (3 hours)
- PSYC 6250 Psychometrics (3 hours)

- PSYC 6XXX Ethics and Professional Issues (3 hours) OR an 8000-level PSYC course
- *PSYC 7000 Master's Research (4 hours min)
- *PSYC 7300 Master's Thesis Research (3 hours min)

*All incoming students, except those admitted with a Master's degree including a thesis, must take four credit hours total, two per semester, of PSYC 7000M during their first two semesters in residence. The purpose will be to prepare the student for thesis research. Then students must enroll in three credit hours of PSYC 7300 after proposing the master's thesis. In addition to these courses, all entering students are **required to take GRSC 7770** for two credit hours. This credit, however, does not apply to the total number of credits taken when submitting your Masters program of study to the graduate school.

Requirements Beyond the M.S. Degree:

In addition to the 32 hours of course work required for the M.S. degree, doctoral programs of study in the Industrial-Organizational Psychology Program must include at least 18 hours in Industrial-Organizational Psychology, 6 hours in an area approved by the doctoral advisory committee (this may be outside of Industrial-Organizational Psychology) and 3 hours of PSYC 9300 (doctoral dissertation) beyond the M.S. degree. A student's doctoral program of study will be constructed with, and approved by, his/her major professor and doctoral committee.

Two specialty areas are offered in the Industrial-Organizational Psychology Program: Industrial-Organizational Psychology and Measurement.

In addition to course work within the specialty area chosen by the student to be his/her area of primary concentration, the student's program of study must include a minimum of 6 hours within another Specialty Area approved by the doctoral advisory committee. The student, in consultation with the major professor and doctoral committee, will select the remaining unspecified course hours.

Note that any course that is included in a student's M.S. program of study cannot be included in that student's doctoral program of study. Per the UGA Graduate School's policy (<http://grad.uga.edu/index.php/current-students/policies-procedures/academics/enrollment-policy/grade-reporting-system/>), only courses in which grades above a C- were received can be included in either program of study.

The course requirements are specified below with indicated credit hours being minimal.

I. Industrial-Organizational Psychology Courses (18 hours required)

- Industrial-Organizational Psychology
 - *PSYC 8260 Applied Cognition
 - *PSYC 9880 Seminar in Staffing
 - *PSYC 8980 Seminars in Industrial-Organizational Psychology including but not limited to:
 - Diversity in Organizations

- Leadership in Organizations
- Organizational Effectiveness and Change
- Organizational Theory and Design
- Performance Appraisal
- Personnel Selection
- Training and Career Development
- Advanced Industrial Psychology
- *PSYC9100: Special Problems (maximum 3 hours)
 - **NOTE:** The student is allowed to replace **ONLY ONE COURSE** with PSYC 9100 across **ALL** groups of courses (i.e., the student and advisor must determine whether to use the 9100 option in **EITHER** the I-O/Measurement/Individual Differences **OR** the Outside Specialty courses)

*PSYC 6310 (or its equivalent) is prerequisite to these courses unless otherwise approved by the advisor and program chair.

- Measurement and Individual Differences
 - *PSYC 6210 Individual Differences (or equivalent 8000-level course)
 - *PSYC 8930 Advanced Psychological Measurement
 - *PSYC 8940 Cognitive Measurement
 - *PSYC 8990 Seminar in Psychometrics including but not limited to:
 - Multilevel & Mixed Modeling
 - Latent Variable Models (Confirmatory Analysis/Item Response Theory)
 - Hierarchical Linear Modeling
 - Meta-Analysis
 - Validity
 - *PSYC9100: Special Problems (maximum 3 hours)
 - **NOTE:** The student is allowed to replace **ONLY ONE COURSE** with PSYC 9100 across **ALL** groups of courses (i.e., the student and advisor must determine whether to use the 9100 option in **EITHER** the I-O/Measurement/Individual Differences **OR** the Outside Specialty courses). There is no requirement to use this option.

*PSYC 6310 (or its equivalent) is prerequisite to these courses unless otherwise approved by the advisor and program chair.

II. Outside Specialty Area (at least 6 hours)

- To meet this requirement a student must take at least 6 hours in subjects approved by his/her major professor and doctoral committee outside of the student's main specialty area. The outside specialty area courses may be outside of the Industrial-Organizational Psychology Program and/or the Psychology Department, but there is no requirement that they must be.
- Examples of Outside Specialty Area Courses Outside of the I-O Program:
 - WFED 7130: The Art & Practice of Consulting
 - WFED 7110: Strategic Human Resource & Organization Development

- EADU 8300: Organization Development
- MGMT 9010: Management Research Methods
- MGMT 9810: Organizational Behavior Seminar (Macro Level)
- MGMT 9810: Organizational Behavior Seminar (Meso Level)
- MGMT 9810: Organizational Behavior Seminar (Micro Level)
- MGMT 9610: Structural Equation Modeling
- LEGL 6500: Employment Law
- STAT 6360: Statistical Programming in SAS
- AFAM6250: Black & White Identity
- PSYC8000: Advanced Topics in Psychology (maximum 3 hours)
- PSYC9100: Special Problems (maximum 3 hours)
 - **NOTE:** The student is allowed to replace **ONLY ONE COURSE** with PSYC 9100 across **ALL** groups of courses (i.e., the student and advisor must determine whether to use the 9100 option in **EITHER** the I-O/Measurement/Individual Differences **OR** the Outside Specialty courses). There is no requirement to use this option.

III. Professional Experience:

Whether a student plans to pursue an academic career (teaching/research) or apply his/her skills in some other professional setting (industry, government, consulting firm, etc.), each doctoral is strongly encouraged to acquire professional experience through an internship. It will be the responsibility of the student, in consultation with his/her major professor, to devise an appropriate plan for obtaining such experience, and to present this plan for the approval of the student's advisory committee. Such matters as the evaluation of the student's performance and the arranging of appropriate internship course credit are to be contemplated in formulating the internship plan. Students on paid internships may not simultaneously be paid as a teaching or research assistant through the University of Georgia. Students taking an internship should register for PSYC 9250.

A Note on Timely Progress Through the Program

Though students will vary in the progress they make toward the M.S. and Ph.D. degrees, the faculty members of the Industrial-Organizational Psychology Program have definite expectations of the progress that students should make toward completing degree requirements. For a student accepted for the Ph.D. degree and entering the program with a bachelor's degree, the tables on the following two pages outline these expectations, one in which the student finishes all courses in the first 2.5 years, and another wherein they finish all courses in the first three years. Of course, some students' trajectories will be different and may not fit exactly what is displayed in these tables and are meant as a general guideline based on course availability and other factors pertinent to the particular student. A third table breaks down the number of courses required from each group of courses above. Following these tables is a list of recommended goals students should keep in mind as they progress through the program. Students entering with master's degrees will need to determine with the consult of their advisor and the program chair on which course credits will transfer and whether the thesis from the previous program will transfer.

In general, it is expected that students complete their M.S. thesis requirements (proposal and defense) between their 2nd and 3rd years; Comprehensive examinations should be completed between the student's 3rd year and the 1st semester of their 4th year. The dissertation should be completed (proposed and defended) by the 5th year. Of course, exceptions will arise and your best barometer of your progress will be in your own consultation with your advisor.

EXAMPLE schedule for a first year graduate student with no transfer graduate credits to be done with classes in 2.5 years

	total # of classes	Class 1	Class 2	Class 3	Class4	Class 5	Additional
Fall first year	5	Group B – PSYC6310 - Intro to Industrial Psychology	Group B – PSYC6XXX Ethics and Professional Issues	Group B- PSYC6420 – Quantitative Methods	Group A	GRSC 7770	7000 Masters research (2 hrs)
Spring first year	3	Group B – PSYC6320 - intro to Organizational Psychology	Group B - PSYC6430 – Applied Regression Methods in Psychology	Group B- PSYC6250 - Psychometrics			7000 Masters research (2 hrs)
Fall second year	3	I-O course (e.g., PSYC 8980, 8990)	I-O course (e.g., PSYC 8980, 8990)	Group A			7300 Master's research (3 hrs minimum)
Spring second year	3	I-O course (e.g., PSYC 8980, 8990)	I-O course (e.g., PSYC 8980, 8990)	Additional/Outside			
Fall third year	3	I-O course (e.g., PSYC 8980, 8990)	I-O course (e.g., PSYC 8980, 8990)	Additional/Outside			
Spring third year		Prelims					
Fall fourth year to completion of PhD		Dissertation					9300 Dissertation (3 hrs minimum)
Total # of classes required	17						

EXAMPLE schedule for a first year graduate student with no transfer graduate credits to be done with classes in 3 years

	total # of classes	Class 1	Class 2	Class 3	Class4	Class 5	Additional
Fall first year	5	Group B – PSYC6310 - Intro to Industrial Psychology	Group B – PSYC6XXX Ethics and Professional Issues	Group B- PSYC6420 – Quantitative Methods		GRSC 7770	7000 Masters research (2 hrs)
Spring first year	3	Group B – PSYC6320 - intro to Organizational Psychology	Group B - PSYC6430 – Applied Regression Methods in Psychology	Group B- PSYC6250 - Psychometrics			7000 Masters research (2 hrs)
Fall second year	3	I-O course (e.g., PSYC 8980, 8990)	I-O course (e.g., PSYC 8980, 8990)	Group A			7300 Master's research (3 hrs minimum)
Spring second year	3	I-O course (e.g., PSYC 8980, 8990)	I-O course (e.g., PSYC 8980, 8990)	Additional/Outside			
Fall third year	3	I-O course (e.g., PSYC 8980, 8990)	I-O course (e.g., PSYC 8980, 8990)				
Spring third year		Group A	Additional/Outside				
Fall fourth year to completion of PhD		Dissertation					9300 Dissertation (3 hrs minimum)
Total # of classes required	17						

of classes required within each group:

GRSC	1	<-required teaching course for departmental TAs/instructors
Group A	2	<- general psych classes (e.g., social, developmental, cognitive, neuroscience, etc.)
Group B	6	<- 6 courses required by the IO program prior to the masters degree - intro to I, intro to O, quant 1, regression, psychometrics, ethics
I-O course	6	<- "I-O" seminars (e.g., advanced I, leadership, wellbeing, diversity, etc.) or "methods/measurement" seminars (e.g., multilevel, IRT/CFA, etc.). You need to choose a specialty area (either I-O or methods/measurement) and take most of your courses in your specialty area
Additional/outside	2	<- Courses outside of your chosen specialty area. These can be in the psych department and/or outside the department (e.g., in management or sociology)
TOTAL	17	

Annual Evaluative Reviews:

Evaluation of the student's competence is a function of many factors, including course grades, progress through the program, oral defense of M.S. Thesis and Ph.D. dissertation research, comprehensive examinations, and additional professional involvement. In order to provide each student with feedback as to his/her status, the faculty of the Industrial-Organizational Psychology Program will conduct evaluative reviews each Spring Semester. The purpose will be to review each student's performance during the previous year(s) and to consider his/her current status with respect to the fulfillment of program requirements. This annual review is in addition to any other, more frequent conferences involving the student and his/her advisor or major professor.

If the faculty of the Industrial-Organizational Psychology Program evaluates a student's performance as less than satisfactory, the student will be notified that s/he has been placed on probation. The Industrial-Organizational Psychology Program faculty will communicate to the student the terms under which deficiencies must be addressed in order to be removed from probation and returned to good standing in the Program. Failure to correct deficiencies under the terms specified by the Industrial-Organizational Psychology Program faculty are grounds for dismissal from the Program.

The annual evaluations by the Industrial-Organizational Psychology Program faculty will be communicated to each student in writing, and verbally in a meeting with the student's advisor or major professor. The student evaluation sheet to be filled out by faculty and the student can be found in Appendix A.

The process of this evaluation follows:

1. The student completes the form and provides a self-evaluation.
2. The student submits the form to the faculty member at least one week prior to the faculty meeting – which will be announced by the program chair.
3. The faculty member completes his or her evaluation of the student by filling out the form.
4. The faculty member sends the completed form to the I-O Program Assistant.
5. The faculty hold a meeting to discuss evaluations.
6. After the faculty meeting, the student and advisor meet for the provision of feedback and to create a personalized developmental action plan.

Comprehensive Examinations

All aspirants for the M.S. or Ph.D. degree must pass a formal, comprehensive examination. In the case of the M.S., the examination may be written or oral (the student must also pass an oral examination on the thesis). In the case of the Ph.D., the comprehensive examination will consist of both written and oral examinations before a student is admitted to candidacy for the degree. The examinations are administered by the student's advisory committee (see Graduate School Bulletin).

M.S. Comprehensive Examination

Students are required by the Graduate School to pass a comprehensive examination over the program of study. This examination is in addition to the oral examination on the thesis, and will determine whether the thesis examination will be administered. Both examinations will be conducted by the student's M.S. Advisory Committee. The Advisory Committee consists of three faculty members, (a) at least two of which, including the major professor, must be members of the Graduate Faculty and (b) two of which, including the major professor, must be members of the Industrial-Organizational Psychology Program. Following the comprehensive examination, the student's committee will decide whether the student did, or did not, "pass." In the case of a "pass," the student will be permitted to take the oral thesis examination. In the case of a failure to "pass" the comprehensive examination, the student may petition for a re-examination by the advisory committee. Students are permitted to re-take the comprehensive examination one time only. Should the student fail to "pass" the second examination, the major professor will inform both the student and the Industrial-Organizational Psychology Program Chair of this outcome in writing. A second failure is cause for dismissal from the program. Students must complete all requirements for the M.S. degree in the semester prior to that in which they take the Ph.D. written comprehensive examination. The requirement described above is typically referred to as both: (a) "proposing" the thesis; and (b) "defending" the thesis.

Ph.D. Written Comprehensive Examination:

The areas to be covered by the examination are primarily determined by the student's program of study. Examination questions are designed by the student's four-person committee, three of whom, including the major professor, must be members of the Industrial-Organizational Psychology Program (i.e., you may have one outside member). Questions are integrative, with focus on concepts, issues and applications of psychological theory, research, and principles. Knowledge acquired through independent study, going beyond topics covered by courses and seminars will be expected of students.

Students are assessed over FOUR content areas: These are (a) Industrial; (b) Organizational; (c) (d) MMS (Methods, Measurement, & Statistics); and (d) a Specialty Area where the Specialty Area is chosen by the student and representative of a student's specific area of interest. Students should arrange with their doctoral committees the content areas to be covered by the examination well in advance of the time of its administration. Additionally, the student should approach each faculty committee member to discuss the topics to be covered, and should fill out the sheet shown in Appendix B. This sheet is intended to avoid substantial overlap in topics covered by

committee members. The student should let each successive faculty member see the topics listed by faculty members that have already been approached to ensure that the overlap is not too great.

The written examination is administered in the fifth week of Fall semester and the seventh week of Spring semester each year. Students should plan to take the written examination one or two semesters following the completion of their masters' thesis.

The examination consists of two full-day sessions conducted over a three day period:

Monday AM (8am-12noon): Industrial

Monday PM (1pm-5pm): Organizational

Wednesday AM (8am-12noon): MMS (Methods, Measurement & Statistics)

Wednesday PM (1-5pm): Specialty

Each section consists of 4 questions, 3 of which must be answered (i.e., you will not answer one question per section). The total test time per section is 4 hours, leaving slightly more than one hour per question.

Each written response will be judged on the following scale:

9 - Excellent

8

7 - Very Good

6

5 - Satisfactory (Pass)

4

3 - Unsatisfactory (Fail)

2

1

At least two committee members will grade each question. In order to score a passing grade on a preliminary exam question, the average score assigned by the raters on the item must exceed or equal a score of 5. If an average of 5 or more is achieved on each item, the student passes the preliminary exam. In the event a student fails to achieve a satisfactory score on one or more items, the major professor will determine whether a student averaged a passing score across the items in the content area (e.g., MMS). The student is required to pass three of the four content areas in order successfully pass the written exam. If the student fails one content area, the doctoral advisory committee will determine what, if any, remediation is necessary. In the case where there is a discrepancy of more than two scale points in the scores of a failed exam question, the major professor will seek to resolve the differences between raters. Failing two or more content areas will result in the student re-taking the full exam the following semester. Should the student fail two content areas after the second administration, the student will be dismissed from the program. The major professor will record all committee decisions and recommendations and will inform the student of these in writing. A student must pass the written comprehensive examination in order to be eligible to take the oral comprehensive examination.

Ph.D. Oral Comprehensive Examination:

The Ph.D. oral comprehensive examination is open to all members of the University of Georgia faculty and should be announced by the Graduate School at least two weeks before the date of the examination (see the Graduate School Bulletin). The examination will be an inclusive examination over the student's program of study and related areas rather than an examination of the student's dissertation prospectus. The advisory committee will award a pass (in which case the student will proceed to the oral presentation of his or her dissertation prospectus) or failure on the oral examination. The student may be re-examined within six months in the event of a failure. A second failure on the oral comprehensive examinations is cause for dismissal from the program. The same considerations regarding reporting of results by the major professor apply for both oral and written comprehensive examinations. An official program of study must be approved by the student's committee prior to administration of the oral comprehensive examination. Departmental policy requires that no courses with grades of B- or below be included on the program of study.

The process will proceed as such:

1. Student receives the pass/fail decision **1 month** after completion of written portion of comprehensive examination. If the decision is "Fail," then the student is given their scores, and must retake the written examinations (or, if the second attempt, will be dismissed from the program; see "Ph.D. Written Comprehensive Examination" above). If the decision is "Pass," the student is notified of (a) how many (if any) questions were failed, (b) their scores on their failed and passed questions, but (c) are NOT told which questions were failed (see Step 3). The student is told to
2. The student must then schedule an oral defense date with their committee. The oral defense must occur in the same semester as the written examination,
3. **EXACTLY 2 WEEKS** prior to student's scheduled orals date, the advisor supplies all scores to the student and notifies the student of (a) all failed questions, if any, AND (b) the two (2) lowest-scored, but passed questions, and that the oral portion of the examination will pertain to those questions. For example, if a student passed all questions, then their oral examination will pertain to their two lowest-scored questions. Alternatively, if a student failed one (1) question, then their oral examination will pertain to the one failed question AND the two lowest-scored (but passed) questions. In the event that there are more than two "lowest" scored questions (e.g., student receives a score of exactly 6 on three questions), the major professor will determine which two will be discussed in the oral examination.
4. The student will have **2 WEEKS** to prepare for the oral examination. Students should receive their scores **EXACTLY 2 WEEKS** prior to their orals meeting date.
5. In the oral comprehensive examination, the student's major professor will be responsible for leading discussion around those questions. The student is expected to have studied these topics and to be ready to address any problems with their written responses during the orals phase.
6. All committee members will independently rate the student's response to each respective topic discussed by the student, and the scores will be discussed among committee members to arrive at a pass/fail conclusion while the student is not in the room. The pass/fail decision for the oral portion will be delivered at the conclusion of the meeting.

Guidelines for Obtaining Approval of a Thesis or Dissertation

Regulations pertaining to the M.S. thesis and Ph.D. dissertation appear in the Graduate School Bulletin and in other guidelines available from the Graduate School. The student also should consult the Publication Manual published by the American Psychological Association. The guidelines that follow are designed to provide Industrial-Organizational Psychology Program students with specific suggestions regarding implementation of the general regulations.

- The student, in consultation with his/her major professor (and advisory committee when a doctoral candidate) is to work out an acceptable plan of research.
- The M.S. and Ph.D. candidate should, at this initial stage, and at subsequent stages in the development of the project, solicit the views of the advisory committee members concerning the acceptability of the proposed research. No official approval is required of committee members at this stage, and whatever procedures are used to provide communication between the student and his/her committee members is left up to the discretion of the individuals involved.
- The M.S. or Ph.D. candidate must write a research proposal that includes a statement of the research problem or question, a prospectus of the research plan, a review of the literature relevant to the project, a conceptual methods section, and a reference section.
- Having obtained the major professor's approval, a candidate for the M.S. degree can proceed with the thesis research (see 6 below). In addition to this preliminary approval by the major professor, a doctoral candidate must obtain the approval of the advisory committee. Toward this end, the candidate must provide each member of the advisory committee with a complete copy of the prospectus 30 days in advance of a meeting of the committee to be arranged by the student following consultation with the major professor and committee members. The 30-day requirement may be waived under exceptional circumstances if the major professor formally seeks and obtains the approval of such a waiver from all members of the candidate's committee.
- The purposes of the meeting on the dissertation proposal are those of discussing the research and of obtaining approval for it by all members of the committee. The doctoral student is not to analyze the dissertation data until such time as the prospectus is approved. Approval will serve as a safeguard for the student inasmuch as the committee cannot reject a dissertation after it has been completed on any grounds covered and approved in the proposal meeting. Any later modifications in procedures agreed to at the meeting should be communicated to the members of the committee. If major changes are required, it will be advisable to convene a second meeting of the committee to discuss the proposed changes and to seek the committee's approval.
- All students planning research involving human subjects must receive permission to do so from the Office of the Vice President for Research. Permission must be received prior to the beginning of data collection. The necessary forms should, therefore, be processed at the earliest possible date.
- Oral Defense: Thesis or Dissertation. In accord with Graduate School regulations, a student is examined orally on his/her thesis or dissertation. The thesis must first be approved by his/her major professor and by the other members of the advisory committee. The advisory committee must receive copies of the thesis 14 days in advance of the oral examination unless this time requirement is waived (see Waiver below).

Similarly, the dissertation must be approved by the student's major professor and the other members of the advisory committee prior to the oral examination. The advisory committee must receive copies of the dissertation 14 days in advance of the examination unless this time requirement is waived (see Waiver below).

WAIVER: For both theses and dissertations, the 14-day time requirement may be waived if the major professor requests such, in writing, of all faculty on the advisory committee and if all committee members agree to the waiver by signing the written request.

Following consultation with his/her major professor and committee members, the student will establish the date, time, and place for the oral examination on the thesis or dissertation. The examination must be publicly announced and is open to faculty and students, so notices must be prepared well in advance of the examination.

All But Dissertation (ABD):

Doctoral students are strongly advised against leaving campus (other than to complete internships) prior to completing their dissertation proposal. It has been the experience of the program faculty that students who leave to accept employment, or for other reasons, have difficulty in completing their dissertations. If, however, a student must do so, the student is responsible for making acceptable arrangements with his/her major professor and advisory committee prior to leaving.

APPENDIX A:
Annual Student Evaluation Form

**Industrial-Organizational Psychology Doctoral Student Progress Tool 1.0
Self-Form
University of Georgia**

(click box to answer question)

Name: _____ Advisor: _____

1. Do you wish to be considered for funding for the _____ academic year?

Yes No

IF YES:

1a. How many semesters of funding have you received from the department?
_____ semesters

1b. Will you be available for the entire academic year?

Yes No

1c. What semesters are you seeking funding? (Click box to place X next to all that apply)

Fall Spring

2. Are you currently an out-of-state student?

Yes No

IF YES:

2a. Will you become a Georgia resident by Fall, _____ ?

Yes No

3. What semester and year did you enter the I-O Program?

4. Do you have a Master's degree? Yes No

5. Have you successfully completed written preliminary exams? Yes No

6. Have you successfully completed oral comprehensive exams? Yes No

7. Have you successfully defended your dissertation prospectus? Yes No

8. List below your plans for the coming year. Be specific. Also, indicate what your career goals are at this time. Do you plan to go into academia, consulting, industry, military, or other? What might be helpful to you in making your decision?

9. Is there anything the I-O Program Faculty can do to help your progress in the program?

Industrial-Organizational Psychology Doctoral Student Progress Tool 1.0
Self-Form
University of Georgia

Student Name _____ Year in the Program _____
 Advisor _____ Highest degree obtained _____
 Academic Year _____

Instructions

Evaluate your performance over the past academic year as a graduate student on the scales provided below. Evaluate your performance relative to other current and former students with approximately the same tenure in the program and using the behavioral examples provided. The examples of effective and ineffective performance are not meant to be interpreted as a checklist but instead as one of many potentially relevant performance behaviors. For instance, a student could receive a 5 on research without a first author publication. Other relevant performance behaviors can and should be considered in your evaluation. In the space provided under "Accomplishments" feel free to list specific behaviors (e.g., citations to publications and presentations) that you feel are particularly indicative of your performance.

1. Research- Conducting research and disseminating this research at conferences and with publications.

Student Self-Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable
5	4	3	2	1

Faculty Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable
5	4	3	2	1

For Senior Students (3-5 years)

Examples of Superior Performance: Submits / publishes first author research (journals or chapters) and grant proposals, collaborates with peers from different labs, and receives acknowledgement via research awards and/or grants.

Examples of Performance that Meets Expectations: Presents first author research at national/international conferences, included as an author on publications.

Examples of Unacceptable Performance: No tangible outcomes from research (e.g., no conference presentations, book chapters). Missing deadlines.

**Industrial-Organizational Psychology Doctoral Student Progress Tool 1.0
Self-Form
University of Georgia**

For Junior Students (1st and 2nd years):

Examples of Superior Performance: Presents first author research at international/national conferences. Authorship on publications.

Examples of Performance That Meets Expectations: Presents first author research at regional / local conferences, authorship on research papers at national/international conferences. Participates in lab meeting

Examples of Unacceptable Performance: Minimal involvement in research.

Accomplishments: List publications, presentations and submissions.

**Industrial-Organizational Psychology Doctoral Student Progress Tool 1.0
Self-Form
University of Georgia**

2. Performance in coursework: Maintaining an acceptable grade point average and participation in classes, including classroom discussion.

Student Self-Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable
5	4	3	2	1

Faculty Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable
5	4	3	2	1

Examples of Superior Performance: Maintains a 4.0 GPA, drives class discussion, and effectively completes ambitious class projects.

Examples of Performance that Meets Expectations: Maintains acceptable GPA (e.g., 3.5-4.0), actively participates in class discussion, and contributes effectively to group assignments.

Examples of Unacceptable Performance: Obtains a letter grade below a B in one or more classes; does not participate in class discussions. Unexplained absences from classes.

Accomplishments: (list all courses taken to date [in chronological order] and the grade received in each; also include your cumulative GPA)

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3. Progress toward degree: Timely progress toward milestones (e.g., thesis, prelims, dissertation). Note, the assumption is that this will vary considerably by year but that we all have a clear idea of targets for masters, orals, and dissertation and thus, what constitutes ahead of schedule and behind schedule.

Student Self-Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable
5	4	3	2	1

Faculty Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable
5	4	3	2	1

Accomplishments:

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4. Service: Level of activity in the program, department, and community. Regularly attends program and departmental research presentations, service to professionally relevant organizations (IOPSA, SIOP, SHRM, UGA GSA, etc.), mentors graduate and undergraduate students, maintains an active presence on campus, and engages in service to the campus or local community.

Student Self-Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable
5	4	3	2	1

Faculty Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable
5	4	3	2	1

Examples of Superior Performance: Holds a high responsibility office in IOPSA (e.g., president, reception chair, recruitment chair), leads student goals meetings and/or faculty research/laboratory meetings, mentors multiple students across different labs, implements programs and activities designed to improve the program and department.

Examples of Performance that Meets Expectations: Regularly attends program and departmental research presentations, participates in student goals meetings, holds an office in IOPSA, maintains an active presence on campus.

Examples of Unacceptable Performance: Limited involvement in IOPSA activities, minimal attendance at program and departmental research talks, minimal participation in student goals meetings. Missing appointments and deadlines.

Accomplishments:

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5. Applied Experiences: Contribution to applied projects, such as UPS, Project RED engagements, internships, and other faculty or student initiated applied projects. Given variability across years in appropriate involvement in Applied Experiences, specific examples are not listed.

Student Self-Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable
5	4	3	2	1

Faculty Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable
5	4	3	2	1

Accomplishments:

6. DEPARTMENTAL ASSISTANTSHIPS: Teaching assistantships (at UGA or other locations) *Provide the average student rating for question #11 on the Department of Psychology Course Evaluation Form (GTA) and/or the average student rating for question #8 on the TA Course Evaluation Form (TA) for each class taught the previous year.

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Student Developmental Goals and Action Plan

In the space provided below, the student and major professor should jointly set goals in order to improve deficiencies and develop strengths. The student and major professor should then propose an action plan designed to help the student meets these goals, including specific steps the student plans to take and timelines for goal completion.

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We have met to discuss this student's performance and jointly set these goals and this action plan for meeting these goals.

Student Signature _____
Major Professor Signature _____

Appendix B:
Preliminary Comprehensive Examination Form

Preliminary Examination Form

The preliminary examination form is intended to help students and faculty avoid substantial overlap in topics agreed upon by question writers for the examination. This form is also intended to serve as a guideline for students as they prepare their materials—and as a memory aid for their question writers—to ensure the comps questions that are submitted broadly follow the topics that were agreed upon during initial meetings. **STUDENTS:** Have this form filled out and initialed (either in person or electronically) by each member of your committee, one at a time, so that faculty can see the topics already agreed upon while determining what topics for which they will write questions. Once this is completed, please have this reviewed and signed by your Major Professor. **FACULTY:** Please review existing topics on this form to ensure that topics do not have substantial overlap that may result in highly similar questions. For the 4-person committee, each committee member is responsible for writing 4 total questions (can be in multiple sections). Each section must include questions written by at least two faculty members (i.e., one faculty member may not write all of the questions for a section). **MAJOR PROFESSORS:** Please examine the grid once completed by all other committee members and ensure there is enough variety so as to avoid substantial overlap. Sign and date below once it is satisfactory. Once comps questions are submitted to the major professor before the examination, they will briefly review the questions with this form to ensure there are no inconsistencies.

Section	Question Topics/Guidelines	Initials
Industrial	1.	
	2.	
	3.	
	4.	
Organizational	1.	
	2.	
	3.	
	4.	

MMS	1.	
	2.	
	3.	
	4.	
Specialty	1.	
	2.	
	3.	
	4.	

MAJOR PROFESSOR: _____ **DATE:** _____

EXAMINEE: _____ **DATE:** _____