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## **Introduction**

The Department of Psychology Graduate Program Handbook is intended to be a compilation and/or summary of relevant policies, requirements, procedures, or practices relating to the doctoral programs of the Psychology Department at Wichita State University. In case of conflict between this handbook and an actual policy statement, whether of the Board of Regents, the University, the Graduate School, the College of Liberal Arts and Sciences, or the Psychology Department, the specific current policy statement should be considered controlling. This Handbook, and/or the policies cited in it, may be revised or changed at any time. The student or applicant bears responsibility for following up and complying with all applicable and controlling policies, requirements, procedures, or practices.

## **General Program Information**

The Department of Psychology offers the Ph.D. degree in Psychology with three programs: Human Factors Psychology, Clinical Psychology, and Community Psychology. The Human Factors Program is accredited by H.F.E.S. The Clinical Program is A.P.A. accredited.

### **Admission Requirements**

Admission to a Doctoral Program at Wichita State University requires a grade point average of at least 3.00 in the last 60 hours or most recent two years of undergraduate work. Applicants who have a Master's Degree or have otherwise completed graduate course work must have attained at least a 3.25 grade point average in such work.

All applicants must submit, as part of their application, scores on the general aptitude tests of the Graduate Record Examination (GRE). Scores cannot be older than five years. Additionally, applicants to our doctoral programs must complete the Departmental application form.

Admission to all programs is competitive. Thus, meeting the above requirements does NOT guarantee admission. Typically, students begin their course of study in the Fall semester only.

### **Departmental Orientation**

On the Wednesday before classes start in the Fall Semester, an orientation is conducted for all graduate students in the department. This orientation is planned by the Orientation Committee consisting of six graduate students and one faculty member. Attendance at this orientation is mandatory for all students not on internship or on Academic Absence.

### **Coordinators**

The Department has five faculty coordinators: the Graduate Coordinator, three Program Coordinators, and an Undergraduate Program Coordinator. The Program Coordinators are responsible for day to day issues in their respective programs. The Undergraduate Program Coordinator supervises graduate students who have a direct teaching responsibility and is responsible for other undergraduate issues. The Graduate Coordinator is the principal liaison with the Graduate School.

### **Role of the Faculty Advisor**

Faculty advisors have formal and informal responsibilities in working with students. The primary formal responsibility involves helping students develop their plan of study leading to the completion of their graduate degree.

### **How a Student's Faculty Advisor is Selected**

Initially, each student is assigned a Faculty Advisor based on areas of mutual interest. Students are free to change Faculty Advisors based on personal comfort, the ways in which their interests change, and other important factors. The Departmental Administrative Specialist should be notified in writing by the student when such a change is made.

Students are urged to have regular contact with their Faculty Advisors, especially during their first year in the program, as well as at crucial points in their academic careers; *i.e.*, choosing second year projects, planning qualifying exams, selecting dissertation topics, and making decisions about internships. Generally speaking, after the first year, a student's Faculty Advisor is also the faculty member with whom she/he is working most closely on research.

### **Formal Responsibilities**

The student's Faculty Advisor

- ◆ advises students about course selection and timing.
- ◆ determines transfer courses and if the student has a Master's Degree determine if the student's thesis will replace our 2<sup>nd</sup> year project.
- ◆ helps students choose faculty with whom they wish to do their 2<sup>nd</sup> Year Project.
- ◆ aids the student in the choice of specialty area for the Qualifying Exams.
- ◆ evaluates the student annually.
- ◆ helps students to identify matches between their interests and skills and internship possibilities.

### **Informal Responsibilities**

The Faculty Advisor's informal responsibilities include orienting students to the program, helping them to understand how the department works, acquainting them with general expectations about the level of commitment required, and being a sounding board for exploring options and possible interests.

### **Plan of Study**

The Plan of Study is the student's contract with the Graduate School. It specifies what the student must complete in order to receive your degree. To determine the courses the student must take, refer to the requirements *in force at the time you file the Plan of Study, not those that might have preceded*. It is to the student's advantage to complete the plan early, preferably in the first year of study. This may be done for both the M.A. and Ph.D. at the same time. Otherwise the student may be subject to new requirements added to the student's program after admission. The Plan of Study must be approved by the student's advisor, Graduate Coordinator or Chair, and the graduate school.

### **Time Limits**

Students should be aware that the Graduate School requires completion of the degree no later than 9 years after admission. The Psychology Department expects all degree-bound students to make satisfactory progress toward the completion of their degree programs.

## **Admission to Candidacy**

After successful completion of Qualifying Exams and approval of a Dissertation Plan (see appendices), the student becomes a "Candidate for the Degree." From the point of passing qualifying exams through successful oral defense of the Dissertation, the student must be continuously enrolled each Fall and Spring Semester for a minimum of three credit hours of Dissertation research or Internship. If the student also works on his/her dissertation in the summer, he/she must be enrolled in 3 hours during the summer.

## **Residency**

A graduate student is required by the Department of Psychology to spend at least four semesters (eight for the clinical program) enrolled as a full-time student at Wichita State University not including summers.

## **Transfer Credit**

### **Relevant Graduate School Policies**

Graduate credit work at another university is not transferred and entered on a Wichita State transcript except in Degree Programs and only then after completion of all work for the degree, as defined on an approved Plan of Study. Students may transfer, with Departmental approval, graduate credit from an accredited graduate school under the following conditions:

- ◆ The credit-offering institution is accredited by the regional accrediting association to offer graduate degree programs appropriate to the level of credit to be transferred, the credit is fully acceptable to the credit-offering institution in satisfaction of its advanced degree requirement, and the credit is applicable in terms of content to the student's Program of Study at Wichita State University.
- ◆ With permission of the student's department, a maximum of 1/3 of course work hours required, exclusive of acceptable hours in a master's degree, may be transferred from an appropriately accredited institution.
- ◆ Students assume responsibility for initiating the request for transfer of graduate credit on a Plan of Study. An official transcript containing the requested transfer work must be on file in the Graduate School. If such work is shown on the transcripts provided in support of the original admission to the Graduate School, no new record need be provided. Approval by the major department is necessary to ensure that the course work has been accepted as an integral part of the candidate's program.
- ◆ Courses considered for transfer must have been completed at an accredited graduate school and must carry a minimum grade value of 3.00 on a 4.00 point scale. Grades lower than B, including B-, will not be accepted.
- ◆ Transfer credit that is accepted must have been in courses started six years or fewer before the semester in which the degree work is completed.

## Departmental Procedures<sup>1</sup>

At the beginning of the first semester the student should see his/her advisor and, in consultation with the advisor, select course work for which transfer credit is to be requested. Similarly, the student and advisor will consult regarding the student's request to use a completed thesis in place of the 2<sup>nd</sup> year project.

Course work	Thesis/Research Project <sup>2</sup>
The student will submit materials describing the course work to the faculty member who teaches the comparable course or, lacking such a course, to the advisor. Supportive materials may include syllabi, catalog descriptions, textbooks, student work, etc. This should be done during the student's first semester in the WSU doctoral program.	The student will submit an official, signed copy of the thesis to the advisor. This should be done during the student's first semester in the WSU doctoral program.
Faculty member approves or disapproves the transfer credit. Faculty member may consult with other faculty members. Advisor is notified of disposition of request.	The advisor, in consultation with one other faculty member whose expertise is most relevant to the topic of the thesis, either approves or disapproves the request.

The advisor completes and signs Transfer Credit Form (see the appendices). He/She then discusses the disposition with the student, who signs the form. The advisor sends the form to student's Program Coordinator. The Program Coordinator reviews form which is then placed in the student's official record.

## Exceptions

On occasion, exceptions to Departmental or Graduate School policies may be necessary. All exceptions require the approval of the student's Faculty Advisor, Program Coordinator, Student Affairs Committee and the Graduate School. For exceptions to Departmental policies, the decision of the Student Affairs Committee is the final step. If a student is not satisfied with the decision of the Student Affairs Committee, he or she may follow the Grievance Procedures described later.

## Master's Degree

A terminal Master's Degree in Psychology is not offered nor does the Department admit students to a master's program. However, when the Foundation Courses, the Research Methods Courses, Predoctoral Research including a 2<sup>nd</sup> Year Project, and any additional six hours in your program are successfully completed, and a M.A. Plan of Study has been submitted to the Graduate School, the degree of Master of Arts in General Psychology may be awarded.

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<sup>1</sup>The procedure is the same for applications for 1) transfer of courses to replace required courses, 2) transfer of courses for credit as electives, and 3) credit for a thesis or research project. It is recommended that this process be completed in the student's first semester.

<sup>2</sup> Criterion for approval of a thesis/research project as a substitute for a second year project at WSU: The goal of the second year project is for the student to have experience conducting research. For a thesis/research project done elsewhere to be acceptable, it must demonstrate that the student obtained such experience.

# The Curriculum

## Core Curriculum

### Foundations in Psychology (12 Hours)

904	Biological/Philosophical Foundations of Psychology	3
905	Cognitive/Learning Foundations of Behavior	3
906	Personality and Individual Differences	3
907	Social/Developmental Foundations of Behavior	3

### Research Methods (8 Hours)

902	Advanced Research Methods I	4
903	Advanced Research Methods II	4

### Teaching of Psychology (3 Hours total)

911	Teaching of Psychology: Principles, Practices & Ethics	2/1
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### Research (22 Hours Minimum)

901,909	Predocctoral Research/Pre Dissertation Proposal Research	10 (minimum total)
908	Dissertation	12 (minimum total)

As members of research intensive department, students in all programs are expected to engage in research activities throughout their graduate career and are required to enroll in research hours. Students enroll in one credit hour of 901 in their first semester. For all subsequent semesters (except summers) they enroll in three credit hours of 901 until successful completion of the 2<sup>nd</sup> year project. From that point, every student will enroll in 909 until satisfactorily passing qualifying exams. Students entering with the Master's Degree will enroll in 909 from the time they are admitted until satisfactorily passing qualifying exams. Students in the Clinical program, after completing their 2<sup>nd</sup> Year Project, may enroll in one to three credit hours of 909 until successful completion of qualifying exams. Students beginning their dissertation research enroll in three hours of dissertation each semester until their dissertation is complete. Research hours (909, 908 or 901) may **not** be used as electives.

### Concentrated Specialty

Each student will have at least one Concentrated Specialty. This Specialty consists of the elective courses and research area or independent study chosen with the consent of the student's Faculty Advisor. The intent is for the student to develop expertise in one or more specific areas; *e.g.*, methodology, ergonomics, measurement, children's issues, *etc.* The specialty(ies) is declared at the time the student requests to take Qualifying Exams.

## The Human Factors Curriculum

In addition to the Core Curriculum, the Human Factors student must take:

### Human Factors Core Courses (15 hours)

920	Psychological Principles of Human Factors	3
921	Seminar in Human Factors Psychology	3
922	Seminar in Software Psychology	3
991	Judgment & Decision Making	3
925	Seminar in Perception	3

### Electives

Ninety hours of coursework are required for graduation. The student should take sufficient elective courses (909, 908 or 901 may **not** be used for such electives) to attain this total. Of the electives, at least 12 hours, selected in consultation with the advisor, should be taken **outside** of the Human Factors program. The elective credit hours should lead to one or more specialties

### Internship (6 Hours)

926	Internship in Human Factors Psychology	6
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Students enrolled in the Human Factors Program are required to complete an internship lasting a minimum of six months. The purpose of the internship is to provide students with experience which is relevant to their overall career objectives and which would not normally be obtainable on campus. It is expected that students on an internship will start the process of integrating their academic course work and experience with practical settings similar to where they hope work upon completion of their graduate training. It is not uncommon for students to develop dissertation ideas while on an internship.

While every effort is made to be flexible and satisfy the unique needs of each student, there are certain requirements that an approved internship site must meet to be approved. Each site should:

- ◆ offer applied experience appropriate to the particular student's career goals,
- ◆ provide an educational experience rather than simply a work experience. Ordinarily, this means that those responsible for supervision of the internship understand that the primary purpose is to provide a learning experience for the student,
- ◆ have someone at the internship site who is responsible and capable of directing the internship and willing to provide a review of the student's performance at the half way point and at the conclusion of the internship,
- ◆ have someone, preferably the internship supervisor, who is knowledgeable about Human Factors.

## The Clinical Curriculum

In addition to the Core Curriculum, the Clinical Student must take:

### Clinical Core Courses (20 Hours)

940	Seminar in Community-Clinical Psychology	3
945	Seminar in Diversity	3
960	Ethical and Professional Issues in Clinical Psychology	3
961	Seminar in Cognitive Behavioral Assessment	3
961L	Seminar in Cognitive Behavioral Assessment Lab	1
962	Seminar in Cognitive Behavioral Therapy	3
962L	Seminar in Cognitive Behavioral Therapy Lab	1
976	Advanced Psychopathology	3

### Clinical Practicum (9 Hours minimum)

Students must take a minimum of 9 credit hours of clinical practicum. Enrollment in practicum may be for 1 to 3 credit hours.

Practicum experiences, many of them funded, are available in on campus settings and community organizations. Typical settings include the Psychology Clinic, the University Counseling and Testing Center, senior centers, mental health centers, hospitals, public schools, prevention centers and various other community organizations.

All external pre-practicum and practicum experiences must be reviewed and approved by the student's advisor and Clinic Director *prior* to beginning service. One purpose of this review is to assess how a particular experience contributes to the student's individual professional development plan. Secondly, it is necessary to coordinate learning and training objectives with field supervisors, students, and program faculty. Finally, involvement in any external practicum site involves administrative matters that are best coordinated prior to beginning any clinical service.

963	Clinical Practicum (each enrollment 1-3 hours)	9
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### Clinical Internship (3 Hours)

A one year (2000 hour) clinical internship (APPIC or APA approved) is required of all students in the program. To apply for a clinical internship students must have completed all required courses, qualifying examinations, and be "internship ready" as defined by APPIC.

977	Internship in Clinical Psychology (May be enrolled in for 1 to 3 hours)	3
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### **Community Core Courses (6 Hours minimum)**

Students are required to take two of the three following courses:

941	Applied Research in Community Settings	3
942	Seminar in Community-Organizational Interventions	3
943	Seminar in Prevention	3

### **Community Practicum (3 Hours minimum)**

944	Practicum in Community Psychology	3
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NOTE: Those Clinical students may take additional community courses and practicum as electives.

### **Clinical Assessment Courses (6 Hours minimum)**

965	Special Issues in Psychological Assessment (may be repeated)	3
941	Applied Research Methods in Community Settings	3

### **Therapy/Intervention (9 Hours minimum)**

Students must take at least 9 credit hours of courses in therapeutic interventions, consultation, and supervision from among the courses listed below.

942	Seminar in Community-Organizational Interventions	3
966	Special Issues in Psychotherapeutic Interventions (may be repeated)	3
943	Seminar in Prevention	3
963	Practicum in Clinical Psychology (beyond 9 hours)	1-3
975	Seminar in Psychotherapy	3

### **Additional Elective (Required)**

Three graduate hours of the student's choice. This will give the student a total of 101 hours.

## The Community Curriculum

In addition to the Core Curriculum, the Community Student must take:

### Community Core Courses (12 Hours)

940	Seminar in Community-Clinical Psychology	3
941	Applied Research Methods in Community Settings	3
942	Seminar in Community and Organizational Intervention	3
943	Seminar in Prevention	3

### Clinical Core Courses (6 Hours minimum)

Community Students must take two of the following courses. Note: students taking 961 or 962 may not enroll in the lab associated with these courses.

961	Seminar in Cognitive-Behavioral Assessment	3
962	Seminar in Cognitive-Behavior Therapy	3
964	Development of Abnormal Behavior	3
971	Multicultural Issues in Counseling	3
976	Advanced Psychopathology	3

### Community Practicum (9 Hours)

Community students must complete one year (9 credit hours) of Community Practicum. This does not have to be one continuous year, rather a total of three semesters, nor does it have to be at a single practicum site.

944	Practicum in Community Psychology (three enrollments)	9
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### Electives

Community students must take additional electives so that they complete at least 90 graduate hours.

## **2<sup>nd</sup> Year Research Project**

The 2<sup>nd</sup> Year Research Project is empirical research that can be reasonably started, conducted, and written during the first two years of a student's time in the Department's graduate programs. It is not to be of the scope nor of the independence of a dissertation, but it may serve as a pilot for a dissertation. While the scope of the 2<sup>nd</sup> Year Project is similar to that of a master's thesis, it is written as a research article as guided by the *Publication Manual of the American Psychological Association*.

The 2<sup>nd</sup> Year Project needs to be finished in a timely manner. No student may *apply* to take Qualifying Exams until the project is complete, including binding.

### **If You Have Entered the Program With a Master's Degree**

If you have entered any of our three doctoral programs with an earned Master's degree, and you completed an empirical Master's Thesis, you *MAY* not be required to do a 2<sup>nd</sup> Year Project. Take your thesis to your advisor when you are discussing transferring courses from your Master's institution. If your advisor feels that your thesis is equivalent to our 2<sup>nd</sup> year project, she/he will indicate, on the same form used for transfer credit, that your thesis satisfies our 2<sup>nd</sup> year project requirement.

If this is the case, you will not enroll in 901. However, you will enroll in 909 (Pre Dissertation Proposal Research) for 1 hour in your first semester and 3 hours in each subsequent semester. You will enroll in 909 each semester until you have passed your qualifying examinations.

### **Role of Psychology 901 and the 901 Faculty Advisor**

The 2<sup>nd</sup> Year Research Faculty Advisor is responsible for the guidance of the 2<sup>nd</sup> Year Project.

All students enroll in one hour of Psychology 901 in the first semester of their first year. It will not be unusual for a student to enroll in 901 with different professors during his/her first year while determining the best match of research interest and personality. After the first semester, the students will enroll in three hours of 901 every semester until the completion of the 2<sup>nd</sup> year project.

Psychology 901 is graded Satisfactory, Unsatisfactory, or incomplete.

### **Role of the Second Reader**

Typically, the Second Reader will be a member of the Psychology Faculty. Occasionally, someone outside the Department or the University may serve as the Second Reader if that person has the proper credentials/expertise as determined by the Department. The role of the Second Reader is that of another resource for the student and Faculty 901 Advisor.

## **Criteria for Completion of the 2<sup>nd</sup> Year Project**

Students are strongly encouraged to submit a manuscript based on the 2<sup>nd</sup> Year Research Project for publication in a refereed journal, if such a submission is determined appropriate by the Faculty Advisor and student. It is also understood that submission to a journal for publication may not be reasonable at times (*e.g.*, unsupported hypotheses, more data needed). Authorship issues should be clarified early in the research process, in accordance with the American Psychological Association guidelines.

The final document must be approved by the Advisor and Second Reader as indicated by their signatures on the cover page and submitted to the Psychology Office for binding.

### **Monitoring Progress and Incentives to Complete 2<sup>nd</sup> Year Project**

#### **Year 1**

Students should be allowed enough time to determine which faculty they are best suited to work with in terms of interest and temperament. The Faculty Advisor will be selected no later than the end of the 2<sup>nd</sup> semester, Year 1.

#### **Year 2**

2<sup>nd</sup> Year Projects must be completed no later than the end of the summer of a student's second year.

#### **Year 3, Beginning of 1<sup>st</sup> Semester**

If the 2<sup>nd</sup> Year Project is not completed prior to the beginning of the 3<sup>rd</sup> year, a Warning (see Warning procedure found later in this document) is given by the Graduate Coordinator to the student and placed in the student's file.

#### **Year 3, 2<sup>nd</sup> Semester**

If the 2<sup>nd</sup> Year Project is not complete prior to the first day of the 2<sup>nd</sup> semester of the third year, no further course work will be allowed except Psychology 901, and Community or Clinical Practica until the 2<sup>nd</sup> Year Project is complete. In addition, if the 2<sup>nd</sup> year project is not complete prior to midterm of the 2<sup>nd</sup> semester, year 3, all funding, teaching responsibilities and Community and/or Clinical Practica will be discontinued at the end of the semester. No further funding, teaching or Practica will be allowed until the 2<sup>nd</sup> Year Project is completed.

#### **Exceptions**

On recommendation of the student's Faculty Advisor and approval of the student's Program Coordinator, the above consequences may be delayed if the reason for the student not completing the 2<sup>nd</sup> Year Project was beyond his/her control, or if the delay will increase the possibility of the project being published.

## Guidelines for Psychology Qualifying Exams

All graduate students must demonstrate professional competence in their program by earning satisfactory grades on a set of Qualifying Exams.

### Prerequisites to Qualifying Exams

- ◆ Prior to submission of the *Request to Take Qualifying Exams* form, all foundations and methods courses must be completed with a grade of "B" or better.
- ◆ The 2<sup>nd</sup> Year Research Project must be completed before the student can *apply* to take the exam.
- ◆ Normally, all required courses in the student's program will be completed before applying to take Qualifying Exams.

### Scheduling of Qualifying Exams

Qualifying Exams will be offered only in the Spring Semester. The Graduate Coordinator will submit a calendar for Qualifying Exams to the Chairperson by midterm of the Fall Semester with specific dates for the following Spring semester. The following schedule is only a guideline and may vary from semester to semester:

#### Week 2

Students notify their Program Coordinator of their intention to take Qualifying Exams by the end of Week 2 of the Spring semester. Each student provides his/her Program Coordinator with the *Request to Take Qualifying Exams* form signed by the student and the student's Faculty Advisor. This form is placed in the student's file.

#### Week 3

The Program Coordinator reviews student requests and submits a list of students approved to take the Qualifying Exams to the Program Faculty, Graduate Coordinator, and Chair no later than the end of Week 3.

The student's Program Coordinator requests examination questions from appropriate Program Faculty, Departmental Faculty and outside faculty based on the areas outlined by the student and the Faculty Advisor on the *Request to Take Qualifying Exams* form.

#### Week 5

Faculty return questions to the student's Program Coordinator no later than the end of Week 5.

#### Weeks 6-8

The Program Coordinator constructs exams in collaboration with each student's Faculty Advisor, program faculty, and other faculty as designated by the student's Program Coordinator.

## **Week 8**

The approval of each student's examination is completed by the program faculty no later than the end of Week 8.

## **Week 10**

Qualifying Exams are administered by the student's Program Coordinator or the Program Coordinator's designee. The exams are administered in the department.

## **Week 11**

Questions are distributed to faculty for grading by the student's Program Coordinator at the beginning of Week 11.

## **Weeks 12-13**

Questions are graded and returned to the student's Program Coordinator no later than the beginning of Week 13. The student's Program Faculty meet no later than the end of Week 13 to make the final decision on the exam outcome (PASS/FAIL).

## **Week 14**

The results are officially communicated by the Graduate Coordinator to all appropriate persons including the student's Faculty Advisor who informs the student of the results no later than the end of Week 14.

# **Exam Structure**

## **Type and Extent**

The Qualifying Exams are closed book exams taken in the Department. The exams are taken on a departmentally provided word processor. The exams are scheduled for approximately 12 hours over a period of two days.

## **Nature of Areas and Questions**

The number of questions and nature of areas covered are recommended by the student and Faculty Advisor in the *Request to Take Qualifying Exams* form. Thus, there is no predetermined number of areas or of questions in the Qualifying Exams.

## **Program Specific Areas**

Program specific areas are covered that integrate material with broader Human Factors, Community, or Community-Clinical topics and/or topics in the specialty areas of the student.

## **Concentrated Specialty**

Every student will have at least one area of concentrated specialty which is covered by the exam. These questions will usually be written by the student's Faculty Advisor and other faculty directly related to the specialty area(s).

## **Appropriate Faculty for Questions**

The content areas of each exam primarily dictate who writes questions. Faculty from outside the Department, who are involved in designated exam areas, may be asked to write questions. Care will be taken to assure that the faculty providing and grading questions meet with the approval of the student's Program Faculty.

## **Number of Attempts to Pass Qualifying Exams**

A student may sit for Qualifying Exams twice. It is counted as an attempt if a *Request to Take Qualifying Exams* form is filed and approved, even if the student does not take the exams.

If a "fail" is achieved the first time a student takes the Qualifying Exams, a second request to take the Qualifying Exams will be considered by Program Faculty. If a student does not pass the Qualifying Exams after two attempts, the Psychology Department will recommend to the Graduate school that the student be dismissed.

## **Grading of Qualifying Exams**

Each question is graded by individual(s) designated by the student's Program Coordinator. The following five point scale will act as a guideline in scoring individual questions:

1	Low Fail
2	Fail
3	Marginal Pass
4	Pass
5	High Pass

The student's Program Coordinator collects graded questions and makes a recommendation to the student's Program Faculty regarding PASS/FAIL. The final judgment of PASS/FAIL is determined by the student's Program Faculty. Only PASS/FAIL is reported to the student.

## **Summary of Faculty Responsibilities**

### **Role of the Program Faculty**

- ◆ Approve the individual Qualifying Exam for each student prior to testing.
- ◆ After grading is complete, determine PASS/FAIL for each student.

### **Role of Program Coordinator**

- ◆ Receives *Requests to Take Qualifying Exams* form.
- ◆ Reviews and evaluates student requests to take Qualifying Exams.
- ◆ Requests questions from the appropriate faculty for each exam.
- ◆ Designs the Qualifying Exams for each student.
- ◆ Obtains Program Faculty approval for each exam.
- ◆ Distributes and collects questions for grading.
- ◆ Communicates the results of the Qualifying Exams to the student's Faculty Advisor.

### **Role of Graduate Coordinator**

- ◆ Submits the calendar for the Qualifying Exams to the Department Chair.
- ◆ Officially communicates results of the Qualifying Exams to the student, the Graduate School, Department Chair, Departmental Faculty, faculty outside the Department who wrote questions.

## Dissertations

Doctoral candidates are required to complete an original research project that will be reviewed at the Dissertation Defense. The purpose of the dissertation is to demonstrate the student's ability to conduct an independent research project which makes a substantial contribution to the psychological literature.

### Dissertation Supervisory Committee

The primary responsibility of the Dissertation Supervisory Committee, and particularly the Dissertation Supervisory Committee Chair, is to guide the student in completing the dissertation, including the conduct of the final Dissertation Defense.

The Dissertation Supervisory Committee is appointed by the Dean of the Graduate School upon the recommendation of the Department's Chairperson or Graduate Coordinator. The Dissertation Supervisory Committee is comprised of a minimum of five graduate faculty, with at least four having full membership on the Graduate Faculty. The Dissertation Supervisory Committee Chair, in addition to having full membership on the Graduate Faculty, must also have authorization by the Graduate Council to direct doctoral committees. At least one member, the Graduate Dean's representative, must be a member of the graduate faculty within the university from outside the student's department.

Typically, the initial choice of the Dissertation Supervisory Committee Chair is a mutual one between the student and a faculty member. This decision should be made prior to the selection of any other committee members. Notification of the composition of the Dissertation Supervisory Committee will be sent to the Graduate School as a revision to the Plan of Study, which should have already been filed, prior to the Dissertation proposal meeting.

### Dissertation Proposal Guidelines

There is a formal meeting for the proposal of the dissertation research. The primary goal of this meeting is for the student to obtain advice and suggestions from committee members on how to improve and strengthen the proposed research. All matters pertaining to the final design and plan of the dissertation must be reviewed by the committee prior to approval. A *Dissertation Design Approval Form* must be signed by the Dissertation Supervisory Committee members and placed in the student's file.

The proposing student may, with their advisors permission, invite students and other faculty to the meeting. The involvement of persons not on the Dissertation Supervisory Committee is at the discretion of the committee.

A written proposal which has been approved by the student's Dissertation Supervisory Committee Chair will be provided to committee members at 10 days prior to the proposal meeting. This proposal will include:

- ◆ an Introduction section that thoroughly reviews the relevant theory and research related to the topic, leading to hypotheses and/or research questions,
- ◆ a detailed Method section including completed questionnaires, instruments, *etc.*,

- ◆ a proposed Analysis section that describes how the data will be analyzed, and
- ◆ a complete reference list.

If changes occur in research conditions necessitating significant changes in the research as approved, committee members should be notified as soon as possible in order for the student to obtain advice on how to best proceed with the research and approval of changes.

### **Support for the Dissertation**

If funds are available, the department will provide students with a small stipend for research expenses related to the student's dissertation. To obtain this funding, a short description stating how the funds are to be used should be submitted to the Department Chair. The funds may not be used to reproduce or bind the dissertation.

### **Style Guide**

The current *Guide to the Preparation of Theses and Dissertations* is available for purchase from the University Bookstore. This guide contains the style required by the Graduate School and other useful information.

### **Dissertation Defense**

The final Dissertation Defense is required of all candidates for doctoral degrees. This defense is a formal proceeding open to the public. It must be scheduled when classes are in session.

An invitation to attend the Dissertation Defense, written by the student and approved by her/his Faculty Advisor, will be distributed to all Departmental Faculty and graduate students, all department chairs and directors on campus, the Dean of Liberal Arts and Sciences, the Dean of the Graduate School, and all members of the Graduate Faculty at least 10 days prior to the scheduled date of the Dissertation Defense. The form for this invitation should be obtained from the Departmental Secretary. Additionally, a *Request to Defend* form must be filed with the Graduate School at least three weeks before the exam.

The final draft of the dissertation (understanding that the Dissertation Supervisory Committee will inevitably provide suggestions at the Dissertation Defense for further changes) shall be distributed to all faculty on the Dissertation Supervisory Committee no later than 10 days prior to the scheduled date of the Dissertation Defense.

While the form of the Dissertation Defense will vary from committee to committee, each Dissertation Defense will include:

- ◆ the student's public presentation of her/his research in a professional manner similar to a professional meeting presentation,
- ◆ sufficient time for public questions and discussion from the Dissertation Supervisory Committee and others attending the Dissertation Defense,
- ◆ sufficient time for the Dissertation Supervisory Committee to question the student privately,

- ◆ sufficient time for the Dissertation Supervisory Committee to deliberate and vote privately, and
- ◆ upon successful completion of the Dissertation Defense, the signing of the *Recommendation for Degree* form.

The above is simply a suggested order. The actual structure, as long as it includes the above, is at the discretion of the Dissertation Supervisory Committee.

## Assistantships

### Eligibility

- ◆ Only students in good standing are eligible for an assistantship.
- ◆ The Graduate School requires students to (a) be enrolled in a minimum of nine credit hours to hold an assistantship or (b) be enrolled in six credit hours after successfully requesting that the Department Chair waive three hours, or (c) be enrolled in a minimum of three hours of dissertation research and be making satisfactory progress towards the completion of the Dissertation.
- ◆ The awarding of state funding is that the newest students have priority. The cut off occurs when the funds are expended. Depending upon the funding the department receives, a student can typically expect state funding for 2 to 2 ½ years if the student has maintained a satisfactory academic record as well as a satisfactory performance of their assistantship duties. On occasion, there may be exceptions to the priority funding based upon departmental need.
- ◆ There are other sources of funding for students such as paid practica, research grants and out of department appointments.

### Graduate Teaching Assistants

The Graduate Teaching Assistant either has full responsibility for teaching a course, assists a faculty member in her/his teaching, or carries out other teaching activities as assigned by the Assistant Chair. Assisting teaching may include grading papers and exams, conducting laboratory sections in undergraduate research methods, conducting tutorial sections for students enrolled in psychology courses, *etc.* Graduate Teaching Assistants are *not* paid to assist faculty in their research or for doing their own research.

All students who teach are required to use the S.P.T.E. course evaluation instrument in all classes they teach. A copy of the standardized results is reproduced by the Departmental Secretary before the results are returned to the student.

Normally, students will not be allowed to teach until they have completed the Graduate School's Graduate Teaching Assistant orientation and Psychology 900 (Ethics in Psychology).

### Graduate Research Assistants and Graduate Assistants

Graduate Research Assistants and Graduate Assistants are funded for various activities including assisting faculty members in their research, working for the Social Science Research Laboratory, designated Departmental tasks, *etc.*

## **Tuition Waivers**

Non-resident graduate assistants working sixteen hours or more per week are charged the tuition of a Kansas resident. Only Graduate Teaching Assistants receive an additional tuition waiver. Those involved in direct teaching receive a larger waiver than those assisting teaching.

If a student has had an assistantship of any kind for both the Fall and Spring Semesters, then during the following summer, the student will pay tuition at the Kansas resident rate regardless of whether the student has summer assistantship funding. Additional tuition reduction follows same rules as during a Fall or Spring Semester.

## **The Psychology Graduate Student Organization**

The Psychology Graduate Student Organization (PGSO) is a student organization formed specifically for the graduate students within the Psychology Department, and it is strongly supported by the Department. Membership is automatic and participation in organizational activities is encouraged, but voluntary. There are no fees charged to be a member of PGSO.

PGSO was formed in 1972 for the purpose of promoting excellence in the Psychology Graduate Programs at Wichita State University. Since then, the organization has focused its attention on two main goals: 1) to promote professional advancement and 2) to provide a support network for graduate students within the department's programs. To meet the goal of professional advancement, the organization encourages involvement in research, invites professionals to speak about issues relevant to Psychology, and encourages students to attend professional conferences. With assistance from the Student Government Association and other funding sources, PGSO helps fund guest speakers within related fields to speak at Departmental colloquiums.

PGSO also serves as a support network for graduate students. It is the intent of the organization to unite and strengthen the comradery among graduate students within the Psychology Department. The organization hosts several socials throughout the year in order for the students to socialize with one another as well as enjoy a break from the stress of graduate school. PGSO also serves as liaison between the students and the faculty on departmental issues. PGSO facilitates social interaction and promotes informal relationships between psychology graduate students and faculty.

Each year a committee is elected by the psychology graduate student body to maintain primary responsibility for operating and maintaining the mission of PGSO. The committee consists of a President, a Vice-President, a Treasurer, and a Newsletter Editor. To promote participation in PGSO, one in-coming student from each doctoral program (Human Factors, Community, and Clinical) is asked to serve on the committee for that year. These students are recruited during the Departmental Orientation held the Wednesday prior to the start of classes in the Fall.

## **Special Awards and Fellowships for Graduate Students**

Current information of all Graduate School Awards may be found at:  
<http://webs.wichita.edu/?u=GRADSCHOOL&p=/FinancialAssistance/GraduateSchoolAwards/>

### **Student Funding for Conference Presentations**

The department provides, when possible, funds for professional development to the Psychology Graduate Student Organization (PGSO). Students may apply to PGSO for travel funds.

### **Equal Opportunity Fund (EOF)**

Application Deadline: June 1

Financial support for new and continuing part-time students. Eligibility: Full-standing, degree bound graduate student not enrolled in more than six hours and qualifying for financial assistance based upon submission of Financial Need Planning Form and letter explaining reasons assistance is necessary. Applicants may not hold remunerative employment at Wichita State University.

### **Delano Maggard, Jr. Graduate Student Loan Fund**

Application Deadline: October 1 for Fall Semester -- February 7 for Spring Semester

Forgivable loan to support graduate students in the conduct of independent research and investigation in their field of major interest. Eligibility: Full-standing in a degree program, academic good standing. Enrollment in semester prior to semester of award. Satisfactory academic record in course work related to proposed course of study. The loan is forgiven if the activity is carried through to conclusion and a written report is submitted to Graduate School.

### **Special Research Scholarships and Travel Awards**

Award Amounts: Single Authors: \$200, Co-authors: \$150 each, Multiple authors: \$100 each  
Participant without a presentation: variable

Application Deadline: Ongoing. Students may receive only one such award per calendar year.

In order to encourage research among graduate students and to recognize their superior achievement, the Graduate School awards special scholarships to graduate students who present the results of their scholarly research at professional meetings and conferences. Successful applicants must: 1) be in good academic standing, 2) have an approved Plan of Study on file (unless fewer than 12 hours have been accumulated), 3) submit proof that the presentation has been accepted for presentation at a professional meeting, 4) not have received another special research scholarship within the calendar year.

An application by letter or memo must be submitted to the Graduate Coordinator for forwarding to the Dean of the Graduate School at least four weeks prior to the meeting. The application must include proof of acceptance, such as a copy of the conference program showing the applicant's name and presentation title or a letter of acceptance from the conference or session organizer. Graduate students who do not present their own work, but for whom the experience of participating in a professional meeting is in itself an important

research activity, may also apply. In this case, the importance of the meeting for the student's research must be documented by letter from the major Faculty Advisor.

### **Dora Wallace Hodgson Outstanding Doctoral Dissertation Award**

Application Deadline: February 7

The student must have completed doctoral dissertation work at Wichita State University within past academic year. Students are nominated by faculty.

### **Dora Wallace Hodgson Summer Research Award**

Application Deadline: February 7

The Dora Wallace Hodgson Summer Research Award provides one-time summer support for master's and doctoral candidates enrolled in at least one hour of research courses. A letter of support must be submitted from the faculty advisor with awards made upon availability of funds. Programs will be notified of fund availability on an annual basis. Application deadline is April 15th.

### **Robert and Darlene Anderson Fellowship**

The Robert and Darlene Anderson Fellowship is awarded to a currently enrolled graduate student in good academic standing in any graduate program. Preference is given to a school nurse. Eligible students are nominated by faculty. The nomination deadline is the first Monday in February.

### **Michael P. Tilford Graduate Fellowship**

Amount of Award: Determined Annually  
Deadline: February 7

This fellowship was established in memory of Dr. Michael P. Tilford, Dean of the Graduate School. Any currently enrolled full-time graduate students in good academic standing in any graduate degree program are eligible. Preference is given for a minority student who is a US citizen. Financial need will be considered. Nominations come from faculty.

### **Dr. Laiten L. and Verna Nye Camien Fellowship**

Amount of Award: Determined Annually  
Deadline: February 7

This award is for a graduate student in the social sciences, foreign languages, or education. The student must be in good academic standing and making satisfactory progress toward the degree. Nominations come from faculty.

## **Academic and Professional Performance Standards**

The faculty of the doctoral programs in the Psychology Department has a responsibility to:

- ◆ provide graduate students with access to the necessary academic knowledge base,
- ◆ provide educational opportunities in specific skill areas, and
- ◆ help students develop the interpersonal competence required to work with others in an effective manner.

These skills are acquired in the classroom, in the laboratory, and in practicum, internship or research experiences that are intended to provide practice in integrating academic foundations with application. Applied experiences are gained in actual field settings. Hence, it is the faculty's responsibility to enable graduate students to engage in activities which reflect the current best ethical practices in Psychology and cause no harm to students, consultees, clients, research participants, agencies and organizations.

It is the responsibility of the faculty to:

- ◆ monitor the students' academic performance in formal course work and research projects,
- ◆ evaluate students' ability to work with others, and
- ◆ evaluate students' ability to behave appropriately in all situations that may be professionally sensitive and complex, including assistantships, the classroom, practica, internships and any other applied placements.

### **Authorship of Papers with Faculty**

The Department adheres to the guidelines outlined in the APA publication manual. When students collaborate with faculty on publications and presentations (including 2<sup>nd</sup> Year Projects and dissertations), it is expected that these guidelines will be respected.

### **Academic Requirements**

A student must maintain an overall grade point average of at least 3.0 ("B") to remain in good standing in the program. If a student's GPA drops below 3.0, he/she will be placed on academic probation by the Graduate School. Such a student will have one semester to increase the average to 3.0 or better. Failure to do so constitutes grounds for a Departmental recommendation to the Graduate School of dismissal for inadequate academic progress.

A letter grade of "C" or lower indicates unsatisfactory work for a graduate student. Such a grade is not acceptable. Should a grade of "C" be made in any of the foundations courses or the advanced methods courses, the student must retake the course and earn a grade of "B" or better. Failure to do so constitutes grounds for a Departmental recommendation to the Graduate School of dismissal for inadequate academic progress.

Earning the grade of “C” or lower in any three graduate level psychology courses constitutes grounds for a recommendation of dismissal to the Graduate School for inadequate academic progress. The record will first be reviewed by the student’s Program Faculty, who will make a recommendation to the full faculty.

## **Evaluation**

All students are evaluated on professional skills as well as their rate of progress and classroom performance. The particular skills depend upon the program area within the Department. Students are required to participate in their evaluations to whatever extent the faculty deem necessary as a condition for remaining in good standing in the program.

### **Evaluation Procedure**

All graduate students will be evaluated by the faculty during the Spring Semester. Students holding graduate assistantships will have their performance in their assistantship evaluated towards the end of both the Fall and the Spring Semesters.

- ◆ Each graduate student will submit, by March 15, an electronic copy of his/her current vita to the program coordinators. This will include goals for the coming year as well as a description of how the previous year’s goals were met.
- ◆ The vita will be reviewed by program faculty.
- ◆ The Human Factors, Community, and Clinical Faculties will each meet no later than April 1 to discuss the students’ evaluations, primarily to identify any students who may require special actions such as a Warning, Academic Absence, dismissal, etc. If any such students are identified, the students’ Program Faculty will make recommendations to the full faculty for action.
- ◆ The Departmental Faculty will meet to consider any special recommendations from the faculty of the three programs.
- ◆ A summary of the evaluation (see appendices) completed by the student’s advisor will be given to each student. A copy of the evaluation and the materials provided by the student will be placed in the student’s file.

### **Graduate Assistant Evaluation**

Graduate assistant evaluations will be done towards the end of the Fall and Spring Semesters. Each student’s performance in an assistantship activities will be evaluated as either satisfactory or unsatisfactory. If the result is “unsatisfactory,” the student will either be given a formal Warning as described below or, if her/his poor performance is chronic, have their assistantship removed.

## **Professional Behavior of Students**

Appropriate standards of conduct are covered in courses in the student’s graduate program. It is, however, the student’s responsibility to know the standards and apply them.

## **Definition of Problem Behaviors**

A student is not exhibiting behavior appropriate to the role of a doctoral level psychology student if any (although not limited to) of the behaviors listed below are present:

- ◆ The student engages in unethical behavior, as specified in the Code of Ethics of the American Psychological Association.
- ◆ The student shows a lack of tolerance for diversity, such that he/she is unable to interact with diverse people, or with a particular group of people, without exhibiting punishing, denigrating, or otherwise harmful behavior.
- ◆ The student demonstrates an inability or unwillingness to acquire and manifest professional skills at an acceptable level of competency.
- ◆ The student fails to demonstrate acceptance and understanding of the responsibilities of a psychologist.
- ◆ The student is not able to exercise prudent judgment with regard to clients, consultees, research participants, or students in classes she/he teaches.
- ◆ The student exhibits behaviors that interfere with her/his ability to work with clients, consultees, research participants, or students in classes he/she teaches.
- ◆ The student acts in ways that indicate that she/he does not recognize the power imbalance between a psychologist and her/his clients, consultees, research participants, or students in classes she/he teaches.
- ◆ The student acts in ways that indicate a lack of recognition and respect for the boundaries between professional and personal roles. Such actions may include sexual harassment and involvement in inappropriate, dual relationships.

## **Departmental Assessment**

In cases in which a student exhibits any of the above characteristics, the following questions are considered:

- ◆ Does the behavior occur in the context of professional work and/or the graduate student role?  
  
Faculty do not assess the student's behavior as it manifests itself in his/her personal life, unless these matters are relevant to the individual's conduct as a psychologist as articulated by the Ethical Standards of the American Psychological Association. Ordinarily, personal issues become a concern for the department only if they affect professional behavior and relationships.
- ◆ What is the duration of the inappropriate behavior?

Ordinarily, only behavior that has continued for a period of time or has reoccurred periodically is considered to be a problem. A single incident usually does not warrant action, or more response than a discussion with the student, unless it is considered to be particularly serious.

- ◆ Have attempts been made to counsel, educate, or otherwise assist the student to eliminate the behaviors that prevent her/him from functioning as a psychologist?

Faculty should ensure that the student is given opportunities to identify and alter harmful behaviors. The student may be suspended from various activities until such remediation is completed.

- ◆ Can the student be expected to improve in the time available before graduation and assuming a professional position?

Students whose problems appear or become apparent late in their academic career do not have as much time for remedial work as do those whose problems are identified early in their studies. The responsibility of the faculty, however, is to protect the public by ensuring that those who graduate from this program are capable of performing their professional duties ethically and effectively.

### **Departmental Action**

The faculty is in agreement with the American Psychological Association that “Students who experience continued serious difficulties and do not function effectively in academic and/or interpersonal situations should be counseled early, made aware of career alternatives, and if necessary, dropped from the program.”

Reasonable efforts will be made to help the student overcome any problems that impair her/his ability to develop into a competent, ethical psychologist. While these efforts are underway, the department may restrict the student’s activities or grant an Academic Absence. Efforts toward remediation may include but are not limited to the following:

- ◆ A Warning as described below,
- ◆ Discussions/counseling with the student, including counseling on career alternatives (within and outside of Psychology),
- ◆ An unsatisfactory grade in a practicum/research course, with the requirement that the course be repeated, whether it was an elective or required, until a satisfactory grade is attained,
- ◆ Reduced practicum, teaching, and/or research load,
- ◆ Encouragement to obtain appropriate therapy or counseling,
- ◆ Academic Absence,
- ◆ Required additional practicum, research, or course work,

- ◆ Increased supervision,
- ◆ Placement on probation.

If reasonable means of ameliorating the problem have been explored and exhausted without acceptable progress, the faculty will recommend to the Graduate Dean that the student be terminated from the program and from the Graduate School.

- ◆ An advanced degree (*e.g.*, Master's degree) will not be awarded if the majority of the Program Faculty are not reasonably confident that the student will be able to function competently and ethically at the Master's professional level.
- ◆ The faculty shall counsel the student, assisting him/her in understanding their decision and in making future plans.

### **Warnings**

There may be cases where the department has concern about progress, ethical matters, academic or applied performance, research, *etc.*, sufficient to justify issuing a written warning to the student, a copy of which is also placed in the student's file. This should occur only after consultation with the student concerning the issue.

Written feedback will contain:

- ◆ an identifier that it is a warning,
- ◆ the nature of the problem,
- ◆ the necessary steps to remedy the problem,
- ◆ the expected interval of time to make progress on, or complete the remediation and
- ◆ the consequences if progress is not made in remediating the problem.

A warning is recommended to the Departmental Faculty by the student's Program Faculty. Upon approval by the Departmental Faculty, the warning is communicated to the student by the Graduate Coordinator.

### **Academic Absence**

Academic Absence up to one calendar year may be granted by the Department. This requires a written request which is a signed application by the student, the student's Faculty Advisor and the student's Program Coordinator to be submitted to the Student Affairs Committee. The request must include the reason for the Academic Absence and when the student wishes to return. A record of the approved Academic Absence is placed in student's file. It should be noted that time on leave "counts" towards the time limit for completion of the doctoral degree.

Under unusual circumstances and upon application to the Student Affairs Committee, the Academic Absence may be renewed.

### **Withdrawal from the Program**

A student may withdraw from the doctoral program by submitting a resignation statement in writing. Students are considered to have withdrawn from the doctoral program if they fail to enroll for a semester without written permission of the department. Students who withdraw must formally reapply for admission to the doctoral program.

### **Grievance Procedures for Graduate Students**

Grievance procedures are designed to provide guidance to graduate students in protesting an actual or supposed circumstance in which they feel they have been wronged.

#### **Limitations**

Conflicts eligible for resolution under these procedures are restricted to academic matters other than grades. Disputes about grades are resolved through the Student Court of Academic Appeals.

Grievances can be initiated for circumstances which are within one year from the time of the events in question.

#### **Steps in the Process**

- ◆ A student with a grievance should first consult with the faculty member or administrator perceived to be causing the circumstance which has resulted in the feeling of being wronged and attempt to resolve the conflict at that level.
- ◆ Failure to resolve the conflict in the first step may lead to an appeal at the chairperson or college dean level, if the chairperson is the faculty member with whom there is conflict. The student should attempt to resolve the grievance through discussions with the Department Chairperson and utilization of the departmental Student Affairs Committee.
- ◆ If the student has exhausted the remedies provided in the first two steps without success, he/she should schedule a meeting with the Dean of the Graduate School or his/her designee (See **Role of the Graduate Dean** below). Grievances or appeals must be presented in writing.

#### **Role of the Graduate Dean**

The Dean of the Graduate School or his/her designee receives complaints or protests and decides whether to take direct administrative action to resolve the conflict or refer the grievance to the Graduate Council. A decision of the Graduate Dean may be appealed to the Graduate Council [see below].

The decision of the Dean of the Graduate School on recommendations received from the Graduate Council is final.

## **Role of the Graduate Council**

In addition to being the elected representative of the Graduate Faculty, the Graduate Council serves as the Committee on Exceptions in an advisory capacity to the Dean of the Graduate School. This responsibility may be discharged by the Council acting as a Committee of the Whole, through Subcommittees, or *Ad Hoc* Committees consisting of selected members of the Graduate Faculty and Graduate Student Body.

Conclusions reached by the Graduate Council will be transmitted as recommendations to the Dean of the Graduate School.

The Graduate Council also serves as a Committee of Appeals if the student is dissatisfied with direct administrative action taken by the Graduate Dean. In such cases, the judgment of the Council is final.

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## 2<sup>nd</sup> Year Project Cover Page

The Title of the 2<sup>nd</sup> Year Project Should

Be Placed About Here

The Author's Name Here

The Department of Psychology

Wichita State University

Month, Year

Submitted to the Department of Psychology of Wichita State University  
in Partial Fulfillment of the Requirements for the degree of  
Doctor of Philosophy in Psychology

**2<sup>nd</sup> Year Project Signature Page**

The Title of the 2<sup>nd</sup> Year Project Should  
Be Placed About Here

BY

Author's Name Here  
Author's Degrees Here, Institution

I have examined the final copy of the 2<sup>nd</sup> Year Project and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Psychology.

---

2<sup>nd</sup> Year Research Project Faculty Advisor

I have read this 2<sup>nd</sup> Year Project and recommend its acceptance.

---

Second Reader

### Request to Take Qualifying Exams

Name of Student \_\_\_\_\_ Name of Advisor \_\_\_\_\_

Program: \_\_\_\_\_ Human Factors \_\_\_\_\_ Community \_\_\_\_\_ Community-Clinical

At least one Specialty Area must be specified.

Specialty Area # 1: \_\_\_\_\_

Brief Description \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Specialty Area # 2: \_\_\_\_\_

Brief Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of Student \_\_\_\_\_

Signature of Advisor \_\_\_\_\_

***Attach a list of courses completed with grades***

## Dissertation Design Approval Form

**Candidate's Name:** \_\_\_\_\_

**Candidate's File Number:** \_\_\_\_\_

The undersigned members of the Dissertation Examination Committee certify that we have reviewed the prospectus for the dissertation and have examined this student over her/his ability to carry out the necessary research and writing. Our signatures below indicate individual judgement relative to the research as proposed leading to an acceptable dissertation and the perceived ability of the candidate to complete this research.

Signatures do not pertain to substantive changes in the research design which may arise, nor do they preempt the privilege of normal interrogation during the candidate's final oral defense of the research.

Do Not Approve	Approve with Conditions Noted on the Reverse Side	Approve

Title: \_\_\_\_\_  
\_\_\_\_\_

Dissertation Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

# Recommendation for Degree Form

## I. Oral Defense Results

We hereby concur that (Name): \_\_\_\_\_ # \_\_\_\_\_  
has, on (Date): \_\_\_\_\_, presented the oral defense as a requirement for the degree  
of Doctor of Philosophy with a major in Psychology.

The results are circled below:

(A majority of the examining committee must pass the student).

### Examining Committee Member's Signatures

- |             |                         |
|-------------|-------------------------|
| Pass - Fail | 1. _____<br>Chairperson |
| Pass - Fail | 2. _____<br>Member      |
| Pass - Fail | 3. _____<br>Member      |
| Pass - Fail | 4. _____<br>Member      |
| Pass - Fail | 5. _____<br>Member      |

## II. Binding Approval

Title: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Read and Approved for Binding

Chairperson	Date
Member	Date
Member	Date
Member	Date
Member	Date
Dean of Academic College (if required)	Date
Graduate School:	Approval for binding will not be granted until this form and Change of Grade forms for incompletes are received. Date

## Sample Title Page for a Dissertation

FULL TITLE OF THESIS/DISSERTATION

I have examined the final copy of this (*thesis/dissertation*) form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of (*degree*), with a major in (*Major*). (*See the list of majors and degrees in the Graduate Bulletin. The major is often different than the name of the department.*)

---

(*Name of Professor*), Major Professor

We have read this (*thesis/dissertation*)  
and recommend its acceptance:

---

(*Name of Professor*) Committee Member

---

(*Name of Professor*) Committee Member

---

(*Name of Professor*) Committee Member

---

(*Name of Professor*) Committee Member

Accepted for the (*Academic College of Department*):

\* (*dissertations and English/Creative Writing only*)

---

(*College Dean or Department Chairperson*)

\* (*dissertations only*) Accepted for the Graduate School:

---

Dean of the Graduate School

## **Selections From Policy Statement on Sexual Harassment of Students**

### **Policy Prohibiting Sexual Harassment**

#### **I. Introduction**

It is the policy of Wichita State University to prohibit discrimination against individuals or groups of individuals based on race, sex, religion, national origin, age or disability in all aspects of University life. To prevent discrimination, the University has adopted a variety of policy statements to educate and advise University constituencies. In addition, the University has adopted a comprehensive Affirmative action Plan which outlines procedures that are aimed at eliminating discrimination.

In addition to being illegal, sexual harassment runs counter to the objectives of this University. When people, whether student, faculty, unclassified professional or classified staff feel coerced, threatened, intimidated, or otherwise pressured by others into granting sexual favors, their academic and work performance is likely to suffer. In addition, such actions violate not only the dignity of the individual, but also the integrity of the University as an institution for learning. Academic freedom flourishes when all are free to pursue ideas in a non-threatening, non-coercive atmosphere of mutual respect. Sexual harassment is thus harmful not only to persons involved, but also to the entire University community.

With the adoption of this policy on sexual harassment, Wichita State University reaffirms its commitment to maintaining an environment free of intimidation, fear, reprisal and coercion—one in which students, faculty, unclassified professionals and classified staff can develop intellectually, professionally, personally and socially.

#### **II. Responsibilities**

All members of the University community are responsible for promoting a positive working and learning environment where all persons are free to discuss any problems or questions they may have concerning sexual harassment at the University, without fear of intimidation or retaliation. To that end., the University administration shall widely disseminate this policy and procedures prohibiting sexual harassment so that all members of the University community are fully informed of their rights and responsibilities.

- University officials are committed to contributing to a positive learning and working environment by acting in a manner which is fair, by attempting to resolve complaints, and by educating members of the University community to eliminate prohibited activities and any acts of retaliation.
- It is the obligation of administrators and supervisors who become aware of sexual harassment in their area of responsibility to take steps to prevent its continuation. Failure to do so is a violation of this policy.
- Persons experiencing unwelcome, harmful, or offensive behavior are encouraged to communicate directly with the person whose behavior is perceived or experienced as sexually harassing.

Communicating directly that such behavior is unwelcome, harmful or offensive will often result in the resolution of the complaint prior to resorting to the University's stated informal and/or formal complaint procedures.

- This policy is not intended and will not be implemented in such a way as to censor or punish students, faculty, or staff members for exercise of their First Amendment right to express their individual ideas and viewpoints on any topic. This policy is also not intended and will not be implemented in a way that infringes on academic freedom.
- University employees are cautioned against entering romantic and/or sexual relationships with any individual where a professional power differential exists even if that relationship is a consensual one. The potential for harassment claims arising out of such relationships makes them unwise. Examples of professional power differentials include romantic and/or sexual relationships between a faculty member and a student over whom the faculty member has a supervisory role, a classified supervisor and an employee who reports to the supervisor, or an unclassified professional supervisor and a student assistant/employee who reports to the supervisor. When a charge of sexual harassment is made, in this context, it may be difficult to show immunity on the grounds that the relationship was consensual.
- Claims of sexual harassment that are frivolous, vindictive and without support or merit may constitute a form of sexual harassment.

### **III. Definition**

Sexual harassment involves behaviors which interfere with an individual's work or the learning environment through unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct which unreasonably interferes with an individual's work performance or educational experience, or creates an intimidating, hostile or offensive working or learning environment. To the extent that individuals are protected from a "hostile environment," it must be understood that the University cannot protect its constituents from verbal conduct which is upsetting, rude, or uncivil. A hostile environment complaint under this policy requires that a reasonable person in the complainant's circumstances experiences conduct which is severe and/or pervasive enough that the conditions of such persons' work or educational environment are altered.

In determining whether alleged conduct constitutes sexual harassment, it is necessary to look at the entire context and pattern of behavior. The clearest example of sexual harassment is an attempt to coerce an unwilling person into a sexual relationship by using an employment or educational relationship. However, any behavior, whether verbal or physical, constitutes sexual harassment if:

- A person is intimidated by the threat, overt or implicit, that any educational or employment decision may be affected by unwillingness to tolerate or accept sexual attentions.
- A person is required to tolerate or accept sexual attentions as a condition of employment or learning.
- Any educational or employment decision has been affected by a person's refusal to comply with or tolerate inappropriate sexual behavior.

- The behavior creates an environment that a reasonable person of ordinary sensitivity would find intimidating, hostile, or offensive on the basis of sex, and which interferes with that person's ability to work or learn.
- Any reprisals are taken for reporting or objecting to sexual harassment.

#### **IV. Procedures**

The procedures for dealing with sexual harassment issues and complaints are essentially similar for all persons at Wichita State University. The levels or types of procedures, namely Counsel and Advice, Informal procedure and Formal Procedure, are consistent across all employment categories. An intent of this policy is to have the procedures of this policy compatible with existing related policies such as grievance procedures. Therefore, some differences in procedures exist among the major employment categories of classified, faculty, and unclassified professional. For students, existing established procedures are also recognized and utilized in this policy. The Counsel and Advice procedures are exactly the same for all categories. The informal and formal procedures for classified staff, unclassified professionals and students are presented with a combined set of procedures. The faculty procedures, while essentially parallel, are presented separately.

#### **V. Counsel and Advice**

Regardless of an individual's personal responsibility to deal with grievances directly and informally, this is not always practical in cases of perceived sexual harassment. The person may fear retaliation from the perceived harasser. Further, the perceived harassment may be of such a nature that engaging in such conduct violates not only reasonable standards of personal conduct, but the standards of professional conduct that the University expects and requires its professional employees to observe.

Individuals may, therefore, seek counsel and advice from various campus offices, such as the Counseling Center, or from trusted individuals in order to clarify in their own mind the situation they find themselves in, or to explore various means available for redressing their grievance.

When seeking counsel and advice, persons should keep in mind that:

- Managerial employees of the University, such as department chairpersons, office supervisors, deans, *etc.*, may be required by law or University policy on the prudent exercise of supervisory responsibilities to report even informal complaints of sexual harassment that come to them.
- Managerial employees who are required by virtue of their position to report sexual harassment complaints to higher University authorities should so inform potential complainants and advise them where they can go for unofficial discussions if that is what the potential complainant is seeking.
- Persons who want to pursue unofficial discussions should visit the Counseling Center, or speak to others in the University who do not have supervisory responsibilities.
- Potential complainants should keep it in mind that neither the Affirmative Action Officer nor other University officers are permitted to be advocates for complainants in

developing for pursuing a complaint. While these officers are obligated to enforce and implement University policy, they must seek to assure fairness to both parties and to protect the University's interests. The University's interest is in the fair treatment of all those involved in the process, while complying with its legal obligations as an employer.

## Transfer Credits for Incoming Graduate Students

This document is to be completed for *all incoming students requesting transfer credit* and placed in the student's official file.

Name: \_\_\_\_\_ Date entered program: \_\_\_\_\_

Does the student have a Master's degree in psychology or an allied field?       Yes    No

Does the student have graduate credit in psychology, or an allied field?       Yes    No

Please list all *courses* for which transfer credit is requested, and accompanying information. Course(s) cannot be more than six years old and student must have received a B or better (no B-).

Course	Institution	Grade	Hours	Approved?	Replaces - course # or "elective"	Who Approved
				<input type="checkbox"/> yes <input type="checkbox"/> no		
				<input type="checkbox"/> yes <input type="checkbox"/> no		
				<input type="checkbox"/> yes <input type="checkbox"/> no		
				<input type="checkbox"/> yes <input type="checkbox"/> no		
				<input type="checkbox"/> yes <input type="checkbox"/> no		

If the student is requesting that a Master's *thesis or research project* completed at another institution be accepted for our second year project requirement, fill out the following:

Thesis/project title: \_\_\_\_\_

Institution at which research was completed: \_\_\_\_\_

Professor(s) evaluating the thesis: \_\_\_\_\_

Accepted as substitute for second year project?       Yes       No

I am the student's first year advisor and declare that the evaluation of this student's transfer credit status is complete.

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

I have reviewed and I approve the decisions described above.

Program Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Graduate Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

I have been advised of the disposition on my request(s) and had the opportunity to discuss it.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

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