Graduate Programs in Psychology

The psychology department offers courses of study leading to the Doctor of Philosophy degree. Students may complete requirements for study in human factors psychology, community psychology, or clinical psychology.

Students in the doctoral program can be awarded the master's degree in general experimental psychology upon completion of their second year project.

Admission Requirements
Prerequisites: Applicants are not required to have an undergraduate degree in psychology, but must have completed courses in general psychology, psychological statistics, and experimental psychology.

Deadlines: Application for admission should be filed with the dean of the Graduate School and the psychology department by December 1 for the clinical psychology program, and January 15 for the community and human factors programs, for enrollment the following fall. Students applying after the deadlines may be considered if any openings in the programs remain. Applicants are informed of admission decisions by April 1 of each year.

Materials: In addition to the application forms for both Graduate School and the psychology department, the following are required: (1) three letters of reference from people acquainted with the applicant’s academic background and potential; (2) a brief autobiographical statement describing particular interests, experiences, and goals related to academic and professional work in psychology; and (3) scores (verbal and quantitative) on the Graduate Record Exam (GRE).

Applicants are evaluated with respect to their undergraduate grade point average; stated career goals; amount, type and scope of undergraduate preparation; reference letters; and GRE scores.

Degree Requirements
Students should be aware of the Graduate School’s nine year time limit for completing doctoral degree programs. The psychology department expects all degree-bound students to make satisfactory progress toward the completion of their degree programs. All students must complete the following courses with a B (3.00) or better:

Methods Courses:
PSY 902 Advanced Research Methods I
PSY 903 Advanced Research Methods II

Teaching and Ethics:
PSY 911, Teaching of Psychology: Principles, Practices, and Ethics. (3 hours total)

(Note: a grade of “B” or better must be earned in each of the Methods courses. Students may retake these courses once. Failure to meet this requirement may lead to dismissal from the program.)

2nd Year Project: All students must complete a predoctoral research program resulting in a document similar to a manuscript ready for journal submission. The student must enroll in PSY 901 each semester (excluding summers) until the project is completed.

Post 2nd Year Project Research: After completion of the 2nd year project requirement, all students enroll in PSY 909 each semester until the successful completion of qualifying exams.

Community and Clinical students must have completed a minimum of 10 hours of PSY 901 and/or PSY 909. Human factors students must complete a minimum of 18 hours of PSY 901 and/or 909. (Note: Neither PSY 901 nor PSY 909 may be used for electives.)

Hours required: The Human Factors and Community tracks require the completion of 90 credit hours. The Clinical track requires the completion of 101 credit hours.

Qualifying Examination: Students must take a qualifying examination upon completion of all foundation and method courses and most program courses. On passing this examination, students can be admitted to doctoral candidacy.
Dissertation: All students seeking the PhD are required to complete a dissertation. The dissertation ordinarily is a major research project which must be preceded by approval of a formal written proposal by the student’s dissertation committee. A student must be enrolled in PSY 908 (Doctoral Dissertation) any time a student is working on his/her dissertation (including summers). A minimum of 12 hours of PSY 908 must be earned. In addition to regular course examinations, all students must pass an oral examination based on their dissertation.

Faculty
Paul Ackerman, assistant professor and assistant chairperson. PhD, University of Kansas. Methodology, Self-paced internet educational strategies.
Charles Burdsal, professor. PhD, Texas Tech University. Teaching evaluation, program evaluation, theoretical methods issues.
C. Brendan Clark, assistant professor. PhD, University of Southern Mississippi. Cooperation, behavioral economics, social cognition.
Alex Chaparro, professor. PhD, Texas Tech University. Human Factors, vision and driving, visual requirements of reading
Barbara Chaparro, associate professor. PhD, Texas Tech University. Software/web site design and evaluation, human-computer interaction, software/web usability testing, instructional technology, human factors.
Peter Cohen, professor. PhD, University of Michigan. Leadership and leadership development, health psychology.
Darwin Dorr, professor. PhD, Florida State University. Clinical psychology, community psychology, personality, personality disorders, assessment psychopathology.
Jibo He, assistant professor, PhD, University of Illinois. Driver distraction, driver fatigue, eye movement, human computer interaction, computer vision, usability.
Steven Huprich, professor. PhD, University of North Carolina at Greensboro. Diagnosis and assessment of personality disorders and pathology, personality assessment, psychoanalytic and psychodynamic psychotherapy.

Rhonda K. Lewis, professor and chairperson. PhD, University of Kansas. Adolescent health and development, emerging adulthood, reducing health disparities, service-learning, leadership, community-based participatory research, community organizing, program development, and program evaluation.
Gregory Meissen, professor. PhD, University of Tennessee. Community-based participatory research, community-based nutrition and physical activity, efficacy of grassroots and consumer leadership and development.
Rui Ni, associate professor. PhD, Chinese Academy of Science. Depth and distance perception, motion perception, aging and driving.
Evan Palmer, associate professor. PhD, UCLA. Shape perception, visual attention, information visualization, computational modeling.
James Snyder, professor. PhD, Southern Illinois University. Family and peer socialization of children, development of aggression and delinquency, behavioral family intervention.
Joel Suss, assistant professor, PhD, Michigan Technological University. Human factors, naturalistic decision making, cognitive task analysis training and accelerated expertise, visual attention.
Robert Zettle, professor. PhD, University of North Carolina-Greensboro. Acceptance and Commitment Therapy (ACT), processes that contribute to psychological flexibility/inflexibility.

For More Information
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