



TEXAS A&M UNIVERSITY

Master's in I-O Psychology

Student Handbook

2024-2025 Version

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Any and all content stated in this handbook may be changed or revised by the MSIOP program at any time and the revised content may supersede, modify, or eliminate existing content. Additionally, the information in this handbook supplements but does not replace information in the TAMU graduate catalog.

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INTRODUCTION

Welcome to the Master of Science in Psychological Sciences (Concentration in Industrial-Organizational Psychology) program (MSIOP) in the Department of Psychological and Brain Sciences (PBSI) at Texas A&M University (TAMU). We are excited that you have chosen Texas A&M University for your graduate education and look forward to your time in the MSIOP program.

The purpose of the MSIOP program is to provide high quality academic and professional training in the core areas of Industrial-Organizational (I-O) psychology and to prepare students for careers as psychologists in applied settings. The program takes a balanced scientist-practitioner approach to your education as it exposes you to the science and applied practice of I-O psychology. By balancing academic knowledge with applied experience, students are equipped with the knowledge and skill sets needed to address different issues in a variety of settings. We are very proud of our program and are delighted to share it with you.

The MSIOP program is not a stepping-stone to the TAMU I-O Psychology PhD program. It is a stand-alone program.

The next 16 months will be rigorous and demanding, yet productive and rewarding. Expect to be challenged and to work hard as you acquire the knowledge and skills needed to be successful in your career. Welcome once again to the MSIOP program at TAMU!

About the Handbook

This handbook is designed to serve as a quick reference guide for MSIOP students. It informs students about the performance standards, policies, procedures, rules, and structure of the program. You are encouraged to read the document thoroughly and consult it as a reference when needed. This handbook is **not** intended as a substitute to the TAMU graduate catalog (<http://catalog.tamu.edu/graduate/>) which is the official source of the university's academic programs and courses. Except in cases where variation is allowed by the Graduate and Professional School (Graduate School), information in the graduate catalog supersedes the information contained herein.

This handbook is subject to revision and change and current students are expected to abide by all subsequent editions of the handbook. Although the handbook attempts to be comprehensive, it is not exhaustive and may not cover some situations that may arise during your time in the program. Hence, you should consult with the Program Director for current MSIOP program information and for guidance when special situations arise. Additionally, the program has a formal exception request process to accommodate demands that do not violate the primary objectives or integrity of the program. Verbal exceptions are nonbinding. Current information is also available from the Graduate School (to contact the Graduate School, visit <http://grad.tamu.edu/> or call 979-845-3631).

Texas A&M Core Values

Texas A&M University’s purpose is “to develop leaders of character dedicated to serving the greater good.” This “purpose statement carries with it the responsibility, the traditions, and the forward-thinking of Texas A&M exemplified by all who are associated with the university – our faculty and staff, and our current and former students. This purpose can be defined by our six core values” (see <https://tamu.edu/about/coreValues.html>):

- *Excellence*: Set the bar.
- *Integrity*: Character is destiny.
 - Aggie Code of Honor: An Aggie does not lie, cheat, or steal or tolerate those who do.
- *Leadership*: Follow me.
- *Loyalty*: Acceptance forever.
- *Respect*: We are the Aggies, the Aggies are we.
- *Selfless service*: How can I be of service?

Texas A&M University Student Rules

All MSIOP students should be aware of and comply with university level student rules, including those not covered in this document. These rules can be found at <http://student-rules.tamu.edu/>.

Primary Program Contacts

The program is overseen by the Program Director with input from all I-O psychology faculty in the PBSI department as well as a yet to be established professional advisory board. The table below presents the contact information of persons to contact about specific issues during your time in the program.

Bisi Atoba MSIOP Program Director Instructional Associate Professor	<ul style="list-style-type: none"> • Advising • Professional development • Internship coordination • Degree plan approvals 	MILN 217	(979) 458-8611 bisi.atoba@tamu.edu
Mindy Bergman Department Head	<ul style="list-style-type: none"> • Student grievances 	PSYC 232A	(979) 845-0377 mindybergman@tamu.edu

Advising and Mentoring

The Program Director is the academic advisor for all students enrolled in the MSIOP program. The Program Director's main responsibilities include:

1. Guide MSIOP students toward a successful I-O psychology-related career through teaching, mentorship, advocacy, monitoring academic progress and performance, networking with stakeholders, and approval of degree plans, to mention only a few.
2. Offer support and guidance for the goals that students seek to achieve.
3. Advise students on internships and supervise students' activities when working at an internship site.
4. Maintain regular contact with MSIOP students as a group and is available to meet with each student on an individual basis at least once each semester.

Note: Students are required to complete and bring the student self-evaluation form (see Appendix A) to each advising meeting with the Program Director.

Students should first consult the Handbook and then the Program Director for all questions regarding courses, curriculum, developmental goals, program policies, etc.

PROGRAM OVERVIEW

Mission

Develop outstanding I-O psychologists who solve employee problems in today's complex organizations.

Objectives

In pursuit of its mission, the objectives of the MSIOP program are as follows:

1. *Raising profile*: Develop and maintain a reputation as a strong and balanced I-O psychology graduate program.
 - Develop students and graduates whose practice is primarily informed by scientific theory, methods, and research to make organizations more effective and healthier work settings.
2. *Career preparation*: Train students for placement in competitive applied positions where they apply psychological science to organizational problems.
 - Prepare students to launch an I-O psychology-related career, program curriculum and other requirements are designed to meet the professional, technical, and ethical needs of today's organizations for entry-level I-O-psychology-related positions.
3. *Lifelong relationship building*: Build a network of relationships that are reciprocally beneficial for all for the purpose of supporting long-term career and personal success.
 - Leverage existing relationships, establish a strong network with organizations, and develop an engaged professional advisory committee who have a strong stake in the success of the program.
4. *Outreach*: Create and sustain program value through service.
 - Seek out and complete client projects that serves the needs of the local community.

Program of Study (Required Courses)

The MSIOP program is a 33-credit hours, full-time, non-thesis, cohort-based (team-focused) program designed to be completed in 16 months. The adoption of the scientist-practitioner model of education, as can be seen in the balanced curriculum content, seeks to ensure that the future practice of MSIOP graduates is scientifically-grounded. The curriculum also utilizes current workforce research findings, which makes the curriculum highly relevant to career success. The cohort model creates a peer-learning environment that fosters professional and personal growth.

The 33-credit hours of coursework is critical for your success in the I-O psychology field. You will also apply what you have learned and gain new skills during an industry-based professional internship.

Schedule Overview*

First Year			Second Year
Fall	Spring	Summer	Fall
<ul style="list-style-type: none"> • PBSI 610: Organizational psychology • PBSI 611: Personnel psychology • PBSI 652: Statistics and research methods in I-O psychology I • PBSI 683: Professional seminar 	<ul style="list-style-type: none"> • PBSI 653: Statistics and research methods in I-O psychology II • PBSI 657: Training and performance management • PBSI 658: Work attitudes and motivation • PBSI 683: Professional seminar 	<ul style="list-style-type: none"> • PBSI 684: Professional internship 	<ul style="list-style-type: none"> • PBSI 654: Psychometrics and survey design in I-O psychology • PBSI 656: Advanced selection • PBSI 659: Groups, teams, and leadership • PBSI 683: Professional seminar • Qualifying exam • Graduation

*33-credit hours are required of all students regardless of previous education.

Although there are no electives courses in the program, students with broader interests may choose to enroll in (or audit) courses relevant to I-O psychology in the management (<http://catalog.tamu.edu/graduate/course-descriptions/mgmt/>) or human resource development (<http://catalog.tamu.edu/graduate/course-descriptions/ehrd/>) graduate programs. However, such students should consult the Program Director for guidance or recommendations on courses that might be the most beneficial for their career goals. Students should also bear in mind that non-MSIOP courses are subject to availability and approval/denial of both the course instructor and the MSIOP Program Director. Students may also pursue complementary and stand-alone degree certificates such as: (a) applied statistics, (b) human resources and employment law, policy and management, (c) education and social sciences advanced research methods (arm), (d) individual, group, and team coaching in specialty area, and (e) leadership education, theory and practice certificates.

Course Descriptions

PBSI 610: Organizational psychology (3)

Current literature and research in employee motivation, satisfaction, leadership, communication, group conflict and other group processes.

PBSI 611: Personnel psychology (3)

Application of psychological principles and research methods to the areas of selection, placement, job analysis, performance appraisal, and training.

PBSI 652: Statistics and research methods in I-O psychology I (3)

The first of two courses in statistics and research methods; integrates research design, appropriate methodology, and advanced statistical techniques used by industrial/organizational psychologists (e.g., General Linear Model); current topics pertinent to the content domain draws heavily from the application of quantitative psychology literature to workplace problems; statistical software packages will be used to enhance conceptual understanding.

PBSI 653: Statistics and research methods in I-O psychology II (3)

The second of two courses in statistics and research methods; integrates research design, appropriate methodology, and advanced statistical techniques used by industrial/organizational psychologists (e.g., GeneralIZED Linear Model, nonlinear regression); current topics pertinent to the content domain draws heavily from the application of quantitative psychology literature to workplace problems; statistical software packages will be used to enhance conceptual understanding.

PBSI 654: Psychometrics and survey design in I-O psychology (3)

Study of psychological measurement for testing and assessment purposes in I-O psychology; classical and modern test theories are introduced as well as their implications for test construction and survey design; emphasis on skill acquisition through developing, administering, and scoring predictor or criterion tests and presenting results.

PBSI 656: Advanced selection (3)

An in-depth analysis of psychological principles and employee selection methods with a focus on applied practice and current topics; emphasis on the application of evidence-based best practices to the selection process; importance of job and work analysis, testing and assessment, psychometrics, validation procedures, and measurement in light of ethical, legal, diversity, and international issues.

PBSI 657: Training and performance management (3)

A comprehensive review of theory, research, current topics, and practice associated with training and performance management; training as an organizational subsystem is emphasized as the model for the design, implementation, and evaluation of training programs; appraisal and management of work performance for various organizational purposes.

PBSI 658: Work attitudes and motivation (3)

A critical analysis of major theories, current research, and practical or current issues associated with employee attitudes and motivation in the workplace; topics include job satisfaction, organizational commitment, work engagement, stress, absenteeism, turnover, motivation, job

design and quality of work, and work values; key methodological and measurement issues; application of social and cognitive psychology literature to workplace problems.

PBSI 659: Groups, teams and leadership (3)

An in-depth review of the factors leading to effective groups, teams, and leadership in organizations; topics include strategies for building high-performance teams and techniques for assessing, selecting, and developing leaders; the course integrates theory, research, and current topics with experiential learning; application of social psychology literature to workplace problems.

PBSI 683: Professional seminar (1)

Guidance in searching for and securing internships and jobs upon graduation; review of internship requirements and expectations; professional development sessions (e.g., weekly I-O colloquium series) and preparation of application materials; assistance in the transition from student to professional, e.g., professional identity, affiliation and networks.

PBSI 684: Professional internship (3)

Full-time internship experience in a departmentally-approved internship training facility.

Qualifying Exam Policy

Objective

The objective of the qualifying exam is to assess MSIOP graduate students' knowledge-base competency in I-O psychology content areas. Students close to graduation are expected to have a breadth and depth of knowledge in the discipline, integrate what has been learned, and demonstrate professional application to the field. Thus, the qualifying exam serves to assess students' mastery of the field to ensure that students are ready for the applied world.

Exam Content and Format

The exam will be area-based and will be constructed by the members of the I-O psychology faculty with teaching responsibilities in the MSIOP program. There will be three major I-O psychology content areas covered on the exam—quantitative methods (PBSI 652 and 653), personnel psychology (PBSI 611 and 657), and organizational psychology (PBSI 610 and 658). This exam is designed to cover material that has been covered in courses you completed in the MSIOP program, therefore we recommend reviewing readings assigned on course syllabi, assignments, and personal notes from lectures and class discussions to prepare for the exam. Given that the exam is intended to assess core/basic mastery of the field, the exam will **not** be based on a specific reading list.

The exam will be closed-book (with the exception the data analysis question within the Quants section) with mixed-question format (e.g., multiple-choice, fill-in-the blank, short answers, and work sample assessment [i.e., data analysis using R]) and delivered in a proctored, in-person,

setting. There will be a maximum of 150 questions overall and students will be required to answer all questions during a 3 hour 30 minute time period. Refer to the Canvas *MSIOP Professional Orientation Portal* for sample questions and answers.

Administration and Timing of Exam

The Program Director will coordinate the scheduling and administration of the qualifying exam each year. The exam will be offered once each academic year on the first Saturday of the fall semester (exact date will be around August 23rd). All students are required to complete the exam during their third academic semester (i.e., their final fall semester). Students must be enrolled in the semester in which they take the exam.

Unless it is due to unusual circumstances (e.g., university excused absences), a student who does not take the exam during their third academic semester will be considered to have failed the exam and will receive a ‘fail’ exam grade. Failure to take the exam will constitute grounds for dismissal from the program and Department. If a student becomes ill or has a death in the family during the scheduled exam date and is unable to complete the exam, written documentation is required for a make-up exam and the make-up is likely to be in a different format.

Grading

The grading process will be coordinated by the Program Director. The student must obtain a passing score in each of the three content areas. To pass a content area, the student must obtain at least a 70%. You will be notified of your scores during the week following the exam date.

Re-examination

One re-examination in the areas previously not passed will be granted per student. Examinations will be re-administered on, or within a week of, [the Graduate School’s November deadline](#) for final exams (exact date will be around November 3rd). **Failure of the re-examination will result in dismissal from the MSIOP program and PBSI Department and disqualification from receiving the MS Psychological Sciences (Concentration in I-O Psychology) degree.**

Students are strongly urged to prepare well for the first administration of the exam to avoid the need for re-examination and/or dismissal from the program and Department.

Required Professional Internship

The integration of coursework with students’ applied experience in I-O psychology work settings is necessary to accomplish the objectives of the MSIOP program and is an integral aspect of training for careers in I-O psychology. Thus, MSIOP students are required to complete a professional internship in the summer between their 1st and 2nd academic year. Students may begin their internships on a part-time basis during their second semester in the program. To be eligible to begin the required internship, students must have completed the first year of academic work in the program.

Internships (both paid and unpaid) allow students to apply the knowledge they have gained during their 1st year in the MSIOP program. Students also acquire work-related experience in applied problem solving and research and develop/sharpen hands-on skills needed for successful future careers in the I-O psychology field. These include skills in assessment, decision-making, information dissemination, insight into organizational problems and needs, interpersonal communication, presentation, problem solving, time management, troubleshooting, and technical report writing while considering content appropriate to the audience. Overall, professional excellence is promoted as students broaden their knowledge of the field and develop transferrable skills while also aiding organizations in meeting specific project needs.

Sample Activities

I-O psychology work/projects during an internship may include the following:

- Conducting job/work analysis and updating job descriptions.
- Completing an organizational assessment on a particular I-O psychology topic utilizing appropriate data collection methods and statistical analysis.
- Assessing, analyzing, or appraising knowledge, personality, skill, or performance factors required for selection and/or performance management.
- Conducting validation studies.
- Developing and administering performance appraisal and management systems/programs.
- Designing/implementing organizational development interventions (e.g., change interventions, program evaluations, 360° feedback system, strategic HR projects, team development, leadership development, succession planning, and training programs).
- Developing policy related to I-O psychology interventions.
- Designing and administering tests/surveys such as employee engagement/satisfaction surveys; conducting interviews and customer satisfaction reviews.
- Reporting in writing and orally about the descriptive or evaluative investigations conducted and recommending procedures and strategies that benefit the organization.

Internship Coordinator

The internship coordinator is responsible for supervising students' activities during an internship. Usually, the coordinator will be the MSIOP Program Director. The coordinator is responsible for developing relationships with internship sites/organizations as well as monitoring the quality of the program's internship component. The coordinator also ensures that students are working in internship positions whereby the primary job duties involve the practice of I-O psychology.

It is important to note that there are times when problems arise during an internship despite the best intentions of all parties. When you encounter an issue, it is important that the problem be reported to the internship coordinator as soon as possible so s/he can aid in addressing the problems quickly.

Required Hours

To receive the three hours of internship credit (i.e., PBSI 684), a student must complete a minimum of 300 hours of I-O psychology-related work at an approved internship site. This may be distributed in any manner that meets the needs of the organization and/or the student (e.g., ten 30-hour weeks; seven 43-hour weeks). An ideal internship would be full-time (approximately 400-500 hours) and take place during the summer of the first year. A full-time internship or employment during the fall and/or spring semesters is not recommended. While students may start their internships on a part-time basis before the summer, they **must** register for PBSI 684 during the summer term. Please keep in mind that students will be charged regular summer tuition, fees, as well as the program fee for the internship as this is a supervised portion of the program.

Internship Organization and Location

Internships may be completed in private, government (local, state, or federal), educational, non-profit, or international establishments; they can be completed in any state, country, or remotely. Supervised I-O psychology work with an independent consultant also qualifies as an internship. Internships may be completed with a student's current employer as long as it offers I-O psychology learning experiences, meets the program's requirements, and is approved by the Program Director. Irrespective of the internship site, all internships should follow specific, formalized plans that afford students the opportunity to put what they have learned into practice while continuing to learn.

Internship Search

I-O psychology internships are very competitive—some years more so than others. It is the student's responsibility to use all available resources to secure an internship recognizing that most internships are found during the fall semester, often before March 31. Students are encouraged to actively applying for internships beginning their first semester in the program. Students should have an enterprising attitude towards the internship search and should attempt to establish a network in the I-O psychology professional community through involvement in professional organizations.

Although the Program Director and/or internship coordinator will make every effort to assist students with their search (such as distributing a list of past participating organizations), s/he is not the primary resource for internship postings. PBSI 683 (Professional Seminar) is partly designed to equip students with the necessary tools needed to secure a professional internship. Refer to the Canvas *MSIOP Professional Orientation Portal* for additional tips on securing an internship position early.

The I-O psychology faculty may have leads for internships as they are sometimes approached by alumni and others within the community with requests for student-help on organizational projects. These opportunities will be announced through the MSIOP listserv. Other sources include worldwide web pages (e.g., LinkedIn, Indeed.com, Monster.com, Careershift.com,

Siop.org, Shrm.org, HireAggies.com, Internship-usa.com, Internships.com), word-of-mouth, career fairs, TAMU career center, and the traditional ads advertising HR jobs.

Remember that prospective employers will likely monitor your social media presence in evaluating you for internship/job opportunities; these typically constitute their first impressions of you. Consider dress and atmosphere when posting pictures and respectful language and wording when posting dialogue. It is important that your online profile (e.g., LinkedIn) sends the right message to anyone interested in considering your application. Although it may seem intimidating to apply for internships, remember that the practice you gain in doing so will pay off later when you are about to graduate and are searching for a full-time position that fits your career goals.

Order of Activities

Before the Internship

- Internship search update: Provide the internship coordinator a bi-weekly internship search progress report (first report is due on October 1).
- Internship request form: Once an internship offer is secured, the internship request form (see Appendix B), job description, and offer letter should be submitted to the internship coordinator for approval prior to accepting the internship offer. The form should list the type of work that will be undertaken by the intern using general I-O psychology terms.
- Learning agreement form: Upon approval of the internship request form, the student then submits a more detailed learning agreement form (see Appendix C) to the internship coordinator, ideally by late April. This should describe the scope and nature of the proposed work, activities, a minimum of five learning goals, and contact information of the site supervisor. A job description should be appended for clarity purposes, if one was not previously submitted. If necessary, learning goals may be jointly revised by the internship coordinator, the site supervisor, and the student. This form must be approved by the internship coordinator prior to enrollment in PBSI 684 (Professional Internship; i.e., before the start of summer semester classes).

During the Internship

- Bi-weekly logs: During the internship, the intern must submit information about tasks completed at the internship site to the internship coordinator on a bi-weekly basis. The internship coordinator will review and sign off on these logs (see Appendix D). In addition to allowing the intern to track internship activities, these logs also enable the intern to briefly share reflections with the internship coordinator so as to receive timely guidance that serves to maximize the his/her internship experience.
- Supervisor's evaluation of intern: To provide a process for the MSIOP program to assess students' learning and growth during their internships, the interns' site supervisor will be required to complete an evaluation form (see Appendix E) on two occasions. This form will

first be completed at midterm or the 110-150-hour mark of the internship and close to the end of the internship or the 160-300-hour mark. The site supervisor should email both midterm and final evaluations directly to the internship coordinator upon completion.

After the Internship

- Intern's evaluation of internship: This form (see Appendix F) is designed to allow the MSIOP program to get students' candid perspective on their internship experiences, organization, and supervisor. This will allow the I-O psychology faculty to continually improve the internship experience of our current and future graduate students. The completed form should be submitted to the internship coordinator no later than August 19th.
- Presentation: The internship culminates in a report-out that provides a snapshot of significant internship experiences. Students should highlight how internship was obtained, completed I-O psychology duties/projects, interventions proposed for challenging workplace issue, connection between internship duties/projects to course readings or extant literature, and personal reflections. The report-out will delivered at the I-O colloquium no later than the third week of classes in the fall semester following the internship. Students must submit their presentations slides to the internship coordinator on August 15th.

Failure to Obtain an Internship

The professional internship is required to complete the program. If a student is unable to secure a formal internship position with an organization by March 31, s/he should contact the Program Director no later than the first week of April to review additional resources that may assist the student with securing an internship position. A student needs to have an internship on the program's records by the last day of the spring semester as not doing so has implications for being able to register/stay registered in any section of PBSI 684.

Your Responsibilities as an Intern

- Securing an internship position is your primary responsibility.
- Treat each site as a valued client and avoid revoking an accepted offer. Doing this may greatly impair the program's ability to build relationships with organizations and may adversely affect the reputation of both I-O psychology programs at TAMU.
- Work cooperatively with site supervisor to establish activities and tasks.
- Complete all required background checks by the employer stipulated deadlines.
- Display initiative and work with little supervision; however, ask questions when it is necessary to clarify goals.
- Complete all assigned tasks with a positive attitude and in a professional and ethical manner.
- Uphold the organization's rules and laws.

- Interact regularly with the internship coordinator and submit tangible evidence of internship performance (e.g., bi-weekly logs).
- Set and maintain professional boundaries to avoid accusations of crossing the line. Here are some ways to use simple, direct, yet non-confrontational language in uncomfortable situations:
 - *Can I get back to you on that?*
 - *I'm already committed... That will not work for me.*
 - *I've found it's important to keep my personal and work lives separate.*
- Report any problems to the site supervisor and/or internship coordinator and inform the internship coordinator about changes that will significantly alter your ability to meet stated learning goals.

Grading

The internship coordinator assigns grades for PBSI 684. Students receive an “unsatisfactory” grade when (a) the internship performance has been unethical, irresponsible, or otherwise poor in the judgment of the site supervisor and/or the internship coordinator and/or (b) student did not meet the standards established for the internship report-out. An “unsatisfactory” grade will not count toward program requirements and the student will be required to complete the course again, which may extend the time to complete the program. Students who obtain a second “unsatisfactory” grade in PBSI 684 will be dismissed from the MSIOP program and PBSI Department.

Weekly Colloquium Series

The I-O weekly colloquium series features guest speakers from various I-O psychology-related backgrounds and provides unique opportunities for students to learn from and network with I-O professionals who work in a variety of applied and research settings. Speakers discuss updates on cutting-edge research and perspective in the discipline. Weekly colloquia are typically scheduled on Fridays from 1:30-3:00PM. MSIOP students are required to attend and participate in the colloquium series (excluding CARMA webcasts); participation in the colloquium series is also a PBSI 683 course requirement. It is important to notify the program director and obtain prior approval for an anticipated absence.

Beyond Requirements: Professional Development

The graduate school experience goes beyond simply checking off, as complete, courses in the curriculum. Coursework represents the minimum expectation. However, to successfully launch your I-O psychology career and become a competent professional, more is expected. It is in your best interest to build and maintain contacts in the I-O psychology profession at the local, state, and national levels to facilitate your search for advancement opportunities. Further, as a future professional in an organization, you have the responsibility of staying up-to-date on current issues in I-O psychology to be successful. Hence, the earlier you begin developing the skills needed to operate with a “continuous learning mindset” the better.

It is expected that you actively participate in all developmental activities available to you and to be conscientious in gaining as much from your time at TAMU as you can. These will help you hone your soft skills (e.g., communication skills and etiquette) and increase your job search success rate. Below are some activities that will augment your training in I-O psychology and help to develop you professionally while cultivating mentor and peer relationships.

Find a Mentor (be a Protégé)

Your first important networking source is your mentor. In addition to the mentor the program provides each new student, a mentor can be a TAMU I-O psychology faculty, TAMU I-O psychology alumni, practitioners/scholars who visit during weekly colloquia, professional conference delegates, SIOP members (<http://my.siop.org/directory>), I-O psychology consultants (<https://www.siop.org/business-resources/consultant-locator>), or others identified through the SIOP-CEMA mentoring program. Simply create an elevator networking speech that says something about your work, experience, or interests. Include interesting and memorable facts about yourself that may spur a conversation with the prospective mentor. You can also further engage the prospective mentor in a conversation by asking how s/he got into his/her I-O psychology line of work.

Professional Organizations and Conferences

National

- Academy of Management (AOM)
- American Psychological Association (APA)
- American Psychological Society (APS)
- American Society of Safety Professionals (ASSP)
- Association for Talent Development (ATD)
- HR Alliance
- International Society for Performance Improvement (ISPI)
- International Personnel Assessment Council (IPAC)
- International Public Management Association for Human Resources (IPMA-HR)
- National Association of Occupational Health Professionals (NAOHP)
- Society for Human Resource Management (SHRM)
- Society for Industrial and Organizational Psychology (SIOP)
- Society for Occupational Health Psychology (SOHP)
- Work, Stress, and Health Conference

Regional/Local

- Austin Association for Industrial/Organizational Psychology (AAIOP)
- Austin People Analytics Meetup
- Brazos Valley SHRM (local professional chapter of SHRM)
- Dallas Area I-O Psychologists (DAIOP)
- Dallas HR Analytics Roundtable (contact [Sean Rae](#))

- DFW Organization Development Network
- Houston Area Industrial and Organizational Psychologists (HAIOP)
- Houston People Analytics Meetup
- IPAC Southwest Assessment Group (SWAG)
- IPMA-HR Southern Region
- Southern Management Association (SMA)
- Southwestern Psychological Association (SWPA)

Student Conferences/Consortia

- Academy of Management Doctoral Consortium
- Industrial Psychology/Organizational Behavior (IOOB) Student Conference
- SIOP Master's Consortium

Institutes or Organizations that issue Professional Licenses or Certifications

- American Psychological Association (APA)
- American Board of Professional Psychology (ABPP)
- Association for Talent Development (ATD)
- Human Resources Certification Institute (HRCI)
- Institute of Management Consultants (IMC)
- International Coaching Federation (ICF)
- Society for Human Resource Management (SHRM)
- World at Work

TAMU Student Groups

As one of the objectives of the MSIOP program, students are encouraged to build a network of lifelong relationships with fellow students. This can be done in many ways including joining student organizations. These organizations often bring in guest speakers, alumni, and other personnel of interest who can facilitate your professional development.

- Aggie Toastmasters
- Psychology Department Organization of Graduate Students (PDOGS)
- TAMU Graduate Consulting Club (TAMUGC)
- Texas A&M University SHRM

Special Interest Groups

- Asian American Psychological Association
- Asians in IO
- Association of Black Psychologists
- TAMU Black Former Student Network
- Blacks in I-O Psychology
- Immigrants in Corporate (IIC)

- I/O Coffee House
- National Association of African Americans in Human Resources
- National Association of Asian American Professionals
- National Black MBA Association
- National Latina/o Psychological Association
- National Society for Hispanic Professionals
- National Society of Hispanic MBAs
- OrganizatiOnal Empowerment 501(c)
- Prospanica: The Association of Hispanic Professionals
- Society of Hispanic Human Resource Professionals
- Society of Indian Psychologists
- Society for Advancement of Chicanos/Hispanics and Native Americans in Science

Experiential Learning Opportunities

Some learning experiences while you are in graduate school will take place outside the MSIOP coursework. Students are encouraged to participate in experiential learning opportunities as they become available. Some of these avenues for learning include graduate student consulting challenges, national and regional human resources competitions/contests, TAMU Social Science Consortium, and career center events. These activities are an essential part of the MSIOP experience and learning through these opportunities is as valuable as the technical expertise acquired through coursework.

I-O Psychology and Other Related Colloquia

These provide unique opportunities to learn directly from I-O psychology professionals in applied settings as well as researchers. The department and related programs within the university sometimes offer colloquia that are relevant to your professional goals. Students will be notified of outside colloquia through email communication, but should also seek out opportunities.

Waiving Program Requirements and Transfer of Credits

Students entering the program with courses from a previous graduate program at an accredited institution or from TAMU post-baccalaureate work may petition to have specific program requirements modified through a waiver. A waiver means that the student has already completed coursework or other relevant experience that the course instructor, MSIOP Director, program committee, and Graduate School judges to be equivalent to a specific program requirement. A request will be reviewed on a case-by-case basis. No more than six (6) graduate credits may be transferred into the MSIOP program. Credits are accepted only when the course is completed while enrolled in a degree-seeking program and an official transcript showing the approved course, official course syllabus, and grade obtained (minimum grade of B) has been received by the Program Director and Graduate School. Internship courses cannot be transferred. Courses

previously used for another degree, continuing education courses, and extension courses are not acceptable for degree plan credit.

It is important to state that even when students have taken a similar course before enrolling in the MSIOP program, we strongly recommend that they complete all required MSIOP-specific courses. This way, students can reap the benefits of a different instructional perspective, build life-long relationships with fellow students, and mentor their cohort who are new to the course. See the TAMU graduate catalog (<http://catalog.tamu.edu/graduate/>) and contact the Program Director for additional information regarding transfer of credits.

Requests to waive the industry-based internship requirement by students who already have extensive applied experience in I-O psychology/human resource management will be reviewed on a case-by-case basis. If the request is approved, the student will register for PBSI 684 and complete a separate portfolio project, instead of an industry-based internship.

PREPARING FOR GRADUATION

Degree Plan Preparation

A degree plan documents a list of courses that students must complete to fulfil their degree requirements. After a degree plan is approved by the Graduate School, the degree plan represents the student's contract with TAMU for completing the degree. The student agrees to take the courses specified on the degree plan and the University agrees that after the student has fulfilled the requirements of the degree plan, the degree will be awarded.

The completed plan must be received by the Graduate School towards the **end of the student's second semester and before the start of the final semester**. The Program Director will send reminders but it is ultimately the student's responsibility to complete and submit degree plans by the deadline stated on the Graduate School calendar. At any step along the way, the degree plan may be rejected and sent back to the student for changes. If the degree plan is rejected at any point, the approval process begins anew.

While it may only take 3-5 days for the department to process your degree plan, it can take up to **90 days** for the Graduate School to process. If your degree plan is not submitted by the time the next registration period occurs, you will be blocked from registering for classes for your third semester until the degree plan is submitted.

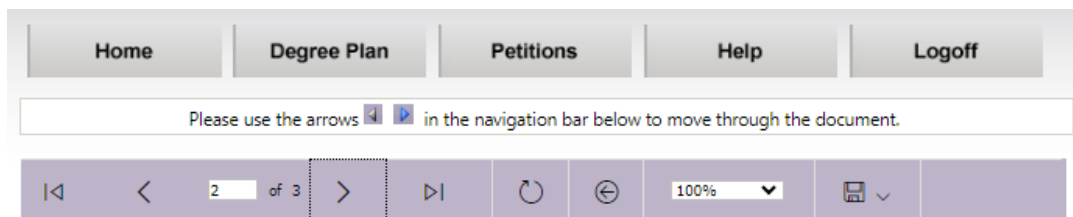
Submitting a Degree Plan

The following is a summary of tasks required to submit a degree plan online after you have received a go-ahead from the Program Director. Please use this as a checklist.

1. Visit the <http://ogsdpss.tamu.edu> website.
2. Login under the 'Student' heading using your netID and password.
3. Select "Create a new degree plan".
4. Select "Add" and then in Step 1, complete the necessary general information section. Select "Continue" when you have completed filling in the form.
5. Step 2 allows you to add courses to your degree plan. Once you choose your course, click "Add Course". Although you are not required to fill in the *Final Grade, Year Taken, or Semester Taken* fields, you may do so for planning purposes. Select "Continue" when finished.
6. Step 3 allows you to add committee members. You will need to enter Olabisi Atoba as your chair, "Add Member" after the entry and select "Continue" when finished:
 - Master of Science in Psychological Sciences (non-thesis track) students will have no additional committee members.
7. The next step allows you to view, edit, delete, or audit a draft of the degree plan you have created and shows its current status. **You must audit the degree plan before it can be submitted.** Select "Audit" on the degree plan page.

- The audit checks the degree plan against a set of rules outlined in the graduate catalog for degree requirements and limitations. The student is notified if any rule violation occurs. If a violation occurs, **the student must correct the degree plan and perform another audit.** If the student receives a warning message, the student can correct the degree plan or opt to request an exception by completing a petition that will be submitted as part of the degree plan, prior to performing another audit.
8. When ready to submit the degree plan, return to the Degree Plan page and select "Submit". The degree plan will be sent to the committee chair, Associate Head of Graduate Studies, Associate Department Head, and the Graduate School for approval and a confirmation number will be generated. This is how you know it has been submitted. **If you do not receive a confirmation number, then you have not submitted your degree plan.**

The image below is a sample of what your degree plan will look like. Total credit hours listed should be 33.



Proposed course of study in partial fulfillment of the degree of MS, Non-thesis, with a major in PSYS, is submitted for the approval of the Office of Graduate Studies.

Course Number	Course Name	CHours	Final Grade	Semester Taken	Transfer Institution
PBSI610	ORGANIZATIONAL PSYC	3.00		202231	
PBSI611	PERSONNEL PSYCHOLOGY	3.00		202231	
PBSI652	STATS & RSCH MTDS I/O PSYC I	3.00		202231	
PBSI653	STATS & RSCH MTDS I/O PSYC II	3.00		202311	
PBSI654	PSYCMTRCS & SURV DESN I/O PSYC	3.00		202331	
PBSI656	ADVANCED SELECTION	3.00		202231	
PBSI657	TRAINING & PERFORMANCE MGMT	3.00		202311	
PBSI658	WORK ATTITUDES & MOTIVATION	3.00		202311	
PBSI659	GROUPS, TEAMS & LEADERSHIP	3.00		202331	
PBSI683	PROFESSIONAL SEMINAR	1.00		202331	
PBSI683	PROFESSIONAL SEMINAR	1.00		202311	
PBSI683	PROFESSIONAL SEMINAR	1.00		202231	
PBSI684	PROFESS INTERNSHIP	3.00		202321	
Total hours listed for credit:		33.00			

Additional course work may be added to this proposed course of study by an Advisory Committee, if such additional work is needed to correct deficiencies in academic preparation.

Petitions

If the student changes a course after submitting their degree plan, s/he will need to create a petition to alter the degree plan. The petition form and instruction sheets are available online: <https://ogsdpss.tamu.edu>. A petition requires the approval of the Program Director before it is submitted to the Graduate School.

Application for Graduation

In order to graduate, the student must first complete a degree audit to ensure that s/he has completed all the course requirements according to the approved degree plan. This can be done by logging into *Howdy* and choosing *My Record*. Be sure to check the degree audit in case any petitions for course changes or other issues need to be submitted. Additionally, students must submit their application for graduation through Howdy before the deadline indicated by the Graduate School (i.e., during the student's last semester). Additional information about graduation is available at <http://graduation.tamu.edu/>.

Receiving the I-O Psychology Certificate

In addition to receiving an MS in Psychology degree, students enrolled in the MSIOP program can also receive the I-O Psychology Certificate after graduation. For this certificate to be awarded and for it to reflect on your transcript, graduating students need to submit a formal application through Howdy *after applying for graduation*. Certificate is listed as Cert-Industrial/Organiz Psyc in Howdy. Please note that this application must be submitted during the term in which you will complete the certificate requirements and by the deadline stated in the academic calendar. The Office of the Registrar will award certificates once the degree is conferred and the certificate will be mailed directly to you.

Letter of Completion

Prior to receiving the diploma, a student may obtain an official letter of completion from the Graduate School. A form to request a letter of completion as well as eligibility requirements are available on the Graduate School website (<https://grad.tamu.edu/knowledge-center/forms/request-for-letter-of-completion>). Letters of completion **cannot be issued by the MSIOP program or any department faculty/staff member.**

ACADEMIC STANDARDS

Performance Standards

Academic Standing

Graduate students at Texas A&M University must maintain a minimum grade point average (GPA) of 3.00 (based on a 4.00 maximum) on all courses listed on the degree plan. If a student maintains this, s/he is in good academic standing; grades lower than a B are viewed as substandard performance. If a student receives a “C” grade in any course, s/he is required to meet with both the respective instructor and the MSIOP director to discuss performance in the class and program. If a student’s GPA is below the stated minimum, the student will be placed on academic probation.

Students on probation are required to schedule a meeting with the Program Director to establish a plan to remedy the academic deficiency by the end of the next grading period. Failure to remedy such academic deficiency, and meet any conditions of probation, before the end of the next grading period will result in dismissal from the program. A student who is dismissed from the program and who chooses to appeal the dismissal decision should consult with the Program Director on the appeal process and use the following link below to review the procedures for student grievance and appeals (<https://grad.tamu.edu/New-Current-Students/Student-Grievances-and-Appeals-Procedures#>).

Employment While in the MSIOP Program

Students are strongly encouraged to make their academic pursuits their primary concern and to refrain from working during the school year due to the challenging and demanding nature of the MSIOP course requirements. Students can expect readings of about 70 pages/per week/per course; these will combine textbook and handbook chapters and journal articles. Note that course requirements often go beyond completing assigned readings. Students are also expected to participate during classes, write papers, complete class presentations, term projects, and exams, to mention only a few. Employment during graduate school may be overwhelming and may lead to a sense of stress over trying to be all things (student, employee, graduate assistant, intern) to all people.

However, if it is necessary for the student to work during the school year, the student is encouraged to minimize work obligations during the first year of graduate study and should not work more than 20 hours per week while in the program. It is recommended that such students select employment that is not too mentally taxing and one that allows them to complete homework and other assignments during working hours.

General Expectations

Launching their career should be MSIOP students' primary focus throughout the program. Each MSIOP student is expected to:

- Be acquainted with the Texas A&M university student rules, graduate catalog, and abide by the Aggie Honor Code.
- Know the specific established degree requirements and meet all deadlines because your education is your responsibility.
- Dedicate the needed energy and time to attain academic excellence.
- Maintain the minimum GPR standards for TAMU graduate students.
- Put equal effort into academic and practical knowledge and skills needed to launch your career in I-O psychology.
- Behave and communicate in a respectful and professional manner when interacting with all stakeholders (e.g., faculty, peers, staff, alumni, and potential employers).
- If email communication requests a response, it is expected that you respond within 24 hours of receipt.
- Engage in personal networking and career research activities within and outside of the program and university.
- Use all available resources to secure an internship and a full time position in industry.

Procedures for Filing a Grievance

Texas A&M University expects that all its members uphold high standards of professional and ethical behavior and it does not tolerate academic dishonesty, harassment of individuals, or inappropriate relationships between instructors and their students. However, problems may arise given the large and heterogeneous TAMU community.

Informal Procedures

The MSIOP program strongly recommends that students who have a grievance attempt informal resolution before pursuing formal grievance procedures. The program also encourages the grievant to discuss the issue with the faculty/staff who was the source of the problem first, if it is reasonable to do so. If a satisfactory resolution is not feasible or if a discussion with the other party is not reasonable given the situation, the student should use other informal procedures such as discussing the problem with the MSIOP Program Director or the PBSI Department Head, Graduate School, International Student Services (ISS), or other sources who may attempt to find an acceptable solution for all parties.

Formal Procedures

The Ombudsperson for Graduate Education (<https://grad.tamu.edu/academics/academic-success-resources/conflict-resolution/ombuds-services>) represents a valuable resource for questions regarding grievances and appeals. This office can be approached with complaints related to sexual harassment, issues of academic integrity, and ethics, to mention only a few. The

ombudsperson advocates for the processes of graduate education and provides equal and open access to all parties (i.e., students, faculty, staff, and administrators).

Students can also initiate formal grievances and appeals through the Graduate School. See this link (<http://grad.tamu.edu/new-current-students/student-grievances-and-appeals-procedures>) for details on this process.

Withdrawal/Dismissal/Leave of Absence from the Program

Ethical violations, failure to maintain satisfactory progress, and other inappropriate behaviors will lead to action by the MSIOP program committee which may range from letters of warning to dismissal from the program. Dismissal will typically only happen after the student has been given advance warning and has been given an opportunity to remedy the problem, except in the case of a gross ethical or legal violation. However, the student retains the right to appeal dismissal decisions. An MSIOP student who is dismissed or withdraws from the program will not be re-admitted into the program. However, students who voluntarily withdraw from the program and who obtain prior written approval from the Program Director and the PBSI Department Head may be granted an exception.

The withdrawal procedure is completed through the registrar's office. To avoid financial penalties and setbacks with future enrollment at TAMU, students should complete the entire process for withdrawal as suggested by the registrar's office. International students and financial aid recipients should consult with ISS and a financial aid counselor, respectively, for additional guidance.

Although students who withdraw from the MSIOP program may be eligible to receive some tuition and fees refunds according to the registrar's tuition and fee adjustment schedule, such students should bear in mind that **no portion of the program fee is refundable at any time even if the student is dismissed from the program.**

Students who have personal difficulties (e.g., serious illness) that prevent them from participating in the program for a given period of time may request a leave of absence from the program. In most cases, a leave of absence is granted for no more than one year and only under conditions that require the suspension of all activities associated with pursuing the degree. A petition for leave of absence is initiated by the student through the [Document Processing Submission System](#) (DPSS). The request must be approved by the Program Director and the Department Head before being routed to the Office of Graduate and Professional Studies for final approval. Please review the Graduate Catalog to learn more.

FUNDING YOUR EDUCATION

Graduate education is expensive and outside employment is not recommended due to the academic demands of graduate education. Thus, students are encouraged to be proactive in searching for internal and external funding. This requires that students maintain an updated resume that highlights knowledge, skills, and professional accomplishments.

Tuition and Required Fees

Tuition and fees: Tuition and fees can vary from semester to semester. We urge students to use the tuition calculator (<https://tuition.tamu.edu/>) to determine the cost of attendance for each semester. The Student Business Services can be contacted for up-to-date information on required tuition and fees (<http://sbs.tamu.edu/>).

Program fee: The fee structure is \$3,500 per semester for each fall, spring, and summer semester. Students are reminded that the program fee is non-refundable even when a student withdraws or is dismissed from the program.

Funding Opportunities

Financial assistance is available to graduate students within TAMU and from external sources. The Graduate School maintains a detailed list of funding opportunities for graduate students. Visit <https://grad.tamu.edu/funding-your-education> for some internal and external awards, grants, and scholarships for which you may qualify.

Please plan for a temporary loss of financial aid during the summer because financial aid is typically provided to full-time students only. Given that you will be enrolled part-time during the summer term, we strongly recommend that you reach out to [the financial office](#) to learn more about your financial aid options for the summer term and use this knowledge to plan your finances accordingly.

Financial assistance may take the following forms:

- *Graduate Assistantships (GA):* This can take one of three forms: GA Teaching (GAT), GA Research (GAR), and GA Non-Teaching (GANT). Benefits of a GA position include financial, educational, experiential, and convenience benefits to mention only a few. Accepting a graduate assistantship offer is a professional commitment and assistantship responsibilities must be completed irrespective of demands from coursework and other personal commitments. **There are no graduate assistantships available in the PBSI department for MSIOP students.** An MSIOP student may obtain an assistantship from other sources within the university, if eligible. These are typically announced on <https://jobsforaggies.tamu.edu/>.
- *Faculty Contracts and Grants:* Faculty sometimes obtain consulting contracts or research grants that often incorporate a budget for GAs. Thus, graduate students may earn stipends

and tuition waivers through these grants and contracts. These may be listed on the jobsforaggies website and you can also contact faculty directly to inquire about such opportunities.

- *Student Loans*: The University administers several loan funds (<https://studentaid.gov/>). To qualify, students must be eligible for the loan program and make satisfactory academic progress. Information concerning student loans may be obtained from the financial aid office. International students may also be eligible for some student loans by searching the following websites, to mention only a few: (a) <https://www.iefaf.org/>, (b) <https://www.internationalstudent.com/loans/>, and (c) <https://www.internationalstudentloan.com/>.
- *Travel Awards*: The Graduate School offers research and presentation travel awards to graduate students. Visit their website for more details (<https://grad.tamu.edu/funding-your-education/travel-awards>).
- *MSIOP Strategic Competitive Scholarship*: The purpose of this \$1000 scholarship is to assist with the tuition and fees associated with graduate study. The scholarship offers a limited number of merit-based scholarships each year. The scholarship also qualifies successful non-resident/international applicants for the in-state (resident) tuition rate.
- *Academic Common Market (ACM)*: Residents of Arkansas, Delaware, Mississippi, and West Virginia may be eligible for the in-state (resident) tuition rate through the ACM program. Eligible students must submit required documents to their [SREB](#) or home state coordinator to receive the in-state (resident) tuition rate. Please visit [TAMU's ACM webpage](#) to learn more.
- *Employment*: See TAMU's database for job ads (<http://jobsforaggies.tamu.edu/>). Jobs are also posted to WorkDay careers (<https://www.myworkday.com/tamus/d/home.html>). You can also directly contact other offices on campus that hire psychology graduate students. These include the Career Center, Center for Teaching Excellence, Public Policy Research Institute, and TAMU Social Science Consortium, to mention only a few.
- *Internal Grants and Scholarships*: Visit the financial aid website for available university-wide scholarships and grants (<https://financialaid.tamu.edu/>).
 - College and department scholarships
 - Diversity scholarships
 - International student services scholarships (for international students only)
 - International Texas Public Education Grant (for international students only)
 - Scholarships for students with disabilities
 - TEACH Grant
 - Texas Aggie Graduate Grant
 - Texas Public Education Grant

- *External Funding Opportunities:* Below are some external funding opportunities from professional organizations related to I-O psychology as well as other organizations and outlets to search for funding.

APA scholarships, grants, and awards	https://www.apa.org/about/awards/index
Psychology scholarships	https://www.psychology.org/scholarships/
SHRM graduate scholarships	https://www.shrm.org/foundation/ourwork/scholarships/graduate/Pages/default.aspx
SHRM Susan R. Meisinger Fellowship for Master's degree students	https://www.shrm.org/foundation/ourwork/awards/all-awards/Pages/default.aspx
SIOP awards	http://www.siop.org/Awards/default.aspx
SIOP graduate student funding	https://www.siop.org/Foundation/Awards
PIVOT COS	https://pivot.proquest.com/funding_main
Federal grants/fellowships	http://www.grants.gov/
American Association for the Advancement of Science (AAAS)	https://www.sciencemag.org/careers/where-search-funding
Department of Education	https://studentaid.gov/understand-aid/types
Diversity-related funding <ul style="list-style-type: none"> • American Indian Graduate Center (AIGC) Fellowships • American Association for University Women (AAUW) • Association of Women in Science • Congressional Hispanic Caucus Institute (CHCI) Scholarships • Ford Foundation • Hispanic Scholarship Fund (HSF) General College Scholarships • Jeanette Elmer Scholarship • Jeannette Rankin Women's Scholarship Fund • Korean-American Students Foundation Scholarships • HACU Latinas Rising Up in HR Scholarship • Leo S Rowe Pan American Fund for Students from Latin America or The Caribbean • Paul & Daisy Soros Fellowships for New Americans • Philanthropic Educational Organization (PEO) Peace Scholarships • Scholarships for LGBTQ+ students • Scholarships for military veterans 	<ul style="list-style-type: none"> • https://www.aigcs.org/wp-content/uploads/2015/10/2015-AIGC-brochure.pdf • https://www.aauw.org/what-we-do/educational-funding-and-awards/ • http://www.awis.org/ • https://chci.org/programs/ • https://www.fordfound.org/ • https://www.hsf.net/scholarship • https://www.collegescholarships.com/scholarships/detail/107553 • https://rankinfoundation.org/for-students/eligibility-requirements • https://www.kasf.org/ • http://www.latinasrisingupinhr.com/scholarship/ • http://www.oas.org/en/rowefund/ • https://www.pdsoros.org/ • http://www.peointernational.org/ips-eligibility-requirements • https://www.gograd.org/financial-aid/scholarships/lgbtq/ • https://www.gograd.org/financial-aid/scholarships/military-veterans/
Boren Scholarships and Fellowships:	https://www.borenawards.org/

For U.S. graduate students seeking to add an important international and language component to their education	
Organization/corporate grants and other resources	https://studentloanhero.com/featured/grad-school-scholarships-grants-priceless-resources/

CAREER SEARCH

The MSIOP program is interested in the long-term success of its students and helps students obtain full-time positions. However, students need to take ownership of the job search process. The program faculty will notify graduating students of job postings forwarded by recruiters, and any other job postings of which they are aware.

Accuracy of Information

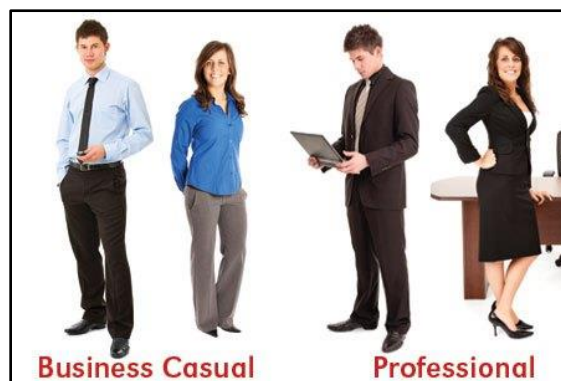
All information submitted to a prospective employer should omit confidential project products and must be accurate. Falsified information on a resume, cover letter, online profile page (e.g., LinkedIn and HireAggies), application blank, or other job-related document is a serious violation of the Aggie Honor Code and may result in termination if discovered after being hired.

Interviewing for Jobs

Students are expected to interview only when genuinely interested in the positions for which the employer is interviewing. When a student signs up for an interview, a commitment is made to the recruiter and prospective employer. Cancellations without sufficient notice (at least 48 hours before the scheduled interview) or failure to honor an interview appointment is a serious breach of professional courtesy. If a true emergency occurs, notify the recruiter as soon as possible and follow-up with an explanation and apology. Arriving more than 5 minutes late for a scheduled interview is also unprofessional. Refer to the Canvas *MSIOP Professional Orientation Portal* for additional tips on job interviews.

Dress for Success

Students should assume that all interviews call for professional attire unless otherwise noted by the recruiter. Career fairs and other recruiting activities will usually call for either business professional or business casual attire. The sample picture and tables below should help further guide you. Refer to the Canvas *MSIOP Professional Orientation Portal* for additional tips.



Business Professional Do's and Don'ts

WOMEN	
Do wear	Don't wear
Business suits	Anything too short, too revealing, too tight, or too sheer
Skirts (length should hit just above the knee or below)	Blouses that are sleeveless or low-cut
Slacks (neatly pressed, nothing too tight)	Casual khaki pants (neutral or khaki-colored dress slacks are OK)
Blouses (dressy or button-down styles)	Open-toed or overly casual shoes, or those with extremely high heels
Dresses (worn alone, or with a suit jacket or blazer, shrug or cardigan)	
Shoes (closed-toe, polished, scuff free)	
Jewelry (tasteful, not overdone)	
MEN	
Button-up dress shirt (always well-pressed)	Short-sleeve button up shirts with a tie
Neck-tie of the appropriate length (tie should touch the top of your belt)	Casual pants (cargos, Dockers, jeans)
Tasteful suit jacket	Casual leather shoes
Dress slacks (clean and pressed)	Wrinkled or soiled clothing
Polished dress shoes	White socks

Source: burnsmcdmedia.com

Business Casual Do's and Don'ts

WOMEN	
Do wear	Don't wear
Casual pants, including cropped pants and capris that hit around mid-calf	T-shirts
Skirts and dresses in more casual styles in an appropriate length	Jeans, including colored styles
Button-up shirts, blouses, or sweaters	Shorts, even longer styles that hit right at the knee
Open-toed shoes, including dress sandals	Beach wear or street wear shoes (like flip-flops or sneakers)

Business Casual Do's and Don'ts (cont.)

MEN	
Do wear	Don't wear
Button-up or polo-style dress shirts	T-shirts
Casual pants (clean and neatly pressed)	Jeans or cargo pants
Sweaters	Tennis shoes or sandals
Casual (and clean) leather shoes	Soiled or wrinkled clothes
	Pants without a belt
	Untucked shirts

Source: burnsmcdmedia.com

Job/Internship Offers and Acceptances

Students should acknowledge all offers, whether they accept or reject the offer. If you receive an offer and are not ready to accept it, consult the Program Director for advice on how to best handle the situation. Upon acceptance of an offer, it is expected that all job search activities are terminated while the student withdraws pending job applications from continuous review. Avoid revoking an accepted offer of employment (or internship). Doing this may greatly impair the program's ability to build relationships with organizations and may adversely affect the reputation of both I-O psychology programs at Texas A&M University.

INFORMATION TECHNOLOGY USAGE

Texas A&M University provides information technology services to students in support of learning, which come with certain responsibilities. Students must comply with university policy and local, state, and federal laws in order to maintain access. University issued emails, network, and computers should be used primarily for academic purposes. Some personal use is acceptable, but discretion should be used to ensure university technology is being used responsibly and with respect for others. Never use university emails for commercial purposes.

Student Rule 61.2.3 Expectations regarding student use of e-mail. It is every student's responsibility to check their Texas A&M University official e-mail account for University-related communications on a frequent and consistent basis. The University recommends checking e-mail at least once per day.

Student Rule 24.4.18. Unauthorized recording. Any unauthorized use of electronic or other devices to make an audio, video, still frame or photographic record of any persons without their prior knowledge, or without their effective consent when the person or persons being recorded have a reasonable expectation of privacy and/or such recording is likely to cause injury or distress. This includes, but is not limited to, surreptitiously taking pictures of another person in a gym, locker room, or restroom or recording administrative meetings with *University officials*. If a recording is made that captures a violation of the Student Rules or law, the Student Conduct Administrator may elect not to enforce this section of the Student Rules against the student making the recording.

APPENDICES

APPENDIX A
STUDENT SELF-EVALUATION FORM

Student's name:

Date of advising session:

Instructions: Please complete this form and email your advisor a copy prior to your advising session.

- My key strengths and areas where I feel most confident regarding what I am learning in the program are:
- My key areas to develop are:
- Provide feedback on what you believe might improve your experience in the program and facilitate your goal achievement:

Student signature: _____

APPENDIX B INTERNSHIP REQUEST FORM

General Information

Organization name:		Student's name:	
Contact person:		Internship title	
Contact person job title:			
Organization location/address (indicate if remote):			
Phone:		Email:	

About the Position

Approximate time period:	Starting:	Ending:	
Hours/week (expected):			
Compensation (e.g., \$/month/hour, stipend, relocation, housing, bonus):			
Intern's primary supervisor:		Job title	
	Email:	Phone number:	
Amount of supervision	<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly	<input type="checkbox"/> Monthly (or less)
Indicate others the intern will work with regularly (check all appropriate parties):			
<input type="checkbox"/> Personal work group <input type="checkbox"/> Internal customers (e.g., other units) <input type="checkbox"/> External customers <input type="checkbox"/> Other (specify):			

Job Components

Indicate the primary area(s) of focus for the internship position (check all that apply):		
<input type="checkbox"/> Assessment <input type="checkbox"/> Career management <input type="checkbox"/> Change management <input type="checkbox"/> Compensation/benefits <input type="checkbox"/> Data analysis	<input type="checkbox"/> Leadership development <input type="checkbox"/> Organizational development <input type="checkbox"/> Performance management <input type="checkbox"/> Personnel selection <input type="checkbox"/> Recruiting	<input type="checkbox"/> Research & validation <input type="checkbox"/> Survey development & administration <input type="checkbox"/> Team development <input type="checkbox"/> Training <input type="checkbox"/> Other(s) (specify):

APPENDIX C
INTERNSHIP LEARNING AGREEMENT FORM

<u>TO BE COMPLETED BY THE STUDENT</u>			
Student's name:			
Internship title:			
Organization name:			
Internship location address (indicate if remote):			
5 ore more learning objectives (attach a separate sheet of paper, if needed):			
Learning activities such as job responsibilities (attach the job description):			
<p>By signing this form, I agree to:</p> <ul style="list-style-type: none"> • Complete a minimum of 300 hours of work during my internship. • Complete my internship duties to the best of my abilities. • Professionally represent Texas A&M University and the MSIOP program and maintain professional ethics and behavior at the internship site. • Acknowledge that this is not a contract of employment and my relationship with the employer may be terminated if either party fails to meet the requirements of the internship agreement. • Ensure that bi-weekly logs and signed mid-term and final evaluations are submitted by the specified due dates. • Submit presentation slides and complete an oral presentation summarizing internship experience by the due dates. • I release the MSIOP program, the Department of Psychological & Brain Sciences, and Texas A&M University and their legal representatives from all claims and liability relating to any injury I may incur or harm I may cause to anyone during my internship. 			
Student's signature		Date:	



<u>TO BE COMPLETED BY THE SITE SUPERVISOR</u>			
Name:		Job title:	
Email:		Phone:	
Start date:		End date:	
Hours/week (expected):		Pay rate:	\$
Relevant qualification of supervisor (e.g., education, experience)			
Expectations regarding use of organizational data (i.e., any restrictions, if any, with regards to the intern's use of data s/he gains access to during and after internship)			
<p>By signing this form, I agree to:</p> <ul style="list-style-type: none"> • Designate learning objectives and assigned tasks prior to the start of the internship. • Provide a meaningful, high-quality work experience for the intern. • Advise the intern as to what constitutes ethical and professional behavior at the site. • Provide the intern with any necessary training. • Maintain a safe working environment for the intern. • Personally supervise the intern or appoint a highly qualified supervisor. • Disclose the reason for termination to the intern and internship coordinator, if the internship is terminated. • Provide a mid-term and final evaluation of the intern's performance to the internship coordinator. 			
Supervisor's signature		Date:	

APPENDIX D BI-WEEKLY LOG

Student's Name: _____ **Organization:** _____ **Internship Title:** _____
Start Date: _____ **End Date:** _____

Purpose: You must submit information about tasks completed at the internship site to the internship coordinator on a bi-weekly basis. These bi-weekly logs help you track internship activities and enable you to briefly share reflections with the MSIOP internship coordinator so as to receive timely guidance that serves to maximize your internship experience. The MSIOP internship coordinator will review, sign off on, and forward the logs to your internship supervisor.

Weeks	Date (Friday ending the bi-week)	Hours Worked	Tasks Completed/In-Progress
Example 1 to 2	05/27/2024	80	<ul style="list-style-type: none"> • Began the on-boarding process. • Participated in the newcomer training sessions. • Completed a training needs assessment for the xxx training project. • Etc.
Total hours thus far			

APPENDIX E
SUPERVISOR'S EVALUATION OF INTERN
(To be completed by on-site internship supervisor)

Please email this form to the internship coordinator (bisi.atoba@tamu.edu)

Intern's name:		Supervisor's name:			
Today's date:		Mid-term evaluation <input type="checkbox"/>		Final evaluation <input type="checkbox"/>	
Rate your familiarity with the intern's overall performance		Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input type="checkbox"/>	
Instructions					
<p>The faculty of the I-O psychology master's program request your performance evaluation of the named student. This assists us in assessing the intern's learning and growth during his/her time with your organization.</p> <p>Please rate the intern's performance on each criteria listed below while reflecting on your organization's performance standards. Space is also provided for comments regarding each criterion. Please add comments to give a rich context to the ratings.</p>					
1. ADAPTABILITY	Exceeds Standards	Meets Standards	Needs Improvement	Not Satisfactory	Not Applicable
• Dealing with uncertainty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrated resiliency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Dealing with stress positively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Flexibility in meeting changing work demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Handling of multiple and/or conflicting assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please add comments to give a rich context to the ratings above:					
2. DEPENDABILITY	Exceeds Standards	Meets Standards	Needs Improvement	Not Satisfactory	Not Applicable
• Following instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Punctuality and attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Independent problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Timeliness in completing projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please add comments to give a rich context to the ratings above:					
3. INTERPERSONAL SKILLS	Exceeds Standards	Meets Standards	Needs Improvement	Not Satisfactory	Not Applicable
• Effective listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Cooperative/team player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Sensitive/empathetic towards others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Management of difficult people/situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Modifies behavior when working with different personalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please add comments to give a rich context to the ratings above:					

4. JOB KNOWLEDGE	Exceeds Standards	Meets Standards	Needs Improvement	Not Satisfactory	Not Applicable
• Computer software programs, if applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I-O psychology quantitative and statistical procedures/methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Practice of I-O psychology (e.g., training, selection, job analysis)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please add comments to give a rich context to the ratings above:					
5. MOTIVATION AND INITIATIVE	Exceeds Standards	Meets Standards	Needs Improvement	Not Satisfactory	Not Applicable
• Self-starter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Resourceful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Eagerness to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Positive work attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Willingness to work hard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please add comments to give a rich context to the ratings above:					
6. ORAL COMMUNICATION	Exceeds Standards	Meets Standards	Needs Improvement	Not Satisfactory	Not Applicable
• Public presentation of projects / reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communication quality with co-workers and clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Easily understood in small group discussions or one-on-one conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please add comments to give a rich context to the ratings above:					
7. PROFESSIONALISM	Exceeds Standards	Meets Standards	Needs Improvement	Not Satisfactory	Not Applicable
• Considered consequences of decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Positive response to constructive criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Professional demeanor, presentation, personal appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Discretion about what not to say/do in a professional setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Discreet about confidential issues and ethical considerations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please add comments to give a rich context to the ratings above:					
8. WORK HABITS	Exceeds Standards	Meets Standards	Needs Improvement	Not Satisfactory	Not Applicable
• Works efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Effectively managed time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Prioritized tasks in logical sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please add comments to give a rich context to the ratings above:					
9. WRITTEN COMMUNICATION	Exceeds Standards	Meets Standards	Needs Improvement	Not Satisfactory	Not Applicable
• Clarity and accuracy of written expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Correct grammar and understandable formatting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please add comments to give a rich context to the ratings above:					
OVERALL STUDENT RATING	Outstanding	Above Average	Average	Below Average	Unacceptable
Overall evaluation of intern's performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growth in intern's performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please identify areas of satisfactory preparation and other areas where further preparation will have enhanced the student's ability to accomplish his/her internship responsibilities:					
Please provide additional information that may useful to the training/education of the intern:					
The intern is permitted to view my completed evaluation:	Yes <input type="checkbox"/>		No <input type="checkbox"/>		
Will you re-employ this student or employ another student with similar academic background?				Yes <input type="checkbox"/>	No <input type="checkbox"/>
Will you re-employ this student or employ another student with similar skills?				Yes <input type="checkbox"/>	No <input type="checkbox"/>
If you responded <u>yes</u> to any of the above questions on re-employment, we urge you to recommend the student for employment , if you've not already done so, and provide the student a letter of recommendation.					
Evaluation has been discussed with student (This evaluation is extremely valuable to the student. Please discuss it with the intern to make him/her aware of both strengths and areas needing improvement as a beginning professional)		Yes <input type="checkbox"/>	No <input type="checkbox"/>	Date Discussed:	

APPENDIX F

INTERN'S EVALUATION OF INTERNSHIP

(To be completed by intern. Responses will not be shared with supervisor/organization)

Intern's name:	Supervisor's name:	Organization:
Internship title:	Location:	Pay: \$
Start Date:	End Date:	Today's date:

Note: Your responses to the questions in this box will be shared on the program's website and/or newsletter.

Internship City & State:

Key Responsibilities:

Highlight:

Major challenge or surprise (check the one that applies):

Instructions					
Please use this form to provide your honest perspective about your internship site, your supervisor, and your overall experience. This will contribute towards our continuous improvement of the internship experiences for future interns.					
1. AUTONOMY	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
• I was expected to be self-motivated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I was expected to set my own goals and work with little supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other comments:					
2. COACHING/MENTORING	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
• I received sufficient training and guidance that enabled me to perform assigned tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• My supervisor regularly provided quality developmental feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Others were available to "show me the ropes" when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other comments:					
3. CO-WORKER COMPETENCE	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
• Coworkers' were competent enough to execute the supervisor's instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Coworkers' had the expertise needed to enhance my performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other comments:					

4. ACCEPTANCE/RESPECT	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
• Supervisor and coworkers showed appreciation for my academic background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Others made me feel welcome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I had the support of my supervisor and coworkers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• My ideas were well received by others and courtesy was shown when they were rejected					
Other comments:					
5. RELEVANCE TO I-O PSYCHOLOGY	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
• Knowledge of I-O psychology principles was needed to complete my responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other comments:					
6. SUPERVISOR'S ACCESSIBILITY	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
• My supervisor was frequently available to discuss work-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• My supervisor was willing to speak with me about my assigned tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other comments:					
7. TASK STRUCTURE	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
• Work responsibilities, objectives, timelines, and instructions were clearly explained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• My work progress was monitored often	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other comments:					
8. TEAMWORK	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
• I was expected to work closely with others on team projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other comments:					
9. WORKLOAD	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
• The pressure to complete work accurately and quickly was reasonable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The amount of assigned tasks that was due within a given timeframe was reasonable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Other comments:

OVERALL STUDENT RATING	Very Unsatisfactory	Moderately Unsatisfactory	Neutral	Moderately Satisfactory	Very Satisfactory
Rate your overall internship experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I recommend this internship site to future students	Yes <input type="checkbox"/>		No <input type="checkbox"/>		Undecided <input type="checkbox"/>

What do you appreciate **most** about the internship and why?

What did you **least** appreciate about the internship and why?

What aspect(s) of the MSIOP program contributed to your success during your internship?

What education/training may have helped you be more prepared for the internship?

- Which of the following courses do you perceive was a good fit for your internship role?
(Check all that apply including fall semester courses, if applicable)
- PBSI 610 Organizational Psychology
 - PBSI 611 Personnel Psychology
 - PBSI 652 Statistics and Research Methods in I-O
 - PBSI 653 Statistics and Research Methods in I-O II
 - PBSI 657 Training and Performance Management
 - PBSI 658 Work Attitudes and Motivation
 - PBSI 654 Psychometrics and Survey Design in I-O
 - PBSI 656 Advanced Selection
 - PBSI 659 Groups, Teams, and Leadership
 - PBSI 683 Professional Seminar

Other comments/tips/suggestions to help make this experience better for future interns?

APPENDIX G

OTHER ADMINISTRATIVE FORMS

**ACKNOWLEDGMENT OF AND AGREEMENT TO
The Master of Science in Psychological Sciences (Concentration in I-O Psychology)
STUDENT HANDBOOK/PROGRAM GUIDELINES**

I (print full name) _____ acknowledge that I have received, read, understood, and agree to abide by the current edition of the MSIOP handbook. I also agree to abide by future revisions of the handbook. I acknowledge the program's 33-credit hour, professional internship, qualifying exam, and program fee requirement. I further acknowledge that the MSIOP program is not a stepping-stone to the TAMU I-O Psychology PhD program.

Should I violate any provision of the handbook, I understand that the potential consequences include sanctions that the Program Director and Department Head are authorized to consider, including academic probation, as well as dismissal from the program.

Student's Signature

UIN

Date

PHOTO/VIDEO RELEASE FORM

I do hereby grant the Master of Science in Psychological Sciences (Concentration in I-O Psychology) program, the Department of Psychological & Brain Sciences, and Texas A&M University the irrevocable and unrestricted right to use my photographs/video images for their promotional/educational materials and their websites. I also consent to have my name/identity revealed on said outlets without compensation and waive all the rights I have over the use of my identity in the photographs/videos images.

I hereby release the above parties and their legal representatives from all claims and liability relating to said images or videos.

Name: _____

Signature: _____

Date: _____

AI POLICY

(Course AI policies or instructor AI policies supersede the AI policy outlined herein)

Students in the Master of Science in Psychological Sciences (Concentration in I-O Psychology) program are granted permission to utilize artificial intelligence (AI) assistants, such as ChatGPT, within the context of their courses. However, it is imperative that the guidelines below be adhered to in order to uphold the integrity of the students' academic work.

1. In situations where an instructor explicitly advise against the use of AI assistants for certain assignments or in particular contexts, students are required to comply with those instructions. Students are strongly encouraged to engage in open dialogue with their instructors should they have inquiries or reservations about using AI assistants.
2. The utilization of AI assistants should be regarded as a tool intended to enrich students' learning experiences, rather than as a method to circumvent assignment requirements. Submitting work that is entirely generated by an AI assistant will be deemed plagiarism.
3. It is the responsibility of students to independently verify the accuracy of all information produced by the AI assistant. Any inaccuracies identified in the final submission will be regarded as a violation of academic integrity. It is important to note that although these programs excel at creating content that appears authoritative, there is no backend mechanism to validate facts.
4. The information submitted to AI will undergo review by a third party. Students are advised to exercise caution and refrain from sharing sensitive information, such as personal details or confidential data belonging to organizations.
5. Students found to be in violation of these regulations will be subject to the university's policy on academic integrity. Consequences may include, but are not limited to, assignment failure and/or disciplinary measures.

Below are provided examples of acceptable and unacceptable applications of AI assistants:

Acceptable

- Utilizing AI to assist in locating reliable references and sources for research or consulting projects (with the requirement to fact-check).
- Collaborating with AI to refine students' concepts and ideas.
- Proofreading drafts to identify inappropriate expressions and grammatical errors.
- Employing AI to assist in translating foreign language texts for better comprehension.

Unacceptable

- Employing AI to answer questions in assignments, quizzes, or exams.
- Depending solely on AI to compose entire sentences, paragraphs, or sections of written assignments, such as proposal papers or technical reports.
- Utilizing AI to generate complete R code for data analysis assignments.
- Using AI to generate complete statistical analyses or reports without the student's active involvement.