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Program Goals and Mission

The faculty and students in the doctoral Program in Industrial and Organizational Psychology are committed to learning, developing, applying and teaching new knowledge about psychology in the workplace. Students are prepared to use scientific methods in their research, teaching, and applied work regarding individual, group, and organizational behavior.

The goals of the graduate program in Industrial and Organizational (I/O) Psychology at Central Michigan University are to:

1. To promote I/O Psychology as a science and method for advancing the effectiveness and well-being of people and organizations.
2. To prepare I/O psychologists whose research, teaching and applied work is primarily informed by current scientific theory, research, and methods.
3. To prepare I/O psychologists who are knowledgeable about ethics and use ethical reasoning in their research, teaching, and applied work.
4. To prepare I/O psychologists who respect the dignity and worth of all people.
5. To develop and publicize new knowledge.
6. To stimulate enthusiasm for the field of I/O psychology among undergraduates through high expectations and excellent teaching.

The Department of Psychology offers a full-time on-campus Ph.D. and terminal M.A. in Industrial and Organizational (I/O) Psychology. The Ph.D. prepares students for careers in research, university, or business settings. The M.A. is oriented towards training students for careers in business, government, consulting, or going on to Ph.D. programs. Graduates of the programs are typically involved in research and in the planning, design, implementation, and evaluation of psychological programs in organizations. Examples of such programs include: employee selection, performance appraisal, training, management of occupational stress, employee surveys, job and organizational design, and organizational change and development.

I/O Core Faculty


I/O Affiliated Faculty


**Kyunghee Han**, Ph.D., University of Minnesota, 1993. Scientific study of culture, quantitative methods, psychological test/-scale development and evaluation. Website: [http://www.cmich.edu/chsbs/x23927.xml](http://www.cmich.edu/chsbs/x23927.xml).

**Carl Johnson**, Ph.D., Michigan State University, 1979. Sleep disorders, applied behavioral analysis, and organizational behavior management. Website: [http://www.cmich.edu/chsbs/x23944.xml](http://www.cmich.edu/chsbs/x23944.xml).

**Stuart Quirk**, Ph.D., Case Western Reserve University, 1999. Emotional processes, personality disorders, and assessment. Website: [http://www.cmich.edu/chsbs/x23905.xml](http://www.cmich.edu/chsbs/x23905.xml).

Deferred Admission

Newly admitted students may petition the Admissions Committee for deferred admission. Granting deferred admission is at the discretion of the Admissions Committee. However, deferred admission is normally granted for no more than 12 months from the original matriculation date.

Policy on Degree Time Limits

It is the Program’s policy that all course requirements for M.A. and Ph.D. degrees be completed within seven years after matriculation. See the Graduate Bulletin for details at [https://bulletins.cmich.edu/](https://bulletins.cmich.edu/).

Financial Aid

Financial Aid is available to Graduate Students in the Psychology Department. (Note: Master’s out-of-state students receiving a fellowship or an assistantship will only be granted in-state tuition for the academic year they have the fellowship or assistantship. Doctoral out-of-state students receiving a fellowship or assistantship will receive in-state tuition rates for the duration of their studies.)

Types of Financial Aid

A. Fellowship
Fellowships are awarded on the basis of past academic accomplishments and, thus on one’s promise as a scholar. The fellowship provides the student with a stipend to use for living expenses so that the student can concentrate on academic pursuits. **Students in the I/O program who are awarded fellowships are expected to hold no other jobs while receiving fellowship monies. They are expected to concentrate their energies on their academic work and research activities as an apprentice with a professor on a research project.**

1. **Doctoral Research Fellowships** includes a 24 credit hour tuition waiver and a stipend of $12,850 for the 2011-2012 academic year.

2. **Master’s Research Fellowships** includes a 24 credit hour tuition waiver and a stipend of $10,500 for the 2011-2012 academic year.

3. **King/Chavez/Parks (KCP) Fellowships** is available for minority students in the Master’s and Doctoral programs and is administrated by The College of Graduate Studies. The Master’s fellowship covers all hours of tuition required for the particular program of study and provides a 2-year stipend. The Doctoral fellowship covers all hours of tuition required for the particular program of study and provides a 4-year stipend. They are available to minority students who are enrolled in and committed to completing a master’s or doctoral program. Another stipulation is that the KCP Fellowship recipient must work as tenure-track faculty member in an institution of higher education in Michigan for three years after receiving his or her doctorate.

**B. Assistantships**

The Psychology Department’s Graduate Assistantships (GA’s) are primarily used for research and teaching. GA’s are either full-time or part-time and receive a stipend with a variable tuition waiver up to 20 hours that must be taken during the academic year of the assistantship. For the 2011-2012 academic year, stipends and tuition waiver are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Full-time stipend and tuition waiver</th>
<th>Part-time stipend and tuition waiver</th>
</tr>
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<tbody>
<tr>
<td>Doctoral GA stipend</td>
<td>$12,850 &amp; 20 cr. hrs.</td>
<td>$6,425 &amp; 20 cr. hrs.</td>
</tr>
<tr>
<td>Master’s GA stipend</td>
<td>$10,500 &amp; 20 cr. hrs.</td>
<td>$5,250 &amp; 10 cr. hrs.</td>
</tr>
</tbody>
</table>

**Expectations for Assistantships:** An Assistantship is like any other job. The assistant must perform satisfactorily—that is, in line with his or her supervisor’s expectations—or the assistantship will be revoked.

GA’s typically work for a professor in the department to assist him or her with research, course preparation, or teach an undergraduate course. Traditionally, the department’s Executive Committee assigns GA positions to professors to support instructional programs.

**C. Professor Grants and Contracts**

Professors sometimes get research grants or consulting contracts. Most of the time they budget for graduate student assistants. Thus, students can earn money and often 10 to 20 hours of tuition by being assigned to professors who have grants and contracts.

**D. Outside Grants and Student Loans**
Foundations and government agencies often have grant programs for which I/O students may compete. Some of these can be quite generous. You can check The College of Graduate Studies and the Office of Research and Sponsored Programs for leads on grants.

Students may also get student loans at favorable terms. You can check into student loans at your local bank or at the Scholarships & Financial Aid Office. Tuition and living expenses at CMU are low compared to many universities. Thus, a modest loan may get you through graduate school at CMU. This is a good investment because graduates of the program can usually pay the loan back quickly and easily.

**Financial Aid Decision Process**

A. Purposes of Financial Aid

Financial aid to graduate students serves four purposes. It helps the I/O Program recruit new students. It provides a means of financial support to students so that they can concentrate on their studies while they are in graduate school. It provides an incentive for students to make satisfactory progress in the program. And it provides the opportunity for students to apprentice themselves to professors to learn about teaching and research.

B. Funding Students in the I/O Program

1. Assistantships are allocated first to doctoral students. The reason for this is that the doctoral degree takes about five years to complete, while the M.A. can be completed in about two years. Thus doctoral students usually have at least three more years of graduate school than M.A. students. The financial hardship to doctoral students is greatest. M.A. students are, however, eligible for assistantships and are considered after doctoral students have been awarded assistantships. In the past, a number of I/O M.A. students have received assistantships.

2. First and second year graduate students have priority over advanced students. There are three reasons for this. First, we use financial aid to recruit new students. Second and most importantly, first-and second-year students are less aware of, and have less opportunity, than advanced students for generating income locally. Advanced students have had more time to learn the system and develop connections, and because they have become highly skilled technically, they tend to be in a better position to find relevant part-time work opportunities.

3. Financial aid awards to first-year students are made on the basis of their academic track records. Thus, students with the strongest academic records are offered fellowships. After fellowships, the Admissions Committee offers doctoral students GA’s or puts them on the waiting list for financial aid.

4. Doctoral fellowships and assistantships given to second-year or advanced students are awarded on the basis of graduate grades and satisfactory progress in the program.

5. To be considered a high priority for financial aid, students must be making satisfactory progress in the program. If a student is not making satisfactory progress in the program, he or she will be given a low priority for financial aid.

Satisfactory progress as of March 30 of every year is defined as follows:
a. 1st year students – B or better in all courses; no incompletes (unless due to family emergencies or illness); evidence of regular involvement in research.

b. 2nd year students – same as above; plus approved M.A. thesis proposal.

c. 3rd year students – same as above; M.A. thesis finished; comprehensive exams finished.

d. Good work record as GA or Fellow, if appropriate.

Program Requirements

Please see the Graduate Bulletin for program requirements or visit this link: http://www.cmich.edu/academics/graduate_studies/Documents/Grad%20Bulletin.pdf

Comprehensive Examinations

The purpose of the comprehensive exams is to allow doctoral students either to demonstrate broad knowledge in I/O Psychology or competence in a specialized area.

The comprehensive format is open and is worked out between the student and two I/O program faculty members, who serve as the student’s comprehensive exam committee. Typically, the comprehensive involves either:

A. An exam in which the student is responsible for a broad range of knowledge in I/O psychology.

OR

B. An extensive review paper on an I/O psychology topic (that also involves broader questions posed by I/O psychology faculty). This review paper should resemble an article published in Psychological Bulletin.

Students can take comprehensives after they have completed 45 hours of course work with a grade of B or better in each course and have completed their M.A. thesis.

Ph.D. students must pass their comprehensive examinations to become a doctoral candidate in the program.
Milestones in Completing Degrees

All forms are available from either The College of Graduate Studies website [www.cmich.edu/x27987.xml](http://www.cmich.edu/x27987.xml) or from the Program Secretary, Sloan 139. All forms must be returned to the Program Secretary. Once all the signatures have been obtained, the form(s) will be forwarded to The College of Graduate Studies.

M.A. Degree

<table>
<thead>
<tr>
<th>Year &amp; Semester</th>
<th>Milestones</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Fall</td>
<td></td>
<td></td>
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</table>
| 1 Spring        | ● Begin M.A. Thesis Proposal  
                  ● Print Guidelines for the Preparation of Theses, Doctoral Projects, and Dissertations at [www.cmich.edu/x27987.xml](http://www.cmich.edu/x27987.xml). |           |
| 1 Summer        | ● Work on Thesis  
                  ● Complete and submit Prospectus form |           |
| 2 Fall          | ● M.A. Thesis Proposal Approved  
                  ● By the End of the Semester: Complete and submit Authorization of Degree Program-Graduate form |           |
| 2 Spring        | ● Complete M.A. Thesis  

Ph.D. Degree

For year 1 and 2 milestones, reference M.A. Degree milestones.

<table>
<thead>
<tr>
<th>Year &amp; Semester</th>
<th>Milestones</th>
<th>Completed</th>
</tr>
</thead>
</table>
| 3 Fall          | ● Begin Dissertation Proposal  
                  ● Print Guidelines for the Preparation of Theses, Doctoral Project, and Dissertations at [http://www.cmich.edu/x27987.xml](http://www.cmich.edu/x27987.xml) |           |
| 3 Spring        | ● Comprehensive Exams |           |
| 3 Summer        | ● Work on Dissertation  
                  ● Complete and submit Prospectus form. |           |
| 4 Fall          | ● Dissertation Proposal Approved  
                  ● By the End of the Semester: Complete and submit Authorization of Degree Program-Doctoral form. |           |
| 4 Spring        | ● Complete Doctoral Dissertation  
| 4 Summer        | Extra time to complete doctoral dissertation, if necessary. |           |
Course Schedule Examples

Exact schedules vary based on student interest, faculty advising, and department offerings. (M.A.-a grade lower than a C will not count towards your degree; Ph.D.-a grade lower than a B will not count towards your degree.) See the Graduate Bulletin for details at https://bulletins.cmich.edu/ for course descriptions.

| COURSE SCHEDULE EXAMPLES |
|---------------------------|---------------------------|
| **YEAR 1**                |                           |
|                            | **Semester**              | **M.A.**                        | **Ph.D.**                                |
|                            | Fall                      | PSY 535 - Organizational Psychology | PSY 550 - Organizational Psychology       |
|                            |                           | PSY 536 - Personnel Psychology    | PSY 536 - Personnel Psychology            |
|                            |                           | PSY 612 - Applied Multiple Regression and Correlation or PSY 511 - Statistics in Psychology | PSY 612 - Applied Multiple Regression and Correlation or PSY 511 - Statistics in Psychology |
|                            | Spring                    | PSY 510 - Principles of Psychological Measurement | PSY 510 - Principles of Psychological Measurement |
|                            |                           | PSY 636 - Organizational Applications of Personnel Psychology | PSY 538 - Occupational Health Psychology |
|                            |                           | PSY 736 - Strategies for Intervention in Social Systems or PSY 537 - Organizational Behavior Management or PSY 638 – Occupational Health Psychologylective or other PSY elective | PSY 736 - Strategies for Intervention in Social Systems |
|                            | Summer                    | PSY 798 - Thesis Elective         | PSY 798 - Thesis Elective                 |
|                            |                           | PSY 798 - Thesis Elective         | PSY 798 - Thesis Elective                 |
|                            | **YEAR 2**                |                                  |                                          |
|                            | Fall                      | Foundation Course                | Foundation Course                        |
|                            |                           | PSY 737 - Seminar in I/O Psychology or thesis or other PSY elective | PSY 737 - Seminar in I/O Psychology or elective |
|                            |                           | PSY 790 - Practicum              | PSY 736 - Strategies for Intervention in Social Systems |
|                            |                           | PSY 736 Strategies for Interventions in Social Systems | PSY 790 - Practicum |
|                            | Spring                    | PSY 611 - Research Design        | PSY 611 - Research Design                |
|                            |                           | PSY 791 - Practicum              | PSY 791 - Practicum                      |
|                            |                           | PSY 798 - Thesis                 | PSY 798 - Thesis                         |
|                            |                           | Elective (PSY 630 - Advanced Social PSY) | Elective (PSY 630 - Advanced Social PSY) |
|                            | Summer                    | PSY 798 Thesis – if necessary    | PSY 798 Thesis (if necessary) or Electives |
|                            |                           | PSY 798 Thesis (if necessary)    | PSY 798 Thesis (if necessary) or Electives |
|                            | **YEAR 3**                |                                  |                                          |
|                            | Fall                      | Foundation Course                |                                          |
|                            |                           | PSY 737 - Seminar in I/O Psychology Elective (e.g., PSY 538-Occupational Health PSY) |                                          |
|                            | Spring                    | PSY 898 - Doctoral Dissertation: Design or Elective |                                          |
|                            |                           | PSY 737 - Seminar in I/O Psychology or Elective |                                          |
|                            |                           | PSY 613 - Multivariate and Correlational Methods |                                          |
|                            | Summer                    | Electives                        |                                          |
|                            | **YEAR 4**                |                                  |                                          |
|                            | Fall                      | PSY 898 or 899 - Doctoral Dissertation: Design or Implementation |                                          |
|                            | Spring                    | PSY 899 - Doctoral Dissertation: Implementation |                                          |
Internships

An internship should be limited to three (3) months over the summer, and the student is expected to work full time on his or her internship. Longer internships or internships during the school year are not recommended. The director approves the internship site and the timeframe for the internship. Before accepting a job for an internship, the student should talk with the director and describe potential sites and job responsibilities. The director and the potential supervisor should confer before the student accepts the internship placement.

Registration for Classes

Students are encouraged to register for classes during Phase I registration to ensure course requests can be honored. The Psychology Department has no obligation to honor course requests when students fail to preregister and classes are full. In order to add a class after it has reached capacity enrollment, the department requires written permission from that instructor.

Requirements for Satisfactory Progress

Below are the criteria for satisfactory progress in the program. Students who do not meet these criteria may be dismissed from the program. Criteria for financial aid are similar but not identical; therefore, students should refer to the section on financial aid in the Graduate Bulletin to determine the criteria considered for awarding financial aid. [https://bulletins.cmich.edu/](https://bulletins.cmich.edu/).

Full-time Status

A. Ph.D. students must take at least six credit hours per semester (fall and spring) on campus for their first three years in the program. M.A. students must do the same for their first two years.

Year in the program is determined as follows:

1. The year a student enters the program (M.A or Ph.D.) his or her initial classification of “year in program” will be determined by the sequence of courses he or she takes that year and by judgment based on previous graduate level course work.

   Example 1: A student who takes 535, 536, 636, his or her initial year in the program would be considered a first year student that year.

   Example 2: A student who took the first year sequence as a special student, and then applied to the doctoral program and was admitted. In his or her initial year in the doctoral program, he or she took 790. That person would be considered a second year student (even though it was his or her first official year in the doctoral program).

2. After the initial classification has been made by course sequence, classifications for the following years are determined by yearly chronology.

   Example 1: A student was initially classified as a first year student will be considered (regardless of his or her course progress) a second year student.

B. If a student takes only six hours during the fall and six hours during the spring semester, he or she should also take 3-6 hours on campus during the summer semester in order to make satisfactory progress.
Grades of B or better

A. M.A. Students should earn a B or better in all psychology course and have no grade lower than a C; doctoral students must earn a B or better in all courses.¹

B. All students must have a cumulative grade point average of a B (3.0) or better.

Adequate progress towards degree

A. Students need to demonstrate that they are making adequate progress toward their degree. This demonstrated by progressing according to the schedules described on page 12.

Dismissal

Failure to maintain satisfactory progress, ethical violations, and other inappropriate behaviors (e.g., plagiarism, destructive interpersonal relationships) will lead to action by the I/O Psychology Program faculty. Depending on the nature of the offense, actions might range from letters of warning to dismissal. Dismissing a student from the I/O Program is an extraordinary action and only happens after the student has been give clear feedback about the difficulties and had an opportunity to remedy the problem. Students always have the right to be heard and appeal disciplinary actions.

Continuous Registration

Any on-campus student who has completed all academic course work except the final project (Plan B project or internship, thesis, dissertation, doctoral project) must be enrolled in at least one CMU graduate credit hour each fall and spring semester until graduation (summer sessions as well if summer course work is normally required in the program). The Continuing Registration for Final Research Project within the student's home department can fulfill this one credit hour requirement. If, after all academic course work except the final project is completed, a student does not enroll each semester (and summer, where appropriate) until graduation, the student must enroll retroactively for each missed semester (and summer, where appropriate) once s/he returns to complete the project. A student can request a leave of absence by submitting a Leave of Absence Request form to the College of Graduate Studies; if approved, continuous registration will be waived during the approved leave period. Regardless of whether the student has a leave of absence, the student must still complete the degree within the time-to-degree limitations set forth under the degree requirements presented under Duration of Admission Status in this Bulletin (see index). See the Graduate Bulletin for details at https://bulletins.cmich.edu/.

Leave of Absence

Requests for a leave of absence from the program must be submitted in writing to the Director. The rationale for the leave and the length of time being requested should be specified. Permission for a leave of absence requires approval from the Director. Students should be aware that the seven-year-limit for completing program requirements typically remains in effect even when a leave of absence is approved.

¹For master’s students, any grade lower than a C will not count towards their degree; for doctoral students, any grade lower than a B will not count towards their degree.
**Thesis and Dissertation Committees**

Thesis and dissertation committees must consist of at least three members. The chair must be an I/O faculty member. The first committee member must be from the Psychology Department, and the second committee member may be from the Psychology Department and must have graduate faculty status.

**Thesis and Dissertation Proposal**

A Prospectus for Theses and Dissertations must be completed to begin research on a thesis or dissertation. Students must complete the following steps for their prospectus forms:

1. Email thesis/dissertation committee members to schedule prospectus meeting.
2. Email Program Secretary to schedule a room with date and time of prospectus.
3. Pick up Prospectus and IRB form from Program Secretary.
4. Complete Prospectus form prior to proposal meeting and get committee members signature at proposal meeting. A copy of the abstract must be turned in with the form.
5. Bring completed Prospectus form and IRB application to Program Secretary, who will hold the forms until you receive IRB approval email.
6. Forward IRB approval email to Program Secretary. Once, IRB approval is received, Program Secretary will get the required signatures, and forward to the College of Graduate Studies.

Students may not enroll for more than three thesis or dissertation credits until the project prospectus has been approved by the department and the College of Graduate Studies and the College of Graduate Studies has verified the composition of the student’s committee. The *Graduate Bulletin* ([https://bulletins.cmich.edu/](https://bulletins.cmich.edu/)) outlines all University policies relating to theses/dissertations.

**Dissertation Research Support**

The College of Graduate Studies provides small grants, up to a maximum of $1,500, for dissertation-related costs such as photocopying, travel, supplies, etc. (wages cannot be covered). Students who have had their dissertation prospectus approved by their dissertation committee are eligible to apply for this support; recipients are selected on the basis of proposals reviewed by the Dissertation Support Selection Committee.
Part-Time and Off-Campus Faculty

Individuals who apply to teach I/O courses on a part-time basis, either on or off-campus must be approved by the I/O Program faculty. Those who wish to be considered to teach graduate level (500 or above) courses in the I/O Psychology should meet the following criteria:

1. A Ph.D. in I/O Psychology or closely related field.
2. Recent teaching experience, particularly in the area he or she wants to teach.
3. Evidence of teaching competence.
4. Evidence of recent and ongoing scholarly activity (i.e., publishing). Successful candidates’ research records should be equal to the records of candidates that would be on our “short list” for a full-time tenure track position on campus.

Graduation Commencement Ceremony

Students must complete and submit “Graduation Application” to the College of Graduate Studies, Foust 100. Doctoral students must also complete and submit an “Admission to Candidacy for Doctoral Degree” form to the Program Secretary who will then forward to the College of Graduate Studies before they can graduate. Students must finish all requirements for their degrees before they can participate in graduation ceremonies.

Academic Integrity Policy

Because academic integrity and ethical behavior are vital to an academic environment and to the development of qualified psychologists, graduate students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in psychology. In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of his/her own efforts and must be consistent with appropriate standards or professional ethics. Academic dishonesty, which includes plagiarism, cheating and other forms of dishonest behavior, is prohibited. Ethical standards, as articulated in the standards of the American Psychological Association and American Psychological Society, must be observed by all graduate students. Allegations of academic dishonesty or unethical behavior will be handled according to the policies given here. Appeals of decisions are processed according to the policies set forth in the “Academic Integrity Policy for Graduate Students,” which is published in the Graduate Bulletin. Although no specific timelines are included in this policy, it is understood that matters should be handled expeditiously.

1. In cases where an instructor, supervisor, or fellow student believes a student has demonstrated academic dishonesty or professionally unethical behavior, the instructor, supervisor, or fellow student should report the incident to the Program Director.

2. The Program Director will discuss the allegation(s) with the person(s) making them. If the Program Director believes that there is evidence to support the allegation(s), the Director will notify the student of the charges, in writing.
3. In the letter to the student, (s)he will be told the allegation(s) and told that the Program faculty will be asked to review the allegation(s), look at the evidence, and determine what, if any, sanctions should be issued. The student will be offered the opportunity to admit to the violations, remain silent, meet with the committee to share his/her perceptions of the incident, or submit a written rebuttal to the charges. The student will be given a response deadline, at least two weeks in the future.

4. The Program faculty will review allegation(s) of academic dishonesty or unethical behavior. In any case where a member of the Program faculty made the original allegation(s), the faculty member will be excluded from judging the particular case.

5. If the student elects to meet with the committee to present his/her version of the events under investigation, the student may bring another person (but not a lawyer) to the meeting to provide support and advice.

6. The Faculty’s decision on culpability and appropriate sanctions will be communicated in writing to the department Chairperson. If the student is found not culpable or if sanctions, other than dismissal or suspension from the program, are issued, this will be communicated in writing to the student.

7. If the sanction is dismissal or suspension from the program, the sanction will be communicated through the department Chairperson to the Dean of the College of Graduate Studies who will communicate the decision to the student.

8. If sanctions are issued, committee records will be retained for at least one year.

**Important Contact Information**

Career Services  
Bovee University Center 215  
Phone: (989) 774-3068  
Website: [www.careers.cmich.edu](http://www.careers.cmich.edu)

Counseling Center  
Foust Hall 102  
Phone: (989) 774-3381  
Website: [http://www.cmich.edu/x15383.xml](http://www.cmich.edu/x15383.xml)

Minority Student Services  
Bovee University Center 121  
Phone: (989) 774-3945  
Website: [http://www.diversity.cmich.edu/mss/](http://www.diversity.cmich.edu/mss/)

Student Disability Services  
Park Library 120  
Phone: (989) 774-3018  
Website: [http://www.cmich.edu/student_disability_services.htm](http://www.cmich.edu/student_disability_services.htm)

University Health Services  
Foust Hall  
Phone: (989) 774-6599  
Website: [http://cmich.edu/University_Health_Services.htm](http://cmich.edu/University_Health_Services.htm)
Industrial/Organizational Psychology Association (IOPA)

Students are encouraged to join IOPA. This student organization is active in arranging a speaker series, trips to professional conferences, and social events. The IOPA organization provides a forum for graduate and undergraduate students to learn more about I/O Psychology. Topics of interest include personnel psychology, organizational psychology, EEO, affirmative action, and occupational stress. There is an annual membership fee of $15.

Advisor: Neil Christiansen                        President: Michael Grossenbacher
Phone: (989) 774-6495                            E-mail: gross1m@cmich.edu
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To find more information, visit our website: http://www.chsbs.cmich.edu/iopa/.

Employment

Our students find outstanding employment opportunities coming out of our graduate program. The following list is a sample of recent placements:

I/O Alumni Placements

• Towers Perrin
• Booz, Allen, Hamilton
• California State Polytechnologic University
• Pacific Lutheran University
• SWA Consulting
• Chonnam University
• Sonalysts
• Army Research Institute
• University of Detroit-Mercy
• New York City Department of Education
• Developmental Dimensions International
• University of Tulsa
• Marquette University

Student Placements:

• PeopleAnswers
• Dow Corning
• Dow Chemical
• Pepsico
• Steelcase
• Shaker Consulting

Recent Student Publications and Presentations

Graduate students in Industrial/Organizational Psychology learn applied research techniques for use in work settings. In addition, they are encouraged to work alone or with faculty on research projects that may result in publication or conference presentation. Program students have authored or co-authored about 60 publications and presentations in the last four years. The following are samples.
**Recent Publications (Student Names Bolded)**


**Honts, C., Prewett, M. S., Rahael, J., & Grossenbacher, M.** (in press). The importance of team processes for different team types. *Team Performance Management*.


**Recent Presentations**


Christiansen, N., & Speer, A. (2012). *Establishing the cross-situational convergence of the ability to identify criteria: Consistency and prediction across similar and dissimilar assessment center exercises*. Paper to be presented at the meeting of the Society for Industrial and Organizational Psychology, San Diego, CA.


**Frost, C.,** & **Christiansen, N.** (2012). *Personality-based job fit as a determinant of work success*. Paper to be presented at the meeting of the Society for Industrial and Organizational Psychology, San Diego, CA.

**Frost, C., Christiansen, N., Ragsdale, J., & Rahael, J.** (2012). *Using automated essay scoring to predict personality from work narratives*. Paper to be presented at the meeting of the Society for Industrial and Organizational Psychology, San Diego, CA.


**Frueh, M.,** & **Christiansen, N.** (2012). *Promotabiity and derailment: Are business and interpersonal skills that important?* Paper to be presented at the meeting of the Society for Industrial and Organizational Psychology, San Diego, CA.


**Honts, C., Rahael, J., Grossenbacher, M., & Brown, M.,** & **Prewett, M. S.** (April, 2011). *The importance of team processes for different team types*. Poster presented at the 26th annual conference for the Society for Industrial and Organizational Psychology. Chicago, IL.

**Honts, C., Speer, A.,** & **Christiansen, N.** (2012). *Assessment of personality through behavioral observations in work simulations*. Paper to be presented at the meeting of the Society for Industrial and Organizational Psychology, San Diego, CA.


**Recent Student Theses and Dissertations**

The following section describes some of the recent theses and dissertations completed by CMU I/O Psychology graduate students.

**Theses**


Dissertations


Ragsdale, J. (2011). The role of resources in the weekend recovery process.

Dettmann, J. (2010). Examining the influence of leadership on teams: Leader Characteristics, contextual factors, team processes, and team effectiveness.


Dr. Gary Adams  
University of Wisconsin-Oshkosh  

Dr. Sandra Allen  
Personnel Decisions International  

Dr. Emily Bailey  
Developmental Dimensions International  

Ashwini Bapat  

Mavis Baiden  

Kelly Bost-Chandler  
Houston Fire Department  

Dr. Nathan Bowling  
Wright State University  

Dr. Nathan Brewster  
FedEx Express  

Dr. Melissa Brittain  
Air Force Culture and Language Center  

Sandra (Lancaster) Burgess  
Kent Intermediate School District  

Dr. Gary Burns  
Wright State University  

Dr. Catherine Bush  
Richard DeVos Graduate School of Management  

Todd Claringbold  
Maritz Marketing Research, Inc  

Jim Cvetanovski  
American Society of Employers  

Dr. Guanrong Dai  
Lominger International  

Dr. Beth Demko  
Developmental Dimensions International  

Dr. Geeta D'Souza  
Central Michigan University  

Marylynn Downing  
NOCTI  

Dee Drozd  
Mutual of Omaha  

Jennifer Dunseath  
Framingham State College  

Dr. Tina Elacqua  
LeTourneau University  

Kelley (Schmidt) Eltzroth  
Mid-Michigan Community College  

Dr. Dmitry Erofeev  
Central Michigan University  

Dr. Suzanne Farmer  
Dean Foods, Inc.  

Sonja Faulkner  

Dr. Kristofer Fenlason  
Data Recognition  

Monica Filipkowski  
Dow Chemical Company  

Tim Fisher  
Mitra Imaging  

Kimberly Franek  
MSOP-Moose Lake  

Dr. Thomas Franz  
Naval Training Systems Center  

Dennis Geno, Jr.  
General Motors (GM)  

Papia Ghosh  

Dr. Sharon Glazer  
San Jose State University  

Dr. Kirsten Gobeski  
Booz, Allen, Hamilton  

Dr. David Gudanowski  
PDI Ninth House  

Dr. Doug Haaland  
Nike  

Dr. Stephanie (Morlan) Haaland  

Dr. Curtis Hansen  
Burlington Northern Santa Fe Railways  

Dr. Maria Regina (Alampay) Hechanova  
Ateneo De Manila University
Dr. Deanne Heinisch  
St. Paul Companies

Elizabeth Hendricks

Dr. Jeremy Henson  
Madonna University

Dr. Lana Ivanitskaya  
Central Michigan University

Dr. Jay Janovics  
PreVisor

Dr. Adam Johnson  
Hampton University

Joshua Johnson

Sheri (Chaney) Jones  
Ohio Department of Aging

Dr. James Kauffman  
Developmental Dimensions International

Dr. Heidi Keller-Glaze  
ICF International

Wendy (Vedder) Kjeldbjerg  
Information Resources, Inc.

Dr. Bradford Kruse  
ID Communications, LLC

Dr. Ann Kwak  
Miami Dade College of Justice

Dr. Jeffrey Labrador  
Kenexa

Dr. Sara Langford  
California State Polytechnic University, Pomona

Dr. Stacey (Confer) Lange  
Personnel Board of Jefferson County

Elaine (Stypula) Larson  
National Bank of Detroit

Dr. Kimberly LeGro  
State Farm Insurance

Kai-Guang Liang  
C & D Management Consulting Co., LTD

Bradley Lindeman  
Meager and Geer

Dr. Larissa (Phillips) Linton  
SteelCase, Inc.

Dr. David Lux  
Georgia Pacific Corporation

Roseann (Jacobs) Masotti  
Steelcase/Stowe & Davis

Laura Mattimore  
Proctor and Gamble Co.

Tom McMullen  
Performance Management, Inc.

Kelly (Cleyman) Miller  
Ford Motor Company

Ronald L. Mitchell

Dr. Matthew Monte  
S.C. Johnson Wax

Dr. Matthew Monnot  
Genentech/Pacific Lutheran University

Dr. Vandana Nadig Nair  
CoCoon Consulting

John Obermesik  
Community Mental Health for Central Michigan

Dr. Kirk O'Hara  
Spherion

Jack Olin  
SWA Consulting, Raleigh, North Carolina

Dr. Hyung In Park  
Chonnam University, South Korea

Sharon Pederson  
D.S. Howard and Assoc., Inc.

Brigitte Pfeiffelmann  
University College

Dr. Laura Ann Preston  
Kelly Services

Babette Raabe  
Siemens Water Technologies
Dr. Jennifer Ragsdale  
University of Tulsa

Rick Richard  
RD Worldwide/E3 Staffing, Inc

Dr. Cathlyn K. (McMullin) Roberts-Sommerfield  
Northwestern Michigan College

Renee Rozek

Beth (DeWildt) Schaub  
Pulte Homes

Anne (Glynn) Schlosser  
W.L. Gore & Associates

Raimund Schmolze  
T-Mobile International

Dr. Richard Sheppard, Jr.

Jayson Shoemaker  
3M Corporation

Dr. Brian Siers  
Roosevelt University

Matthew Smith  
Lightspeed Research, Inc.

Wade D. Smith  
Telvista

Jon Snead  
Ferris State University

Dr. Jennifer Spranger  
ThinkWise, Inc.

Dr. Thomas Stetz  
National Imagery & Mapping Agency

Dr. Mahesh Subramony  
Northern Illinois University

Dr. Matthew Such  
First Advantage

Dr. Carol A. (Ryan) Surface  
Best Buy Company, Inc.

Dr. Jean Talaga  
Steelcase, Inc.

Dr. Tara Thorne  
Personnel Decisions Research International (PDRI)

Maria Tinsley

Dr. David Topor  
Corporate College

Dr. Michelle Verquer  
Developmental Dimensions International-Detroit/Southfield Office

Dr. Jennica Webster  
Marquette University

Denise M. Weisbrodt  
Saginaw Valley State University

Dr. Angelique Wetzel  
Sonalytics, Inc

Dr. Penny Weymouth

Dr. Jason Williams

Dr. Shaina Wolcott-Burnam  
Bank of America

Dr. Heather Wolters  
Army Research Institute

Xidong Xu  
The Boeing Company

Dr. Chulgen (Charlie) Yang  
Southern Connecticut State University

Dr. Matthew Zagumny  
Tennessee Technological University