



UNIVERSITY OF CENTRAL FLORIDA

COLLEGE OF SCIENCES

**Applied Experimental & Human Factors
Psychology
Doctoral Program Handbook**

August 2008

Table of Contents

Introduction and Welcome	3
I. Mission Statement	4
II. Organization Charts	5
III. AEHF Faculty and Staff.....	6-10
IV. Advising and Mentoring.....	11
V. Student Support Services.....	11-12
VI. Degree Requirements	12
A. Course Requirements	12-13
B. Course Requirements 5 Year Sample Schedule.....	14-15
C. Doctoral Candidacy	16-18
D. Post Candidacy Enrollment.....	18
E. Doctoral Dissertation.....	18-19
F. Time Limitation.....	19
G. Masters of Arts en Route.....	20
H. Graduation.....	20
VII. General Policies	21
A. Student Rights and Responsibilities.....	21
B. Academic Progress and Performance.....	21-24
C. Full Time Enrollment and Continuous Attendance.....	25
D. Special Leave of Absence	25
E. Readmission	26
F. Restricted Registration	26
G. Transfer Coursework	26
H. Incomplete Grades	26
I. Withdrawal Policy	27
J. Petitions and Grievances	27-28
VIII. Specialty Training Emphasis/Research Lab Opportunities	29-30
IX. Professional Development	30-34
X. Financial Support.....	34-36
XI. Miscellaneous	36-37
XII. Forms and Procedures	38-39
XIII. Additional Student Resources	40

INTRODUCTION AND WELCOME

Welcome to the new AEHF graduate students. The faculty is very pleased that you have chosen to attend the University of Central Florida for your graduate training in Applied Experimental and Human Factors Psychology. We have a nationally and internationally recognized program, which is accredited by the Human Factors and Ergonomics Society.

AEHF students have made a significant contribution to the national Human Factors and Ergonomics Society Meeting for several years, and they continue to present papers, posters, and be involved in various aspects of the Meeting itself. Many valuable contacts are made at such meetings, which lead to research opportunities and jobs. In addition, students have published papers in peer-reviewed journals.

Some of the AEHF student awards have included the following.

- Chris Brill, who recently graduated and has accepted a position in the Psychology Department at Michigan Technical University, was awarded the HFES Student Member with Honors, 2005, and the HFES Perception and Performance Technical Group, Best Student Paper, 2007.
- H.C.N Ganey, who also has graduated, was the winner 2001 and 2003 of the Center for Advanced Transportation Safety and Simulation Scholarship along with C. Jerome, P. Commarford, & B. Oakley. Ganey won the Best Student Paper, 2001 in the Driving Assessment Conference, Aspen, CO.
- Bryan Clark has been elected the Social Chair of the local Central Florida chapter of the Usability Professional's Association (UPA), and has served as Newsletter Editor for Division 21 (Society of Applied Experimental and Engineering Psychology from 2004-2005).

Several of the faculty members over the years have brought in more than a million dollars in grants and contracts, and several have both national and international reputations. The program's reputation is built on the contributions of both faculty and students. While you are students at UCF, please make the most of your opportunities for research, and obtain a good foundation of knowledge in psychology and research methods. Take advantage of mentoring and do research. You will probably look back to your days in graduate school fondly when all is said and done. The friendships you make in graduate school with other students and with professors will last throughout your careers. Have a great day.

Edward J. Rinalducci, Ph.D.
Professor and Director
Ph.D. Program in Applied Experimental & Human Factors Psychology

About Applied Experimental & Human Factors Psychology

The fields of Applied Experimental Psychology, Human Factors, and Ergonomics adopt a multidisciplinary approach to the study of the interaction between humans and the environment, including systems, products, people, and procedures. Human Factors, as one of the core disciplines of the track, is a science that adds the human into the equation to make life easier, safer and more enjoyable by applying psychological theory and research to human-centered design. A well known Human Factors textbook describes the field in the following quotation.

“Human factors is the application of scientific knowledge and principles to the design of products, systems, and/or environments. The goal of human factors is making the human interaction with systems one that: reduces error, increases productivity, enhances safety, and enhances comfort. Human Factors then involves the study of factors and development of tools that facilitate the achievement of these goals” (Wickens, Gordon, and Liu, 1998, p. 2).

As scientific disciplines, Applied Experimental Psychology and Human Factors overlap with areas such as Engineering Psychology, Social Psychology, Cognitive Psychology, Industrial/ Organizational Psychology, Cognitive Engineering, Ergonomics, and Industrial Engineering. Human Factors Researchers and Practitioners work in areas such as automation, cognition, decision-making, display processing, human-computer interaction, physiology, safety and human error, sensation and perception, sensory systems, stress, workload, training, transportation, and workspace design.

I. Mission Statement & Program Goals

A Ph.D. professional degree track in Applied Experimental & Human Factors (AE&HF) Psychology is offered to those with a baccalaureate or master’s degree in psychology or an allied area. The track seeks to develop the capacity to design, conduct, and apply applied experimental and human factors research in a variety of professional settings. It is patterned on the scientist-practitioner model of the American Psychological Association (APA) and adheres to guidelines established by the committee for Education and Training of APA’s Division 21 (Applied Experimental and Engineering Psychology). The track has been accredited by the Human Factors and Ergonomics Society (HFES).

Students receive training in the content and techniques of human factors psychology-including statistical and quantitative procedures, experimental design, survey methods, computer techniques, and other research methodologies. Students also select a concentration area, which they will complete as part of their required elective coursework. Examples include human-computer interaction, human-machine-environment interface, human performance, human factors in simulation and training, or other areas of interest with advisor authorization. After all course requirements have been fulfilled students must demonstrate their critical thinking skills through the candidacy examination. Finally, a dissertation representing a significant research contribution to the field is required.

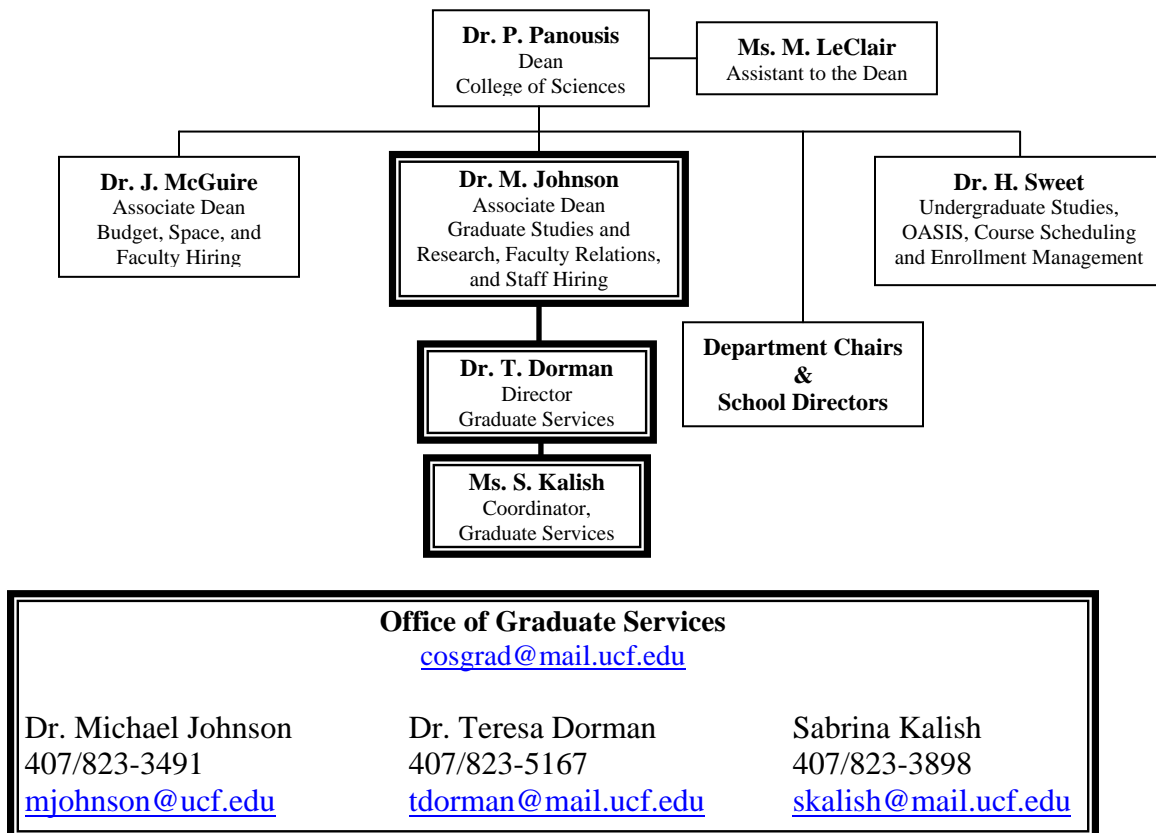
Consistent with the Department’s Mission Statement, the AEHF Doctoral Program’s overall goals are to: (a) train and educate leaders in Psychology at the doctoral level within the scientist-practitioner tradition; (b) facilitate the exploration and understanding of the complexity of human behavior while expanding our collective knowledge base through multiple avenues (e.g., publications in scientific journals, conference presentations, teaching); (c) strive to improve the health and quality of life of individuals through excellence in education as well as in research and practice in human-technology interaction. The overall philosophy that drives these goals is embodied in the policy statement that emerged from the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology held in Gainesville, Florida on January 16-20, 1990. The AE&HF Doctoral Program’s training model reflects our efforts to teach students to advance psychological knowledge through research and scholarship, and to evaluate the impact of training regimens and interface designs using empirically derived methods and procedures. The model also strives to help students learn how to think critically and scientifically about problems while invoking the highest standards of ethical and professional conduct. The overall philosophy of the training program is consistent with that of the Mission Statement of the Department, the College of Sciences, the Graduate School, and the University.

Expectations of Doctoral Students

Graduates of the program are expected to demonstrate specific competencies in research and practice that prepare them to function independently in a variety of roles and settings relevant to the practice of AE&HF. Graduates are expected to independently generate new knowledge and contribute to extant knowledge in the psychology field through publication and presentation of original research. They also are expected to be erudite consumers of psychological and psychologically related research findings, and to have the ability to utilize this knowledge and future research findings when they become human factors professionals.

II. Organizational Charts

College of Sciences Organizational Chart (including Office of Graduate Services)



III. AEHF Faculty and Staff

UCF AE&HF faculty members have diverse academic backgrounds and research interests and provide training that integrates psychological theory and research, human factors design principles, and experimental. In addition to teaching and research, the faculty provides service to the community outside UCF, including the design of training procedures, interfaces, and systems, as well as external grant activity and consultation. Many also serve on editorial boards and are active in professional organizations. In addition to the faculty members listed below, there are several affiliate faculty members in other departments and research units of the University.

Al-Awar Smither, Janan, Ph.D.



Office: Psychology Building Ste 320 Rm 354
Phone: 407-823-5859
Email: smither@mail.ucf.edu

Dr. Janan Al-Awar Smither joined UCF in 1990 from Florida Institute of Technology. She earned her Ph.D. from Johns Hopkins University. Professor Al-Awar Smither's areas of interest are in technology and aging. She is interested in conducting research investigating the use and design of technologies for an aging population.

Bowers, Clint, Ph.D.



Office: Psychology Building Ste 320 Rm 322
Phone:
Email: bowers@mail.ucf.edu

Dr. Clint Bowers' chief interest is in the use of technology to facilitate teamwork. This takes several forms. The first includes basic research on the nature of effective teamwork and the factors that influence it. A second research thrust involves the training of teams. I am especially interested in the use of training technologies and simulation in training team skills. Finally, he is interested in the use of technology to assist teams in their day-to-day tasks. This includes research in information visualization, groupware, and other hardware/software systems. Besides his interest in team performance, he is also involved in several student projects. These include the use of virtual reality to teach deaf children, the neuropsychology of spatial abilities, and the use of warnings to manage predictable non-compliance.

Gilson, Richard, Ph.D.



Office: Psychology Building Ste 320 Rm 321
Phone: 407-823-2755
Email: gilson@mail.ucf.edu

Dr. Richard Gilson joined UCF in 1986 after 14 years on the faculty at Ohio State University. He completed his Ph.D. in psychology at Princeton University and his B.S. in mechanical engineering at the University of Connecticut. The bulk of Professor Gilson's research interests are within that diverse field. He is also the founder and former Director of the Center for Applied Human Factors in Aviation. Current research interests include alerts and warnings, information processing, and simulation and training, particularly as it relates to aerospace vehicles. He also has interests in human/computer interactions and synthetic speech. He has seven (7) U.S. Patents and received UCF's 1995 Award for Excellence in Graduate Teaching. Professor Gilson lives on an island, is a qualified Airline Transport Pilot, and enjoys remodeling houses.

Hancock, Peter, Ph.D.



Office: Psychology Building Ste 300 Rm 301D
Phone: 407-823-2310
Email: phancock@pegasus.cc.ucf.edu

Dr. Peter Hancock is a Provost's Distinguished Research Professor in the Department of Psychology at the University of Central Florida. He currently holds a courtesy appointment as a Research Scientist at the Massachusetts Institute of Technology (MIT) and as an Adjunct Senior Research Scientist at the Transportation Institute of the University of Michigan. Professor Hancock is the author of over three hundred refereed scientific articles and publications. He has been continuously funded by extramural sources for every year of his professional career, including support from NASA, NIH, NIA, FAA, FHWA, and the US Navy and the US Army as well as numerous State and Industrial agencies. He is the Principal Investigator on the recently awarded Multi-Disciplinary University REsearch Initiative. In 2000, he was awarded the Sir Frederic Taylor Award of the Ergonomics Society of Great Britain for lifetime achievement. In 2001, he won the Franklin V. Occupational Safety and Ergonomics from the International Ergonomics Association. He was recently awarded a Jastrzebowski Medal of the Polish Ergonomics Society for the contributions to world ergonomics. Any additional information concerning Dr. Hancock and his research program can be found at <http://mit.ucf.edu>.

Jentsch, Florian, Ph.D.



Office: Psychology Building Ste 320 Rm 337
Phone: 407-882-0304
Email: fjentsch@ist.ucf.edu

Dr. Florian Jentsch is an Associate Professor of Psychology at the University of Central Florida and the Director of its Team Performance Laboratory. Dr. Jentsch received his Ph.D. in human factors psychology from the University of Central Florida in 1997. He also holds master's degrees in aeronautical engineering from the Technical University of Berlin and in aeronautical science from Embry-Riddle Aeronautical University. His dissertation on training for junior commercial flight crew members won the American Psychological Association's 1998 George E. Briggs Award for the best dissertation in applied/experimental psychology, and he was also awarded the American Psychological Association's 2002 Earl Alluisi award for Early Career Achievement in applied/experimental psychology. Dr. Jentsch's research interests are in team performance, team training, human-robot-interaction, aviation human factors, cross-cultural research, research methodology, and simulation where he has co-authored over 120 publications, presentations, and technical reports. He has received grants and contracts from the U.S. Navy's Naval Air Warfare Center (NWAC-TSD), the Federal Aviation Administration (FAA), the Transportation Security Laboratory (TSL), the Army Research Laboratory (ARL), the Army's Simulation Training and Instrumentation Command (STRICOM), and the National Science Foundation (NSF). The Rapidly Reconfigurable Line-Oriented Evaluations (RRLOE) scenario generation software developed with FAA funding under his direction has been distributed to over 50 airlines and aviation concerns, and it has been adopted by Airbus Industrie as the cornerstone of their scenario-generation software. He also has consulted on system and software development projects for the FAA, the U.S. Navy, U.S. Army, NIH, NSF, and NASA.

Mindak, Lisa



Office: Psychology Building Ste 300 Rm 301G
Phone: 407-823-2458
Email: lmindak@mail.ucf.edu

Ms. Lisa Mindak is the Program Assistant for the Applied Experimental & Human Factors PhD program at the University of Central Florida. She supports the administrative needs of faculty and students in the AEHF program.

Mouloua, Mustapha, Ph.D.



Office: Psychology Building Ste 320 Rm 326
Phone: 407-823-2910
Email: mouloua@pegasus.cc.ucf.edu

Dr. Mustapha Mouloua received his Maitrise (Post Graduate Diploma) in Industrial Psychology from the University of Algiers and his M.A. and Ph.D. degrees in Applied/Experimental Psychology from The Catholic University of America, Washington, DC. He was a research fellow from 1992 to 1994 at the Cognitive Science Laboratory of The Catholic University of America and became an assistant professor of psychology at UCF in 1994. Dr. Mouloua also holds an appointment as senior research scientist at the Center for Applied Human Factors in Aviation. His research interests include attention and human performance, cognitive aging, automation, and aviation psychology.

Rinalducci, Edward, Ph.D.



Office: Psychology Building Ste 320 Rm 355
Phone: 407-823-5860
Email: erinaldu@pegasus.cc.ucf.edu

Dr. Edward Rinalducci received his B.A. with honors from Lehigh University in 1960, his M.A. in Psychology from the University of New Hampshire in 1963, and his Ph.D. in Psychology from the University of Rochester in 1966. Dr. Rinalducci has held faculty positions at University of Virginia, Georgia Institute of Technology, and in 1986 was appointed Associate Dean in the College of Arts and Sciences at U.C.F. He is currently the director of the Ph.D. program in Human Factors and an active Human Factors faculty member with major interests in the basic and applied aspects of vision and visual perception. Some present activity includes lighting research, engineering psychology, virtual

environments, and human factors in transportation (automobile and aircraft, in particular).

Salas, Eduardo, Ph.D.



Office: Psychology Building Ste 320 Rm 339
Phone: 407-823-2552
Email: esalas@ist.ucf.edu

Dr. Eduardo Salas is Trustee Chair and Professor of Psychology at the University of Central Florida. He also holds an appointment as Program Director for Human Systems Integration Research Department at the Institute for Simulation & Training. Previously, he was a senior research psychologist and Head of the Training Technology Development Branch of NAVAIR-Orlando for 15 years. During this period, Dr. Salas served as a principal investigator for numerous R&D programs focusing on teamwork, team training, advanced training technology, decision-making under stress, learning methodologies and performance assessment.

Dr. Salas has co-authored over 300 journal articles and book chapters and has co edited 15 books. He is on/has been on the editorial boards of *Journal of Applied Psychology*, *Personnel Psychology*, *Military Psychology*, *Interamerican Journal of Psychology*, *Applied Psychology: An International Journal*, *International Journal of Aviation Psychology*, *Group Dynamics*, and *Journal of Organizational Behavior* and is past Editor of *Human Factors* journal. In addition, he has edited two Special Issues (one focus on training and one on decision making in complex environments) for the *Human Factors* journal. He has edited other Special Issues on team training and performance and training evaluation (*Military Psychology*), shared cognition (*Journal of Organizational Behavior*), and simulation and training (*International Journal of Aviation Psychology*). He currently edits an annual series *Advances in Human Performance and Cognitive Engineering Research* (Elsevier). Dr. Salas has held numerous positions in the Human Factors and Ergonomics Society during the past 15 years. He is the past chair of the Cognitive Engineering and Decision Making Technical Group and of the Training Technical Group, and served on the Executive Council. He is also very active with Society for Industrial and Organizational Psychology (SIOP). He is the past Series Editor for the Professional Practice Book Series and has served in numerous committees throughout the years.

His expertise includes helping organizations on how to foster teamwork, design and implement team training strategies, facilitate training effectiveness, manage decision making under stress, develop performance measurement tools, and design learning environments. He is currently working on designing tools and techniques to minimize human errors in aviation, law enforcement and medical environments. He has consulted to a variety of manufacturing, pharmaceutical laboratories, industrial and governmental organizations. Dr. Salas is a Fellow of the American Psychological Association (SIOP and Division 21), the Human Factors and Ergonomics Society. He received his Ph.D. degree (1984) in industrial and organizational psychology from Old Dominion University.

Sims, Valerie, Ph.D.



Office: Psychology Building Ste 320 Rm 341
Phone: 407-823-0343
Email: vsims@pegasus.cc.ucf.edu

Dr. Valerie Sims is an associate professor in the Psychology Department. Her lab, the Applied Cognition and Technology (ACAT) group studies human experiences of non-humans, including computers and animals. Dr. Sims obtained her B.A. in psychology with a concentration in cognitive studies from Carleton College in Northfield, MN. She holds an M.A. and Ph.D. in Cognitive Psychology, as well as an interdisciplinary emphasis in human development from the University of California, Santa Barbara. Prior to coming to UCF, Dr. Sims worked for three years as an assistant professor at Cedar Crest College in Allentown, PA. Her primary research interests are in the areas of human-computer interaction, human-animal interaction, and individual differences in spatial ability. Some of her research has centered on the cognitive abilities of video game experts. Her teaching interests include Cognitive Psychology, Sensation and Perception, Developmental Psychology, and Research Methods. In her spare time, Dr. Sims likes to swim and play video games, and she loves to go to the beach.

Szalma, James, Ph.D.



Office: Psychology Building Ste 320 Rm 351
Phone: 407-823-0920
Email: jszalma@mail.ucf.edu

Dr. James Szalma is an assistant professor in the psychology department at the University of Central Florida. He received a B.S. in Chemistry from the University of Michigan in 1990 and an MA in Applied Experimental/Human Factors psychology in 1997 from the University of Cincinnati. He received a Ph.D. in Applied Experimental/Human Factors psychology in 1999 from the University of Cincinnati. The theme for his laboratory, the Performance Research Laboratory (*PeRL*), is how variations in task characteristics interact with the characteristics of the person (i.e., personality, emotion, motivation) to influence performance, workload, and stress of cognitively demanding tasks. His primary research interests include signal/threat detection (e.g., friend/foe identification), shoot/no-shoot decisions in law enforcement and military scenarios, as well as automation and vigilance. He is currently investigating how operator characteristics and task characteristics interact to influence performance in human-agent systems utilizing adaptive automation, as well as the validity of Fuzzy Signal Detection Theory for performance evaluation in threat detection. He is also completing a series of meta-analyses on the effects of environmental stressors (temperature, vibration, noise, and time pressure) on human performance.

IV. Advising and Mentoring

Each student entering the AEHF program will be assigned an advisor who will supervise the student's research activities and serve as a mentor to the student. Students are expected to meet with their academic advisor on a regular basis to discuss their academic and professional progress. The performance of each graduate student will be evaluated at the end of Fall and Spring semesters by his/her advisor and discussed among the AEHF faculty. The purpose for these evaluations is to identify areas of strength and accomplishments as well as those skills in need of further development.

Changing Academic Advisors

If a student wishes to change his/her faculty advisor, the student must submit a written petition to the Program Director indicating the reason for requesting the change. Prior to submission to the Program Director, the student MUST obtain the signatures of his/her current advisor AND the faculty member who would serve as the new advisor. Both faculty members must agree to the change. A student may not submit such a petition more than one time per academic year.

V. Student Support Services

The University of Central Florida, as a major research institution with over 40,000 students, provides a broad array of support services for its students. Information concerning these services is provided in publications such as the Graduate Catalog and the UCF website (<http://www.ucf.edu/current/index.html>). In addition to the library and computing services, the University offers various services that promote students' social, physical, psychological, and recreational well-being. Examples of programs offered by the University of Central Florida include:

- The *Student Health Center* provides medical services for the diagnosis and treatment of most illnesses and injuries. Basic services also include: allergy injections, blood pressure screening, consult-a-nurse services, immunizations, laboratory services, radiological services, pharmacy, post-injury care, referrals, physical exams, surgery (minor), and women's and men's clinics.
- The *Recreation and Wellness Center* offers cardiovascular training equipment, weight circuits, free weights, and a group aerobics room. Additional student facilities include an outdoor pool, sand volleyball courts, a disc golf course, softball fields, the Lake Claire recreation area (picnic facilities, watercraft, nature trail) and a variety of multipurpose fields.
- The office of *Student Legal Services* provides qualified students with legal counseling and court representation in certain cases. Staff attorneys interview each client individually to advise in the areas of law that concern the student. Cases not covered by the program are referred to appropriate agencies or private attorneys through a lawyer referral service.
- The *University of Central Florida Dispute Resolution Services* provides mediation services to students to facilitate a workable solution that benefits all participants (e.g., roommates, couples, classmates, student-faculty, student-staff, student co-workers).
- The *Student Academic Resource Center* provides students with resources related to succeeding at the University such as workshops concerning study skills.
- The *Office of Evening and Weekend Studies* provides students with services such as student advocacy and assistance, information on campus and community resources, university and community referrals, pre-enrollment assistance, and registration assistance.
- The *Barbara Ying Center* serves international students and scholars and provides a social, cultural and intellectual focus for many university and community activities. Additional services include immigration counseling, international admission processing, and general advice and assistance relevant to international students attending UCF.

- The *University Counseling and Testing Center* provides counseling (individual, group, and crisis), testing, and consultation services that are available to all UCF students.
- The *Multicultural Academic and Support Services* provides comprehensive and academic support, cultural enrichment, consultation, and referral services that promote the recruitment, admission, retention, and graduation of African American, Hispanic American, Asian American, and Native American students.
- The *Career Resource Center* offers comprehensive services geared to providing students with the skills, resources, and knowledge concerning establishment of careers after graduation. They also provide workshops on developing skills for job searches after graduation, including a workshop on resume development.
- The *Office of Student Financial Assistance* provides students with information and assistance pertaining to available scholarships, grants, loans, and other sources of financial assistance available through the University.

VI. Degree Requirements

A. Course Requirements

The Ph.D. is designed to be obtained in 5-6 years of full-time study from the baccalaureate level and in 2-3 years from the master's level. (A minimum of one year full-time student status is required.) For students who enter with a baccalaureate degree, the program requires 91 semester hours minimum. Students who enter with a master's degree will be granted up to 30 hours of transfer credit with approval of the program faculty, and will also be required to complete a minimum of 60 semester hours at UCF.

Doctoral Program in Applied Experimental & Human Factors Psychology Required Courses

Total Hours Required for Ph.D. — 93 credit hours

Required Courses—54 Credit Hours

- EIN 5248C Ergonomics (3 credit hours)
 - EIN 6258 Human Computer Interaction (3 credit hours)
 - EXP 5256 Human Factors I (3 credit hours)
 - EXP 6257 Human Factors II (3 credit hours)
 - EXP 6258 Human Factors III (3 credit hours)
 - EXP 5208 Sensation and Perception (3 credit hours)
 - EXP 6116 Visual Performance (3 credit hours)
 - EXP 6255 Human Performance (3 credit hours)
 - EXP 6506 Human Cognition and Learning (3 credit hours)
 - EXP 6541 Advanced Human-Computer Interaction (3 credit hours)
 - EXP 7089 Human Factors Professional Issues (3 credit hours)
 - INP 7310 Organizational Psychology I (3 credit hours)
 - PSB 5005 Physiological Psychology (3 credit hours)
 - PSY 6216 Advanced Research Methodology I (4 credit hours)
 - PSY 6217 Advanced Research Methodology II (4 credit hours)
 - PSY 6219C Advanced Research Methods III (4 credit hours)
 - SOP 5059 Advanced Social Psychology (3 credit hours)
-

Internship—6 Credit Hours

- EXP 6945 Human Factors Internship
(6 credit hours; to be completed sometime during the last two years of program)

The internship is an independent learning activity that takes place in a setting in which students must apply, reflect on, and refine knowledge and skills acquired in the program. The internship experience gives students full control of the operational setting where they are placed, while being mentored by a faculty member. Students must submit a petition in writing indicating how they intend to fulfill their internship requirement prior to enrolling in EXP 6945. Professional activities outside of the Psychology Department will only count as an internship if the AEHF faculty approves the petition of the student. The internship may be paid or unpaid, and may be in the private or government sectors. Internships in academic laboratories may be permitted with the approval of the AE&HF program faculty. Relevant work experience prior to enrollment in the AEHF program may be applied to fulfillment of this requirement, but only with the approval of the AEHF faculty.

Electives—18 Credit Hours

Students should choose electives in concentrated course groupings: for example, human-machine systems, performance measurement and evaluation, or simulation and training. Other elective course groupings may be developed for the student's specific interests. Six credit hours of electives must be taken outside of the department. Electives may include but are not limited to the following...

- DEP 5057 Developmental Psychology (3 credit hours) (Spring Only)
- EIN 5251 Usability Engineering (3 credit hours)
- EXP 5254 Human Factors and Aging (3 credit hours) (Fall Only)
- IDS 5717C Introduction to Modeling & Simulation (3 credit hours)
- INP 5825 Human-Computer Interface (HCI) Design: A Team Approach (3 credit hours)
- PPE 5055 Personality Theories (3 credit hours)
- PSY 5605 History & Systems of Psychology (3 credit hours)

Mathematics and Computer Skills

Doctoral Students must also demonstrate graduation proficiency in both mathematics (equivalent to first-level calculus) and computer skills (equivalent to programming language beyond BASIC).

Doctoral Dissertation – 15 Credit Hours

- PSY 7980 Doctoral Dissertation (15 credit hours)

B. Course Requirements Sample 5 Year Schedule

You should discuss your particular academic plan with your advisor/mentor.

Fall Semester (Year 1) - (10 Hours)

EXP 5256	Human Factors I	3 hours
EXP 6506	Human Cognition & Learning	3 hours
PSY 6216	Advanced Research Methodology I	4 hours

Spring Semester (Year 1) - (10 Hours)

EXP 6257	Human Factors II	3 hours
EXP 5208	Sensation & Perception	3 hours
PSY 6217	Advanced Research Methodology II	4 hours

Summer Semester (Year 1) - (3 Hours)

EXP 6918	Directed Research (non-thesis)	3 hours
----------	--------------------------------	---------

Fall Semester (Year 2) - (10 Hours)

EXP 6258	Human Factors III	3 hours
EXP 6255	Human Performance	3 hours
PSY 6219C	Advanced Research Methodology III	4 hours

Spring Semester (Year 2) - (9 Hours) - Even

PSB 5005	Physiological Psychology	3 hours
EXP 6116	Visual Performance	3 hours
EXP 7089	Human Factors Professional Issues	3 hours

Spring Semester (Year 2) - (9 Hours) - Odd

PSB 5005	Physiological Psychology	3 hours
EXP 6116	Visual Performance	3 hours
Elective		3 hours

Summer Semester (Year 2) - (3 Hours)

SOP 5059	Advanced Social Psychology	3 hour
----------	----------------------------	--------

Fall Semester (Year 3) - (9 Hours)

INP 7310	Organizational Psychology I	3 hours
EIN 5248C	Ergonomics	3 hours
EIN 6258	Human Computer Interaction	3 hours

Spring Semester (Year 3) - (9 Hours) - Even

EXP 6541	Advanced Human-Computer Interaction	3 hours
Elective		3 hours
Elective		3 hours

Spring Semester (Year 3) - (9 Hours) - Odd

EXP 6541	Advanced Human-Computer Interaction	3 hours
EXP 7089	Human Factors Professional Issues	3 hours
Elective		3 hours

Summer Semester (Year 3) - (6 Hours)

EXP 6945	Human Factors Internship	6 hours
----------	--------------------------	---------

Fall Semester (Year 4) - (9 Hours)

Elective		3 hours
Elective		3 hours
Elective		3 hours

Spring Semester (Year 4) - (3 Hours)

PSY 7980	Doctoral Dissertation	3 hours
----------	-----------------------	---------

Summer Semester (Year 4) - (3 Hours)

PSY 7980	Doctoral Dissertation	3 hours
----------	-----------------------	---------

Fall Semester (Year 5) - (3 Hours)

PSY 7980	Doctoral Dissertation	3 hours
----------	-----------------------	---------

Spring Semester (Year 5) - (3 Hours)

PSY 7980	Doctoral Dissertation	3 hours
----------	-----------------------	---------

Summer Semester (Year 5) - (3 Hours)

PSY 7980	Doctoral Dissertation	3 hours
----------	-----------------------	---------

C. Comprehensive Examination

Comprehensive Examinations are detailed below and involve the completion of five professional activity/competency domains.

Professional Activity/Competency Domains

<p>Domain 1: Research a. Published/ Publishable Article (1st author)</p>	<p>Domain 2: Teaching/Professional Presentations a. Undergraduate Instructor Experience, or b. Professional Presentations (5)</p>
<p>Domain 3: Grant/Proposals a. Grant Proposal</p>	<p>Domain 4: Professional Experience a. Submit article to EID (Ergonomics In Design), or b. Patent, or c. Consulting, or d. Design Project, or e. Internship</p>
<p>Domain 5: Research Methods a. In class test administration will be offered Spring, or b. In class test administration will be offered Fall</p>	

Purpose: The purpose of the qualifying and comprehensive examination is to develop and assess competency of professional behaviors in doctoral-level graduate students in the Applied Experimental & Human Factors Psychology program that are consistent with the program’s professional training goals. These goals include but are not limited to the development and demonstration of skills and abilities that enable graduating students in (1) Research; (2) competently serve as innovative teachers/instructors in colleges and universities, and as presenters at local, regional, national, and international professional conferences; (3) prepare/review grants; (4) Professional Experience, and (5) Research Methods/Critique.

Requirements, Rationale and Objectives: Successful completion of comprehensive examination requirements reflect the Program’s desire to insure overall breadth of training in the field of applied experimental & human factors psychology that are complemented by individually tailored professional training experiences and competencies consistent with a student’s professional career goals. The five professional domains outlined above (and detailed in the ensuing sections) are consistent with this intent. Students are required to complete all domains. The student must meet all domain requirements during his or her tenure at UCF. Work completed outside the program will not be considered for domain completion. Some competency domains contain options, and students are free to select any option (see options under each domain in above matrix) in consultation with their faculty advisors.

1. Students fulfill the **Research** domain by submitting an article to a refereed journal. Students must be first or solo author on empirical research that is either published or publishable in a peer-reviewed journal. If the student does not receive word on journal submission by 6 months **or** if article is rejected, the faculty committee will review the student’s work and determine if it fulfills the requirement.

Fulfillment of this component is intended to (a) complement the student’s graduate level course work in research methods, design, statistics, and on-going research practica, (b) hone conceptual and professional writing skills related to publishing findings in scholarly journals, (c) encourage students to submit completed scholarly works to journals for peer review, and (d) provide students with the opportunity to receive and react to comments offered by professional journal reviewers.

2. Fulfillment of the **Teaching/ Professional Presentations** domain requires first that all students complete the UCF Graduate Studies 2-day GTA Training session. In addition, students need to either serve as instructor of record for an undergraduate class at UCF or complete 5 formal presentations. If the student opts for Instructor of Record of an undergraduate course, the student must do the following: Submit a syllabus, lecture notes, examinations, two course evaluations (mid and end-of-semester), as well as written feedback from the student's major professor or members of the student's doctoral committee who directly observed or viewed videotapes of at least three lectures. If the student opts to conduct professional presentations, that student must complete 5 presentations where he or she is an author and is also the primary presenter. Professional presentations do not include poster presentations or classroom presentations.

Fulfillment of the traditional **Teaching** domain is intended to provide students with (a) additional training and opportunities to develop instructional skills consistent with university level instruction, (b) the opportunity to receive and react to constructive comments concerning their developing instructional skills, (c) additional opportunities to learn and develop expertise in using newly developed technology and methods relevant to university level instruction (e.g., active learning groups, computer assisted technology, software programs that facilitate and complement traditional instructional activities), and (d) additional expertise in select areas of psychology to prepare them for future professional instructional opportunities following graduation from the University. The **alternative option** under this domain is intended to encourage students to engage in research studies beyond those required by the program and to present their findings at professional meetings. Fulfillment of this requirement is expected to promote research involvement throughout graduate training and promote student competency in (a) developing written submissions of completed empirical works, (b) oral presentations skills with professional audiences, (c) learning and using innovative technology relevant to paper/poster presentations, and (d) receiving and reacting to constructive comments offered by professionals.

3. Fulfillment of this domain requires each student to submit an independent grant application that he or she has initiated. The grant application must be submitted to a funding agency. If the grant is not awarded, its acceptability to fulfill the domain's requirement will be reviewed by the HF faculty committee.

Fulfillment of the **Grant/Proposals** domain is intended to (a) provide students with additional training and opportunities to critically review a specific area of empirical research related to applied experimental & human factors psychology, (b) hone conceptual and professional writing skills related to submitting grant applications to private and/or public granting agencies, (c) provide students with an opportunity to interact with department and university grant support facilities, (d) encourage extra-department financial support for conducting empirical studies (e.g., federal and private awards for dissertation research), and (e) provide students with an opportunity to receive and react to grant reviewer comments.

4. Fulfillment of the **Professional Experience** domain requires students to engage in professional experience that has an end product that can be evaluated by the HF Faculty committee by doing one of the following: a) Internship (3 months long and consists of 480 hours), b) Submit an article to EID (Ergonomics in Design) or comparable publication [note: article submission cannot be used to meet Domain 1], or c) Consulting or completing a design project that has been pre-approved by the HF Faculty committee.

5. Fulfillment of the **Research Methods** domain requires all students to take an in-class exam administered in either the Fall or Spring semester of each year.

Procedures and Time Guidelines for Completing the Comprehensive Examination

Students admitted to the Ph.D. Applied Experimental and Human Factors Program will complete all of the five professional activity domain options (Research, Teaching/Professional Presentations, Professional Experience, Grant Proposals, and Research Methods/Critique) to fulfill the requirements of the comprehensive exams. Students are strongly encouraged to discuss their preferences and planned course for fulfilling the examination requirements with their academic advisors. Students admitted to the Ph.D. Applied Experimental and Human Factors Program will not be able to use previous work completed at any institution other than the AEHF Ph. D. program at the University of Central Florida (UCF) to fulfill the requirements.

Successful completion of the comprehensive examination criteria is expected within seven years, and must be completed before proposing the dissertation. Each student's comprehensive examination committee (which may be identical to the dissertation committee) will determine whether the student has successfully fulfilled the requirements of the comprehensive examination based on written grading procedures to be outlined by the AEHF faculty. A written summary of the results and the student's Professional Activity Domain dossier will be forwarded to the Applied Experimental and Human Factors Program faculty for review and final approval. The Applied Experimental and Human Factors Program faculty will review each submitted dossier within a 3-week time interval. The Director of the Applied Experimental and Human Factors Program will notify students in writing following the successful completion of comprehensive examination requirements. Students may formally propose their dissertation following written notification that they have completed the comprehensive examination requirements.

D. Post-Candidacy Enrollment

Prior to enrollment into PSY 7980 Doctoral Dissertation, you must have passed candidacy and your dissertation committee must be reviewed and approved by the College of Sciences Associate Dean of Graduate Studies. This form can be found online at <http://www.cos.ucf.edu/cosgradaute/commonforms.htm>

Doctoral students engaging in dissertation research must be continuously enrolled in at least three hours of PSY 7980 every semester, including summers, until they successfully defend and submit their dissertation to the University Thesis Editor.

Students will complete a minimum of 15 dissertation credit hours to meet the requirements for graduation.

E. Doctoral Dissertation

All dissertations must involve the collection and analysis of original data. In exceptional circumstances, the use of an archival data set may be accepted through petition to the Graduate Committee. Oral presentation of the dissertation/dissertation prospectus must be made to the Dissertation/ Dissertation Committee for approval prior to initiating the research. The proposal generally includes the following: (a) title, (b) introduction to the problem, (c) comprehensive

review of relevant literature, (d) establishing the uniqueness of the study, (e) theoretical background and hypotheses, (f) planned methodology, and (g) planned data analytic approach. Students are encouraged to write their dissertation proposal and dissertation using APA publication style (see APA Publication Manual, 5th edition) and to submit their completed research to relevant professional journals in the field. An appendix to the dissertation and/or dissertation may be used to include a more comprehensive literature review as determined by the student's committee members. After submitting a written proposal to the Dissertation/Dissertation Committee, the committee meets with the student to discuss and evaluate the proposal. The approval of the proposal by a majority of committee members indicates that the committee members find the research to be original and appropriate, the literature review to be accurate and appropriately comprehensive, and the research design/planned data analytic strategy to be appropriate for the study.

After receiving committee approval for the thesis/dissertation, all students must receive approval from the University's Institutional Review Board (IRB) before data can be collected from human participants. Information about this process can be obtained from the Office of Research (www.research.ucf.edu). Failure to obtain this prior approval could jeopardize receipt of the student's degree.

Students should refer to the Graduate Studies [Thesis and Dissertation Manual](#) which describes UCF's formatting requirements for dissertations and outlines the steps graduate students must follow to submit their dissertations to Graduate Studies for binding. Graduate students can obtain the manual from the UCF Graduate Studies website (www.graduate.ucf.edu).

Dissertation Committee Composition

Doctoral students must have a Dissertation Advisory Committee prior to the Candidacy Examination. The Committee will consist of a minimum of four members. At least three members must be qualified regular faculty members from the student's department at UCF, one of whom must serve as the chair of the committee. One member must be from either outside the student's department at UCF or outside the university.

All members vote on acceptance or rejection of the dissertation proposal and the final dissertation. The dissertation proposal and final dissertation must be approved by a majority of the committee.

- Dissertation Committee Approval Form
⇒ http://www.gradcoord.cos.ucf.edu/forms/DissCmteApproval_COS.pdf

These approval forms should be turned in to the program assistant. Refer to the above website for more information.

F. Time Limitation

A student has seven years from the date of admission to the doctoral program to complete the dissertation. If the seven-year limit is exceeded, the candidacy examinations as well as course work may need to be repeated.

G. Masters of Arts en Route

This is a non-terminal master's degree available only to students in the AEHF Psychology Doctoral track. Students enrolled in the Applied Experimental and Human Factors (AEHF) Doctoral track may elect to earn a Master of Arts in AEHF Psychology in route to their doctorate.

The M.A. in AEHF Psychology requires a total of 76 credit hours beyond the bachelor's degree, as well as successful completion of the candidacy examination that qualifies the student for candidacy status within the AEHF Psychology Ph.D. program. All AEHF M.A. students take the same credit hours of core courses (less the 15 hour dissertation requirement) as well as 6 credit hours of a professional internship and 18 credit hours of electives.

Note: The M.A. in AEHF cannot be pursued if a master's in psychology or master's in modeling and simulation has already been awarded.

Total Hours Required for M.A. en Route — 76 credit hours

H. Graduation

Application process

Students are required to file an "Graduate Student Intent to Graduate" form prior to the semester of completion. Graduate Student Intent to Graduate forms can be downloaded from the following Graduate Studies website:

<http://www.graduatestudies.ucf.edu/formsnfiles/>

All students intending to graduate must have a completed audit in order to have their intent accepted by COS Graduate Studies.

In addition, it is a students' responsibility to check their account to ensure they are free of any financial holds from the university. Any student on hold with the university will not receive their degree until the hold is cleared. It is also important to monitor all deadlines associated with graduation. Particularly; there are two deadlines that will prevent graduation (ex, dissertation defense deadline, submission of dissertation defense to editor deadline). The information regarding the graduation deadlines can be found at the following website:

<http://www.graduate.ucf.edu/pagegen/index.cfm?PageID=120>

VII. General Policies

A. Student Rights and Responsibilities

The Golden Rule is provided to answer any questions a student may have about the university rules and regulations, as well as outlines a student's rights and responsibilities. The Golden Rule can be found online at <http://www.goldenrule.sdes.ucf.edu/>. In addition, graduate students can find additional information about their responsibilities in the Graduate Catalog, found online at <http://www.graduate.ucf.edu/CurrentGradCatalog/> in the section marked Policies > General Policies.

For more information about college and university graduate policies, see also:
Psychology Department Website:

<http://www.psych.ucf.edu>

College of Sciences Graduate Website:

<http://graduate.cos.ucf.edu>

UCF Graduate Studies Website:

<http://www.graduate.ucf.edu>

B. Academic Progress and Performance

Review of Academic Performance

The primary responsibility for monitoring academic performance standards rests with the degree program. However, the college and UCF Graduate Studies will monitor a student's progress and may dismiss any student if performance standards or academic progress as specified by the program, college or university are not maintained. In addition to the minimum GPA requirement (see below), satisfactory performance also involves maintaining the standards of academic progress and professional integrity expected in a particular discipline or program. Failure to maintain these standards may result in dismissal of the student from the program.

Graduate Status GPA

A graduate status GPA will be calculated on the graduate courses taken at UCF since admission into the degree or certificate program, and used to monitor the student's progress in the program. The university requires that students must maintain a graduate status GPA of at least 3.0 or higher in order to maintain regular graduate student status, receive financial assistance, and qualify for graduation. This GPA requirement cannot be waived.

A Graduate Status GPA will also be calculated on graduate courses taken at UCF while in non-degree status. Non-degree Students with GPAs below 3.0 after the initial 9 hours of graduate course work are subject to dismissal.

Probationary Status and Dismissal

Students whose graduate status GPA falls below 2.0 will be immediately dismissed from the degree program and will not be allowed to enroll in graduate courses unless they have been admitted to another graduate program or admitted as a non-degree student.

Students whose graduate status GPA drops below 3.0 but above 2.0 will be automatically changed to academic probationary status by the Division of Graduate Studies for a maximum of nine semester hours of letter-graded course work (Grades A-F). Unsatisfactory performance may also be indicated by a "U" grade in graduate course work. Under such circumstances the program may elect to place the student on academic probation.

Students will receive a notice of probation at the beginning of the probation and the notice of probation will be imprinted on the student's advising transcript. If the student has not attained a graduate status GPA of 3.0 of graded course work at the end of the probationary nine semester hours, she/he will be dismissed from the graduate program unless an approved Conditional Retention Plan is in place as described below. Students who have not remedied the unsatisfactory "U" performance, as defined by the program, may also be dismissed from the program.

The graduate program will also be notified at the time of probation and given an opportunity during the 9-hour probationary period to formally prepare a "Conditional Retention Plan" in consultation with the Appeals Subcommittee of the Graduate Council. The Conditional Retention Plan should show how the student can realistically regain his/her regular graduate status (GPA 3.0) within a reasonable time (usually one semester). It should also define the courses to be taken and the timing of the courses to regain his/her graduate status. In addition, the plan could include other conditions as necessary for the continued enrollment of the student in the program such as retaking courses requiring better performance, taking remedial course work in specified areas, or completing special projects to better prepare the student for success in the program. Ideally the student and the faculty should know exactly what conditions are required for the continued enrollment of the student. Failure to meet the conditions will result in dismissal without any further appeal of retention. An approved Conditional Retention Plan by the Appeals Subcommittee will usually include an extension of the probationary period, if needed, thus allowing the student to continue without interruption in his/her program even should the student fail to succeed in their initial probationary period.

International students placed on probationary status will be sent to the International Services Center for advisement regarding the immigration status implications of this action.

After dismissal, the following options are available:

OPTION A.

The Program Appeals for Retention of the Student in the Next Semester After Dismissal.

The dismissed student may not take program-related course work during this appeal, which must occur within the next semester following dismissal. The appeal for retention should include reasons for readmitting the dismissed student, as well as provide a "Conditional Retention Plan" as described above. If the appeal is approved, students will be readmitted into the program under the "Conditional Retention Plan," and failure to meet the conditions will result in dismissal without any further appeal of retention. Appeals for retention submitted during the summer may be delayed until the first Appeals Subcommittee meeting in the fall semester. An approved appeal for retention will allow the student to reenroll in the very next semester and not have a "dismissal" on his/her transcript.

OPTION B.

The Dismissed Student Applies for Entry into the Program from Which He/She Was Dismissed.

In this case, the student must submit a complete new application (application fee, letters of reference, transcripts, GRE, and a statement describing why the student thinks he/she is more capable now to successfully complete the program). The program must make a new admissions decision and prepare a "Retention Plan" (as described above) if they choose to admit the former student. The Retention Plan must be submitted and approved by the Graduate Appeals Subcommittee before the student is admitted.

A student that is admitted back into a program from which he/she was dismissed will continue to have the original dismissal denoted on the transcript and will continue with the same graduate status GPA that the student held prior to dismissal. Also the student is admitted as a Provisional Student and must meet the conditions prescribed by the Retention Plan to enter regular graduate status.

OPTION C:

Apply to Another Program.

This option is always available and requires a complete new application. Previously dismissed students accepted into new programs will be admitted as "restricted" but have a new graduate status GPA.

Students with a graduate status GPA of less than 3.0 seeking admission to a different graduate program will be admitted under Restricted Status with conditions as prescribed by the new program.

Dismissed students will not be allowed to enroll in graduate courses unless they have been admitted to another graduate program or admitted as non-degree students taking classes with permission from the department.

NOTE: Individual graduate programs may have more stringent grade requirements than described above. Students must abide by the academic performance standards of their graduate program.

Maximum Hours of Unsatisfactory Grades

A degree-seeking or non-degree student may earn a maximum total of six semester hours of "C" (C+, C, C-) or lower grades. A course in which a student has received these grades may be repeated to provide a better grade. However, both grades will be used in computing the GPA. **There is no forgiveness policy on graduate grades.** Exceeding six semester hours of unsatisfactory grades ("C+" and below or unresolved "I" grades) is reason for dismissal.

Incomplete Grades

A grade of "I" (incomplete) is assigned by the instructor when a student is unable to complete a course due to extenuating circumstances, and when all requirements can clearly be completed in a short time following the close of regular classes. In all circumstances where an "I" grade is received, the student and faculty member must complete an agreement form that specifies how and when the incomplete grade will be made up. This agreement form is submitted with the instructor grade rolls at the end of the semester, and a copy of this agreement is given to the college for further follow-up. For those students on financial assistance such as loans, the incomplete (I) must be made up by the agreement date. Failure to complete course requirements by that date may, at the discretion of the instructor, result in the assignment of an "F" grade, or a "U" grade for thesis, dissertation, or research report hours. It is the student's responsibility to arrange with the instructor for the changing of the "I" grade.

Grades of "I" must be resolved within one calendar year or prior to graduation, whichever comes first. Incompletes in regular course work left unresolved will be changed to "F" if not changed in the allowed time period, and this time period may be sooner for those receiving financial assistance. The exception to this is enrollment in thesis (XXX 6971) and dissertation (XXX 7980) hours where the incomplete grade will be allowed to continue until graduation. UCF fellowship students cannot receive fellowship funds while holding Incomplete grades and have thirty days from the issuance of the Incomplete to remedy it in order to continue to receive fellowship funds.

Academic Honesty and Ethics

Students in Human Factors shall abide by the APA Ethical Principles of Psychologists and Code of Conduct, and by the UCF Student Conduct Code. Ethical conduct issues include responsibility to the public, conduct of research, dissemination of information, confidentiality, and academic honesty.

Students are advised that it is wise to discuss and have agreements regarding roles, responsibilities and publication credit prior to engaging in collaborative research. The authorship of dissertation and dissertations should reflect the student's primary responsibility for the project (i.e., students should be the first author), however, students may choose to relinquish their right to first authorship. For example, they may decide not to publish their findings in a timely manner, yet make arrangements with a collaborator to do so. In any case, publication credit is assigned to those who have contributed to a publication in proportion to their professional contributions as detailed in the APA Publication Manual 5th edition.

C. Full Time Enrollment & Continuous Attendance

Full-time graduate status is nine (9) hours during the fall and spring Semesters and six (6) hours during the summer semesters, until regular graduate course work is completed.

Doctoral students who have finished all of their coursework and have passed their candidacy exam are considered full-time for fellowship, employment and tuition waiver purposes if they enroll in 3 hours of dissertation research (PSY7980) for each term until degree requirements are completed.

Once a student has begun work on their dissertation, he or she must be continuously enrolled in dissertation course work for a minimum of three hours each semester.

Requirements that need to be met for federal loan eligibility override graduate full-time requirements. A student may be held to other enrollment requirements, as defined by financial awards, veteran status, employment, or other outside agencies.

Failure to enroll in three consecutive semesters (spring, summer, fall) is considered non-continuous enrollment.

1. Students are expected to maintain enrollment and to complete their graduate study expeditiously. A Special Leave of Absence should be requested when students will not be enrolled for three consecutive semesters or more. If students are not enrolled in the university for a period of three consecutive semesters (spring, summer, fall) and do not obtain Special Leave of Absence approval for such interruptions in their programs of study, they will be discontinued and must reapply for admission. Readmission is not guaranteed.
2. All (domestic and international) students taking thesis or dissertation hours are required to be continuously enrolled (including summer) until the thesis or dissertation is completed.
3. Because of U.S. government regulations, international students must be enrolled every fall and spring semester. For students in this category, Special Leave of Absence is only available for documented medical reasons.
4. A student without an approved Leave of Absence who breaks continuous enrollment will lose the option of fulfilling the degree requirements originally listed in his/her official program of study already on file, and will instead fulfill the degree requirements listed in the graduate catalog in effect at the time the student resumes his/her attendance.

D. Special Leave of Absence

A Special Leave of Absence may be granted to a student in order to temporarily waive the continuous attendance requirement. A student may request such a leave in cases where the student can demonstrate good cause (e.g., illness, family issues, financial difficulties, personal circumstances, employment issues). The specific reason for the Special Leave of Absence request must be indicated by the student on the [Special Leave of Absence Form](#). A Special Leave of Absence will be granted only after approval from the Graduate Program Director for the student's program of study, College Graduate Coordinator, International Services Center (required for international students), and Division of Graduate Studies. The normal time limit for a Special Leave of Absence is three consecutive semesters. Application for a Special Leave of Absence must be filed by submitting the Special Leave of Absence Form no later than the end of the first semester of absence. Time spent in a Special Leave of Absence will not reduce the total time limitation for degree completion (see the policy regarding Time Limitation for Degree Completion in the master's, specialist, and doctoral policies). If a student fails to enroll in the semester following the last term in the approved Special Leave of Absence, the student will have failed to maintain continuous enrollment and must apply for readmission to the university.

E. Readmission

To file for readmission, students must complete a [new application](#), submit the application fee, and update their residency information and health history (if applicable). Students should apply for readmission if they were previously admitted and enrolled in a graduate program but have been absent for three major semesters. For more information on readmission, please visit the [Graduate Students](#) website.

F. Restricted Registration

If a course is “closed” and falls under one of the following, the student must obtain a Restricted Registration Form and submit it to the program assistant with the faculty’s signature. Restricted Registration Form:

http://www.gradcoord.cos.ucf.edu/forms/RestrictedRegistrationAgreementForm_COS.pdf

Directed Independent Studies	5907	6908
Directed Research	5917	6918
Internships, Practicum,	5944	6946
Study Abroad	5957	6958
Research Report		6909
Thesis		6971
Doctoral Research		7919
Doctoral Dissertation		7980

If a class is “closed” and does not fall under one of the above, the student must obtain an override form from the program assistant. Overrides are not handled by students, only by staff. Please email your program assistant if you are in need of an override.

Once a student has begun work on his/her dissertation, he/she must be continuously enrolled in dissertation course work for a minimum of three hours each semester.

A student may be held to other enrollment requirements, as defined by financial awards, veteran status, employment, or other outside agencies.

G. Transfer Coursework

Doctoral transfer credits typically consist of graduate course work completed at a regionally accredited institution or recognized foreign institution (including UCF) BEFORE a student is given graduate status in his/her doctoral program at UCF. In all cases, the transfer work will constitute less than half of the program hours necessary for degree requirements, per accreditation guidelines. Only graduate-level or higher courses may be accepted as transfer credits. Similarly, only courses with a grade of "B-" or higher may be transferred into a program of study. The acceptance of transfer credits must be recommended by the program director of the student's major.

For doctoral programs, a minimum of half of the total hours in the degree program must be taken at UCF. If approved transfer hours are from a completed master’s degree, it is the discretion of the Program Director to either waive the coursework or conduct a course-by-course transfer of the courses into the UCF program of study. When the transfer is from a completed master’s degree, the 7-year rule is waived. If the transfer hours are not from a completed master’s degree, a course-by-course transfer is required and the 7-year rule is applicable.

Students are limited to transferring 9 hours of graduate level coursework taken at UCF while an undergraduate or that was taken as a part of the Senior Scholars program.

H. Incomplete Grades

Students who received an incomplete (I) in a course are encouraged to resolve this incomplete as soon as possible; however, it must be resolved within one calendar year or prior to graduation certification, whichever comes first. Incompletes left unresolved will be changed to F (or a U in thesis, dissertation or research report) if not resolved in the allowed time period. Incomplete grades cannot be used towards completion of the program of study.

Incomplete grades are not counted as satisfactorily completed courses and are not recognized as such by Graduate Studies for fellowship purposes nor by Financial Aid. Students on financial assistance must check with the Financial Aid office to see if the receipt of an incomplete grade will affect their financial award.

I. Withdrawal Policy

If a student decides to withdraw from a course, he/she must do so by the semester's withdrawal deadline. In doing so, the student is still liable for tuition and fees for the course.

J. Petitions and Grievances

It is the policy of the Doctoral Program in Applied Experimental and Human Factors in the Department of Psychology at the University of Central Florida to provide a safe, comfortable, and positive learning and working environment for students, faculty, and staff. The Doctoral Program will not tolerate any discrimination or harassment based on gender, race, ethnicity, sexual orientation, religious preferences, disability, or age. Interactions between and among students, faculty and/or staff are expected to occur in a professional and responsible manner consistent with APA ethical guidelines and established social etiquette.

The faculty recognizes that conflicts between students or between students, faculty and/or staff can occur for a variety of reasons despite consistent efforts to maintain a positive interpersonal ambience in the program and department. Students and faculty are encouraged to resolve these conflicts quickly and in a responsible manner. A variety of options are available to students who believe that a conflict cannot be resolved through discussion with involved students, faculty, or staff. UCF Graduate Studies allows for petitions of university requirements and their academic matters. Academic matters are those involving instruction, research, or decisions involving instruction or affecting academic freedom.

The academic grievance procedure is designed to provide a fair means of dealing with graduate student complaints regarding a specific action or decision by a faculty member, program or college, including termination from an academic program. Academic misconduct complaints associated with sponsored research will invoke procedures outlined by the Office of Research.

Students who believe they have been treated unfairly may initiate a grievance. The procedure provides several levels of review, and at each level of review the participants are further removed and have a broader outlook than where the grievance originated. Procedures for initiating an academic grievance can be found at The Golden Rule www.goldenrule.sdes.ucf.edu/ (see section 11).

Petitions of Graduation Requirements Procedures

Students have the responsibility to familiarize themselves with policies and procedures of the university, college, and program. Students are responsible for knowing the degree requirements and following the policies that govern the academic program. However, when unusual instances arise, making it appropriate for students to request exceptions of existing graduate academic policies for graduate students, graduate students may petition the appropriate unit for an exception to this requirement. The procedures are:

- The graduate student completes a Graduate Petition Form, specifying the requirement and the exception desired to the graduate program director.
- The graduate program director may ask the program graduate committee to examine the necessary information. The program graduate committee will recommend a response to the petition to the graduate program director.
- The graduate program director will consider the input of the program graduate committee and make a recommendation about the exception at this level. The graduate program director will consider the input of the unit graduate committee and make a recommendation to the unit head about the petition. The unit head will then make a final unit decision about the petition at that level. If the exception requested is only a program requirement, then the petition decision is final at this level.
- Should the graduate student wish to appeal the decision of the program, either because the requirement is a college, school, or university requirement or further evidence is now available that would cause the program decision to be reconsidered, the student or program may request in writing to the college or school graduate coordinator (if this is the next most appropriate unit) or the Division of Graduate Studies (if this is the next most appropriate unit) that the petition be considered at this level. The college or school graduate coordinator may ask the college or school graduate committee to examine the information and consider the petition at a scheduled meeting. The college or school graduate committee will recommend a response to the petition to the college or school graduate coordinator.
- The college or school graduate coordinator will consider the input of the college or school graduate committee and make a recommendation about the exception at this level. The college graduate coordinator will consider the input of the college graduate committee and make a recommendation to the college dean about the petition. The college dean will then make a final decision about the petition at that level. If the exception requested is only a college, school, or program requirement, then the petition decision is final at this level.
- Should the graduate student wish to appeal the decision of the college or school either because the requirement is a college or university requirement or further evidence is now available that would cause the college or school decision to be reconsidered, the student may request consideration at the university level by requesting their college to submit the petition form to the Vice Provost and Dean of Graduate Studies. The Vice Provost and Dean may ask the Appeals Subcommittee of the Graduate Council of the Faculty Senate to examine the information and consider the petition at a scheduled meeting.
- The Vice Provost and Dean of Graduate Studies will consider the input of the Appeals Subcommittee of the Graduate Council and make a final decision about the petition for the university.

VIII. Specialty Training Emphasis/Research Labs & Opportunities

Applied Cognition and Technology Laboratory (ACAT) is a collaboration between a cognitive psychologist and a social psychologist. Research examines human interactions with intelligent non-humans, including robots, computers, and animals. Anthropomorphism and its implications for design are a key part of this research. Director: [Dr. Valerie Sims](#)

Center for Applied Human Factors in Aviation (CAHFA) focuses its research on making aeronautical systems safer and easier to use by achieving sophistication without complication. Director: [Dr. Mustapha Mouloua](#)

FAA/UCF Partnership for Aviation Team Training Research specializes in research in aviation training issues and conducts research for both military and commercial aviation. Director: [Dr. Florian Jentsch](#)

Minds in Technology, Machines in Thought (MIT²) Laboratory focuses on issues of stress, workload and fatigue in dynamic, hazardous environments with particular attention to military applications. We are a virtual research lab, including the Minds in Technology, Machines in Thought (MIT²) Labs at the University of Central Florida, the Cognitive Sciences Lab at George Mason University, Linkoping University, Team Performance Laboratory (UCF) and the Florida Institute of Technology. The MIT² affiliate labs at UCF include the MURI Lab, the Transportation Research Group (TRG), and the Center for Applied Human Factors in Aviation (CAHFA). The Laboratory works under a DOD research grant titled “Mitigating Stress, Workload, and Fatigue in the Electronic Battlefield.” Along with assistance from the Army Research Lab, the Army Research Institute, the Army Research Office, and the other affiliated research labs maintained by the U.S. Department of Defense, we hope to make great strides towards understanding and alleviating some of the stressors that are encountered by today’s infantry forces. Please view our website at www.mit.ucf.edu. Director: [Dr. Peter A Hancock](#)

Performance Research Laboratory (PeRL) is involved in research on the performance, workload, and stress associated with performance of cognitive tasks. Both group and individual differences are investigated in research on human performance. Of particular interest is the interaction between the characteristics (trait and state) of individuals and the characteristics of the tasks they perform. Director: [Dr. James Szalma](#)

Team Performance Laboratory (TPL) specializes in basic and applied principles of both individual and team performance, processes, and training in a number of military and civilian domains (e.g. aviation, human robot interaction, and homeland security). Current projects include an investigation of aircrew training focusing on understanding knowledge structures, a human robot collaboration research initiative involving the use of uninhabited vehicles, and an investigation into the improvement of fine perceptual skills with training for vigilance tasks. Director: [Dr. Florian Jentsch](#)

Visual Performance Laboratory focuses on research into human vision and visual performance. Director: [Dr. Edward Rinalducci](#)

Other Research Opportunities available:

Institute for Simulation and Training (IST) is an internationally recognized research institute that focuses on advancing modeling and simulation technology and increasing our understanding of simulation's role in training and education. Founded in 1982, IST is one of the nations leading research centers for simulation, training, modeling and virtual reality research for both defense and commercial applications. IST employs full-time researchers and support personnel, part-time faculty researchers (many of whom have joint appointments in other departments), and numerous graduate and undergraduate students. Located in a dynamic, growing field, supported by government and industry sponsors, and charged with identifying new directions for this technology IST is helping to define the future of simulation and training.

The Institute for Simulation and Training is located in the Central Florida Research Park, adjacent to the University of Central Florida in Orlando. Central Florida is noted for its dense population of high-tech companies engaged in many different aspects of simulation and training. More than 140 simulation and training companies have facilities in the Central Florida area. This base gives IST a broad range of resources and experiences from which to draw. The Naval Air Warfare Center Training System Division (NAVAIR Orlando), U.S. Army Simulation, Training, and Instrumentation Command (STRICOM), Air Force Agency for Modeling and Simulation and Marine Liaison Office (Trainers and Simulators) are also located in the Research Park within walking distance of IST.

The **Research Park** at UCF houses numerous other sites for gaining practical experience in the field of human factors, including both military and industry training sites.

IX. Professional Development

Work Policy

The Applied Experimental & Human Factors Psychology Ph.D. program at University of Central Florida expects students to be full time students, so it is not recommended to get employment that requires more than 20 hours/week during the completion of the program.

Students with 10 hours/week or 20 hours/week department assistantship may be eligible to receive a partial or full tuition waiver (excluding the student fees).

First year students are usually assigned as GTA (graduate teaching assistant) position and more advanced experienced students will be assigned as GTA (assistant or associate) or GRA (graduate research assistant).

In order for students to be employed as Graduate Teaching Assistant, they must first complete the required UCF GTA Workshop. In order for students to be employed as Graduate Teaching Associate, students are also required to complete 18 hours of coursework in the discipline they intend to teach.

The Faculty Center for Teaching and Learning (FCTL) offers an optional Graduate Teaching Assistant Certificate Program. More information about GTA training and the GTA Certificate are available from the FCTL website (www.fctl.ucf.edu).

If English is a second language, in order to be hired as a GTA the student must take and pass an Oral Proficiency Exam (also known as the "SPEAK Test"). This is in addition to attending this GTA Workshop. This test is administered by the Center for Multilingual Multicultural Studies and takes about 20 minutes. For more information please visit the following website:

<http://graduate.ucf.edu/pagegen/index.cfm?PageID=160>

Special Award Recognition

Following are various awards and fellowships available for qualified students at UCF.

University Awards

Each year, students can submit a portfolio for nomination of College and University level awards of excellence. These are intended to showcase student excellence in academic achievement, teaching, research, leadership, and community service.

⇒ Award for Excellence by a Graduate Teaching Assistant

- For students who provide teaching support and assistance under the direction of a lead teacher. This award focuses on the extent and quality of the assistance provided by the student to the lead instructor and the students in the class. (Not intended for students who are instructor of record)

⇒ Award for Excellence in Graduate Student Teaching

- For students who serve as instructors of record and have independent classroom responsibilities. The focus of this award is on the quality of the student's teaching and the academic contributions of those activities.

⇒ Award for Outstanding Dissertation

- To recognize doctoral students for excellence in the dissertation. The focus of this award is on the quality and contribution of the student's dissertation. Excellence of the dissertation may be demonstrated by evidences such as, but not limited to: publications in refereed journals, awards and recognitions from professional organizations, and praise from faculty members and other colleagues in the field.

⇒ Order of Pegasus

- This selective program recognizes exemplary performance by graduate students in the areas of academic achievement, professional or community service, leadership, and publication or research experiences. Because of the breadth of accomplishments required for this award, the Order of Pegasus is the most prestigious and significant student award that can be attained at the university. For more information, visit the [Order of Pegasus](#) website.

For more information about these awards, please see the Division of Graduate Studies administrative website: www.graduatestudies.ucf.edu > Graduate Awards.

Fellowships

⇒ Presidential Fellowship

- Available to new doctoral students
- Requires GRE score of at least 1300 on the combined verbal-quantitative sections, or GMAT score of at least 630
- Requires evidence of experience in the field; awards, recognition, or honors; and professional contributions and achievements
- Provides \$17,000 fellowship plus tuition support in years 1 and 3; provides \$17,000 assistantship plus tuition support in years 2 and 4
- For more information about the Presidential Fellowship, please reference the following:
 - [Fellowship details](#)

⇒ Trustee Fellowship

- Available to new doctoral students who are a U.S. citizen or resident alien
- Requires GRE score of at least 1300 on the combined verbal-quantitative sections, or GMAT score of at least 630
- Requires evidence of experience in the field; awards, recognition, or honors; and professional contributions and achievements
- Provides \$18,000 fellowship per year for two years plus tuition support
- For more information about the Trustee Fellowship, please reference the following:
 - [Fellowship details](#)

⇒ Provost's Graduate Fellowship

- Available to first-year graduate students who are U.S. citizens, resident aliens, or international students
- Provides a \$10,000 fellowship (\$5,000 Fall and \$5,000 Spring) from UCF Graduate Studies
- Includes tuition support for up to 9 graduate hours of course work per semester provided by program
- For more information about the Provost's Graduate Fellowship, please reference the following:
 - [Fellowship details](#)

⇒ For more information about various fellowships, please reference the following website:

<http://www.graduate.ucf.edu/pagegen/index.cfm?PageID=123>

National Awards

⇒ Fast Web Free Scholarship Search

- <http://fastweb.monster.com/ib/scholarships-1f>

UCF professional development programs

Instructor Training and Development

The Faculty Center for Teaching & Learning (FCTL) promotes excellence in all levels of teaching at the University of Central Florida. To that end, they offer several programs for the professional development of Graduate Teaching Assistants at UCF.

- **GTA Training (mandatory for employment as a GTA)**

The GTA Training sponsored by Faculty Center for Teaching and Learning is mandatory in order to be hired as a Graduate Teaching Associate (Position Code 9183) or Graduate Teaching Assistant (Position Code 9184), students who have not previously completed the UCF GTA Training requirement must attend the two days of face-to-face training and complete a Legal Module online, consisting of an online quiz (which must be passed with a score of 100 percent) acknowledging the GTA's comprehension of university policies regarding sexual harassment, FERPA, and other legal issues.

Students who are non-native speakers of English (and do not have a degree from a U.S. institution) must pass the SPEAK exam before they will be permitted to teach as a Graduate Teaching Associate or Graduate Teaching Assistant. The SPEAK Exam will be offered by the Center for Multilingual Multicultural Studies before the start of classes every fall and spring semester.

Please refer to following website for more information.

<http://www.graduate.ucf.edu/pagegen/index.cfm?PageID=156>

- **GTA Teaching Certificate**

This certificate program consists of group and individualized instruction by Faculty Center staff and experienced UCF professors. Textbooks and materials are provided, and a stipend is offered to current UCF graduate students who complete the certificate. For more information visit: <http://www.fctl.ucf.edu/events/GTAprograms>

Career Services and Experiential Learning

<http://www.crc.ucf.edu/home/>

Graduate career development issues are unique and include evaluating academic and nonacademic career choices, discussing graduate school effect on career choices, as well as learning, evaluating, and refining networking and interviewing skills. Whatever your needs, the offices of Career Services and Experiential Learning offer services and resources to aid in the career exploration and job search of Master and Doctoral students in every academic discipline.

Graduate Student Association

<http://www.gsa.graduate.ucf.edu/>

- **Seminar Series**
Each semester, GSA offers seminars geared toward academic and professional development.
- **Graduate Research Forum**
Sponsored by the Division of Graduate Studies, the Research Forum is an opportunity for students to showcase their research and creative projects and to receive valuable feedback from faculty judges. Awards for best poster and best oral presentation in each category will be given and all participants will receive recognition.

Graduate Research Forum

The Research Forum, sponsored by the Division of Graduate Studies, provides opportunity for students to showcase their research and creative projects and to receive valuable feedback from faculty judges. Awards for best poster and best oral presentation in each category will be given and all participants will receive recognition.

<http://graduate.ucf.edu/sitemap/index.cfm?RsrcID=55&SubCatID=166>

Human Factors and Ergonomics Society

The Society was founded in 1957 as the Human Factors Society of America. The Society's mission is to promote the discovery and exchange of knowledge concerning the characteristics of human beings that are applicable to the design of systems and devices of all kinds.

The Society furthers serious consideration of knowledge about the assignment of appropriate functions for humans and machines, whether people serve as operators, maintainers, or users in the system. And, it advocates systematic use of such knowledge to achieve compatibility in the design of interactive systems of people, machines, and environments to ensure their effectiveness, safety, and ease of performance.

The Society encourages education and training for those entering the human factors and ergonomics profession and for those who conceive, design, develop, manufacture, test, manage, and participate in systems. For more information on the society go to <http://www.hfes.org/>.

UCF student chapter of the HFES

Members of the UCF Student Chapter of the Human Factors and Ergonomics Society (HFES) are mostly graduate students in the Applied Experimental and Human Factors Psychology and Industrial Engineering programs. The Student Chapter gives members the opportunity to further their professional goals by encouraging members to attend conferences and sponsoring colloquia where members have the opportunity to meet the foremost researchers in the field.

X. Financial Support

The Department of Psychology makes every effort to obtain financial support for graduate students, to the extent that funds are available. Sources of funds include: departmental teaching and research apprenticeships and departmentally arranged support from outside sources such as grants. Funds will be distributed across students in an equitable manner. However, since sources of funds are often limited, financial support cannot be guaranteed to all students, regardless of year in the program or excellence of performance.

Full-time graduate assistants are eligible to receive tuition waivers for part of their tuition costs. Tuition waiver monies are used to assist graduate students to progress toward their degrees. Both in-state and out-of-state tuition waivers are available. Full-time accepted graduate assistants are eligible to receive tuition waivers for part of their tuition costs. The maximum amount of the tuition waiver is based on the matriculation fees and/or non-resident fee for the semester of the award. Part-time and non-degree seeking (post-baccalaureate or Certificate) students are not eligible to receive tuition waivers.

Tuition waivers are intended for full time students in good standing with a graduate GPA of 3.0 or higher. The student must be employed as a GTA, GRA or GA for at least 10 hours/week (.25 FTE) on average, or receiving a fellowship that includes tuition support. Please refer to the current Graduate Catalog for additional rules and stipulations of tuition waivers.

<http://www.graduate.ucf.edu/CurrentGradCatalog/content/Financial/index.cfm#Graduate%20Tuition%20Support>

In addition to assistantships, graduate students may be eligible for fellowships, awards, loans, and work/study programs. Students should consult the Graduate Catalog or UCF financial aid office, <http://finaid.ucf.edu> for descriptions and requirements of graduate financial support.

Full time is considered 9 credits per semester for usual time and 3 credits in the dissertation period in the Psychology Department. However, it is individual student's responsibility to check the required units to retain any financial aids.

International Students

Several types of employment are available to international students, including on-campus employment. For more information about the types of employment available to international students, and the requirements and restrictions based in visa-type, please see the International Services Center's website: <http://www.intl.ucf.edu>

Assistantships and Tuition Waivers

For complete information about university assistantship and tuition waivers, please see the UCF Graduate Catalog: <http://www.graduate.ucf.edu/currentGradCatalog/> > Financial Information

To be employed and to maintain employment in a graduate position, the student must be enrolled full time and meet all of the training requirements and/or conditions of employment.

To be awarded and continue receipt of a tuition waiver, the student must be enrolled full time and either employed in a graduate position (GTA, GRA, GA), receiving a University fellowship.

Doctoral students can be offered tuition support for a maximum of twelve semesters (for doctoral student beyond the master's degree) or fifteen semesters (for doctoral students without a master's degree).

Students can apply for assistantships and tuition support every year, but priority is given to incoming students, international students (who have more restrictions on their employment), and second year students. After the first year, no waivers will be given for out-of-state tuition (with the exception of international students). Students are strongly encouraged to apply for in-state residency as soon as they move to the area. After the second year, students should be marketable for discipline-related employment on individual faculty member contracts and grants, internships, and other part-time outside employment. Develop your curriculum vitae and resume now, update it regularly, and start seeking outside employment starting year 3 of the program. If a departmental assistantship is desired beyond the second year, make your desire known when asked. If there are opportunities for third-year students or beyond, they will be distributed in year priority (with newer students having the highest priority).

GTA Training Requirements

If the student is hired in the position of Graduate Teaching Associate, Assistant or Graders, there are training requirements that must be met in order for the contract to be processed. Associates and Assistants must complete a minimum two-day training and an online legal module. Associates must also have completed at least 18 hours of graduate courses in the discipline they will be teaching. Students who are employed as Graders are required to complete the online legal module. These services are offered by the Faculty Center for Teaching and Learning (FCTL) and more information can be found at the following website: <http://www.fctl.ucf.edu> > Events > GTA Programs

International students who will be hired in GTA positions must be proficient at speaking English. This is determined by successfully passing the SPEAK test. This test (also known as the Oral Proficiency Exam) is administered by the Center for Multicultural and Multilingual Services (CMMS). For international student to register for or inquire about the SPEAK examination, please visit:
<http://www.graduate.ucf.edu/pagegen/index.cfm?PageID=160>

GTA Performance Appraisal

At the completion of each semester the student is employed as a GTA, the student's performance will be evaluated by the faculty advisor. These assessments will be used to review strengths and weaknesses in the student's performance in preparation for future employment.

XI. Miscellaneous

- a. **Stay aware!** Graduate students need to be independent and self-reliant. Expect lots of rules, forms, and deadlines that the department may have no influence over. Please do not expect your advisor, the program director, or the program assistant to remind you of missed forms, unfilled requirements, errors in your record, etc. By the time it comes across our desks, it may be too late. Please be vigilant, proactive, and constantly alert.
- b. **Check email.** Graduate students are expected to check email daily. Moreover, they are expected to alert their advisor, program assistant, and program director when their email address changes. Many important program-related messages come through email. Don't ignore "group" messages.
- c. **Be familiar with UCF's policies.** Read the UCF Golden Rule, the Graduate Orientation materials, and the Graduate Catalog. When questions arise, consult these resources first. When answers can't be found, then come to your advisor, the program director, or the program assistant.
- d. **UCF is Growing and Changing.** Expect that things will change. You may see a different program director while you are here, as the Program Director position changes every 3 years. Graduate Studies changes their policies. The Department changes its policies. Our program changes. This is part of "Stay aware!"
- e. **Interactions with faculty, staff, and other students**
 - i. Attend class – every class – and be fully prepared. This is a minimum expectation. If you have an emergency and need to miss class, contact your professor (or the program director, if you cannot reach your professor) to discuss prior to missing class.
 - ii. Do not spread rumors. When you hear a rumor about our program, come to the program director immediately to discuss.
 - iii. Treat every interaction with professors, student colleagues, and staff members as if you are on a job interview. Your career depends on it. In a lot of ways, you are on a job interview every day. I can't emphasize this enough. Moreover, every interaction that you have with people at UCF (e.g., Psychology Department, Management Department, Graduate Studies, COS, etc.) and every interaction that you have with people in our field (e.g., emails with prospective students, etc.) affects our program and, ultimately, the quality of your degree. Always keep that in mind.
- f. **Professional Activities**
 - i. Every student is expected to participate in research from the start of the program until graduation.
 - ii. Expect to attend and participate in department colloquia, brown bags, interviews with prospective faculty, new student visits, etc.
 - iii. Expect to start becoming active in our field and at our university. There are a variety of ways that you can become involved, for example:
 1. join the HFES Student Chapter
 2. attend, present, and/or volunteer at conferences
 3. get involved in opportunities to bring speakers and conferences to Orlando
 4. participate in department-, college-, and university-wide research forums, student competitions, etc.

As a doctoral student, you are a professional colleague. You are expected to start contributing to professional activities and you are expected to act in a professional manner at all times. You are no longer on the outside looking in. Take advantage of all the ways you are welcomed into the profession. Attend workshops. Attend thesis and dissertation defenses. Attend conferences. Join organizations. Enjoy our field!!!!

Also, be careful to balance your service obligations with your course and research obligations. The difference between undergraduate coursework and graduate coursework is so great that it is very common to feel completely overwhelmed. Plan for that. You may have written your papers in one marathon session or crammed the night before an exam—now you won't be able to do that. You'll worry that not only do you not know things; you don't know what you don't know. The bad news: you're right! The good news: we'll all help you. You have what it takes to succeed or we wouldn't have admitted you. Just prepare to work hard, listen to advice, and use resources that are available.

Student Support Services

The University of Central Florida, as a major research institution with over 36,000 students, provides a broad array of support services for its students. Information concerning these services is provided in publications such as the Graduate Catalog and the UCF website (<http://www.ucf.edu/current/index.html>). In addition to the library and computing services, the University offers various services that promote students' social, physical, psychological, and recreational well-being. Examples of programs offered by the University of Central Florida include:

- The *Student Health Center* provides medical services for the diagnosis and treatment of most illnesses and injuries. Basic services also include: allergy injections, blood pressure screening, consult-a-nurse services, immunizations, laboratory services, radiological services, pharmacy, post-injury care, referrals, physical exams, surgery (minor), and women's and men's clinics.
- The *Recreation and Wellness Center* offers cardiovascular training equipment, weight circuits, free weights, and a group aerobics room. Additional student facilities include an outdoor pool, sand volleyball courts, a disc golf course, softball fields, the Lake Claire recreation area (picnic facilities, watercraft, nature trail) and a variety of multipurpose fields.
- The office of *Student Legal Services* provides qualified students with legal counseling and court representation in certain cases. Staff attorneys interview each client individually to advise in the areas of law that concern the student. Cases not covered by the program are referred to appropriate agencies or private attorneys through a lawyer referral service.
- The *University of Central/ Florida Dispute Resolution Services* provides mediation services to students to facilitate a workable solution that benefits all participants (e.g., roommates, couples, classmates, student, student-faculty, student-staff, student co-workers).
- The *Student Academic Resource Center* provides students with resources related to succeeding at the University such as workshops concerning study skills.
- The *Office of Evening and Weekend Studies* provides students with services such as student advocacy and assistance, information on campus and community resources, university and community referrals, pre-enrollment assistance, and registration assistance.
- The *Barbara Ying Center* serves international students and scholars and provides a social, cultural and intellectual focus for many university and community activities. Additional services include immigration counseling, international admission processing, and general advise and assistance relevant to international students attending UCF.
- The *University Counseling and Testing Center* provides counseling (individual, group, crisis), testing, and consultation services that are available to all UCF students.
- The *Multicultural Academic and Support Services* provides comprehensive and academic support, cultural enrichment, consultation, and referral services that promote the recruitment, admission, retention, and graduation of African American, Hispanic American, Asian American, and Native American students.
- The *Career Resource Center* offers comprehensive services geared to providing students with the skills, resources, and knowledge concerning establishing careers after graduation.
- The *Office of Student Financial Assistance* provides students with information and assistance pertaining to available scholarships, grants, loans, and other sources of financial assistance available through the University.

XII. Forms and Procedures

Included below is information about several forms that will be useful while completing the coursework. In addition to websites where the forms can be found, procedures for filing each of these forms are also outlined.

Each of these forms can be found on the following websites:

Division of Graduate Studies Website: <http://www.graduatestudies.ucf.edu/formsnfiles>

College Graduate Website: <http://graduate.cos.ucf.edu/COSStudentForms.html>

Transfer Request Form

In order for transfer courses to be requested for use in a UCF degree, the official transcripts from the institution where the courses were taken must be sent to UCF's Division of Graduate Studies. In addition to the form, supporting documentation from the program must include a memo that gives approval for courses to be transferred and where credit should be applied in Program of Study.

Traveling Scholar Form

If a student would like to request permission to enroll in a graduate course at another institution, this form must be submitted to the College of Sciences Director of Graduate Services prior to the start of classes for the semester of enrollment. Once the coursework is completed, official transcripts from the institution where the courses were taken must be sent to UCF's Division of Graduate Studies.

Time Conflict (*College Form*)

If a registration attempt results in a time conflict between two courses, in order for the student to be registered, this form must be completed. This form accompanies the override of the course they are into which they are unable to register. This form is submitted to the COS Director of Graduate Services for approval and course enrollment.

Dissertation Committee Approval Form (*College Form*)

Dissertation committees must be in place and approved by the Graduate Program Coordinator, the Department Chair/Director, and the COS Associate Dean of Graduate Studies prior to a student's enrollment into Dissertation Research (PSY 7980)

Committee Composition:

- Chair (Requirements: regular* department faculty, terminal degree)
- Minimum of four committee members (Requirements: terminal degree or appropriate discipline recognition)
- At least three must be regular* faculty in student's department
- At least one must be from outside the student's department
- Majority UCF faculty
 - Regular department faculty are tenured or tenure earning faculty or research faculty with permanent appointments; and can include joint appointments but not courtesy joint appointments

Graduate Petition Form

Requests for exceptions to college or university policies are made by petition. The petition process includes both student and program required documentation prior to its receipt in the COS Graduate Office.

- In addition to the Graduate Petition Form, the student must supply their program with a clear statement of what exactly is being requested, why it is being petitioned and rationale for support
- If approved, the program supplies an additional letter of support and forwards the request to the COS Director of Graduate Services who reviews and submits to the COS Associate Dean for Graduate Studies
- If approved, the college supplies an additional letter of support and forwards the request to the UCF Graduate Council Subcommittee for Policy and Appeals

If at any point the petition is denied, the student is given the option of having the petition considered at the next level; however, the Graduate Council provides the final decision regarding petitions. Denials at any level are accompanied with a written explanation.

Graduate Student Intent to Graduate Form

Intents to Graduate must be filed by the end of registration add/drop in the semester that the student is intending to graduate.

The Graduate Advisor/Coordinator confirms potential completion of degree by confirming program/plan, checking audit (making any revisions) and signing the form. The audit (with needed corrections, if any) and form are forwarded to the COS Director of Graduate Services who verifies potential completion.

Note: If the audit does not show that all requirements may be met by the end of the intended term, the form will not be processed.

Students must also schedule a 10-15 minute graduation review appointment with the COS Graduate Studies Director or COS Coordinator if Director not available.

Students should e-mail to request a 10 to 15 minute appointment with Teresa Wilkerson. If she is not available, appointment will be with Sabrina Kalish.

E-mail: cosgrad@mail.ucf.edu

Approved forms are forwarded to the Division of Graduate Studies for processing and notification is sent to the Registrar's office that the student is intending to graduate. If it is determined that the student will not graduate, the COS Director of Graduate Services should be notified. The student will need to re-file their intent for the next semester they intend to complete the degree. Final certification is completed after grades have been released for the semester, and final transcripts are normally available about three to four weeks after certification.

XIII. Additional Student Resources

UCF Graduate Catalog <http://www.graduate.ucf.edu/catalog>
COS Graduate Website for Students <http://graduate.cos.ucf.edu>
UCF Graduate Website for Students <http://www.graduate.ucf.edu>
Academic Calendar: http://www.ucf.edu/info/acad_calendar.php
Library <http://library.ucf.edu/>
Graduate Student Association <http://www.gsa.graduate.ucf.edu/>
University Writing Center <http://www.uwc.ucf.edu/>
The Counseling Center <http://counseling.sdes.ucf.edu/>

Contact Information

Edward Rinalducci, PhD
Director and Professor,
PhD Program in Applied Experimental & Human Factors Psychology
Phone: (407) 823-5860
E-mail: erinaldu@pegasus.cc.ucf.edu

Lisa Mindak
Program Assistant
Phone: (407) 823-2458
E-mail: lmindak@mail.ucf.edu

College of Sciences Academic Services - Graduate Office
Phone: (407) 823-6131
E-mail: cosgrad@mail.ucf.edu

Michael Johnson
Associate Dean
Phone: (407) 823-3491
E-mail: mjohnson@mail.ucf.edu

Teresa Dorman
Director of Graduate Services
COSAS
Phone: (407) 823-6131
E-mail: tdorman@mail.ucf.edu

Sabrina Kalish
Coordinator of Graduate Services
COSAS
Phone: (407) 823-6131
E-mail: skalish@mail.ucf.edu