GRADUATE STUDY IN PSYCHOLOGY
UNIVERSITY OF HOUSTON

THE CITY OF HOUSTON

Houston is the fourth largest city in the United States. Its expanding and diverse economy has contributed to its leadership role in finance, retailing, engineering, and construction, as well as in commerce, banking, and international trade. World-renowned medical research, education, and patient care takes place at the Texas Medical Center, the largest medical center in the country. Baylor College of Medicine and the University of Texas Health Science Center represent several of the agencies working in cooperation with our department.

Houston offers a wide range of excellent entertainment, shopping, and restaurants with a variety of American and international cuisine. Professional baseball and basketball, as well as outstanding collegiate teams compete here. Several centers for the performing arts, including symphony, opera, ballet, and theater are open year-round. To the south are Gulf Coast beaches, including Galveston Island. To the northwest lies the Hill Country, and to the northeast are the Piney Woods and lakes of East Texas.

THE UNIVERSITY OF HOUSTON

Established in 1927, the University of Houston became a four-year institution in 1934. It rapidly expanded into a complex university with an extensive graduate school, awarding its first Ph.D. in psychology in 1953. The University joined the State of Texas system in 1963. During the 1970s, the University Board of Regents targeted this campus to become a "Flagship Level-1 University." Since that time, it has experienced a rapid rise in national and international stature and is now classified as a Carnegie Research I University. Located on 556 acres just southeast of Houston's downtown, the University offers a variety of strong academic programs complemented by some of the finest facilities for professional study. Further strengths include a high quality faculty, an active student life, and special study opportunities.

The University of Houston is the largest of the four universities within the University of Houston System with a current enrollment of approximately 36,000 students, 9,000 of whom are enrolled in graduate and professional studies. The University's computer intensive environment gives access to personal computer workstations throughout the campus. A new computerized catalog provides information about the 2.4 million volumes in the main library, and information on various topics is available on databases available throughout campus. The Computing Center provides a wide range of network and state-of-the-art services which enhance the learning environment in all fields.

The University of Houston serves a diverse student body and is ranked among the top set of research universities in the country. Because the University of Houston is a research institution, students interact with faculty who excel at research as well as teaching. The University of Houston is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools as a Level IV, general post secondary institution. In addition, the University is a member of the National Commission of Accrediting, the Association of Texas Colleges and Universities, the American Council on Education, the Association of American Colleges, the Association of Urban Universities, and the National Association of State Universities and Land Grant Colleges.

THE DEPARTMENT OF PSYCHOLOGY

Graduate study in psychology at the University of Houston is a blend of the traditional and the different. We share with many psychology departments a traditional commitment to provide an excellent education in basic psychological theory and methods. The department also has an explicit commitment to focusing that scientific education on solving problems of society. This focus qualifies our graduates for a wide variety of professional positions in academic, research, or service settings such as industry and medical centers. Our location in Houston, with its large and rapidly expanding population of governmental, medical, business and corporate entities, and university installations, as well as its diverse population, creates multiple needs and opportunities for psychological science and application. The Psychology Department interacts extensively with Houston's business and medical communities. It takes advantage of the proximity of these resources, sponsoring internships with major corporations and both public and private health facilities.

The Department of Psychology offers Ph.D. programs in four areas. The Department does not have a terminal Master's program; although Ph.D. students earn a Master's degree in the process of fulfilling doctoral requirements.

The Department of Psychology accepts new students in our graduate program only for the fall semester each year. Between 20 and 25 students are accepted annually. Successful applicants in the past years had a median GPA of 3.65, and medians of 650 on the verbal, 659 on the quantitative, and 5 to 6 on the analytic writing portions of the Graduate Record Examination (GRE).

LIBRARIES AND COMPUTING RESOURCES

The University Libraries offer a wide variety of services and resources to support your success at the University of Houston. The Libraries offers a workshop for all students, staff, and faculty that will give you an overview of the services available, provide tips on conducting successful library research, and introduce you to the Electronic Publications Center. The EPC is the UH Libraries' network of over 200 databases, including periodical indexes, full text databases, and Internet access. Guided tours of M.D. Anderson Library (45 minutes) will highlight the services available at M.D. Anderson Library, the main library on the UH campus, to help you learn your way around the building. Library staff will also provide workshops that will help you learn how to use the World Wide Web as a tool to conduct academic research.

Several computing facilities are available for use by graduate students in psychology. In addition to the Central Site Computing Center, located in 110 Social Work, the department of Psychology provides three state-of-the art Windows server-based computing labs. The computing labs have machines equipped with CDROM readers and soundcards. A scanner and high quality laser printer are also available. Located in rooms 122 and 203 Heyne Building and 1010 of the Clinic Research Services Building, the labs have Microsoft Office, SAS, SPSS, LISREL and AMOS software available as well as several other standard software programs. For more information about the Psychology computing laboratory or to inquire about technical support, contact Alex Botti 713-734-8531 or psychservice@uh.edu.

APPLICATION PROCESS

In addition to the completed application, the following is required of applicants:
- **Transcripts** - **Two official** transcripts are required from each institution previously attended.

(Student copies may be accepted for preliminary review purposes if official copies have not arrived by the deadline).

- **General GRE Test Scores** - Scores are required on the verbal, quantitative, and analytic sections of the GRE. It is important to keep in mind that it takes approximately 6-8 weeks for the University to receive GRE scores from the Educational Testing Service (ETS). Please have ETS send original scores to the University of Houston, University Park Campus (**code # R6870**).
- **Letters of Recommendation** - Three letters of recommendation are required. These letters should be from persons who can address your academic and/or research abilities.
- **Career Statement** - This should describe current substantive interest in psychology and post-graduate career plans.
- **A Non-Refundable Fee of $40.00** for application processing, payable to the Psychology Department, University of Houston. (This fee may be waived in cases of hardship upon written request to the Director of Graduate Studies in Psychology).

APPLICANTS

Applicants who hold student or other temporary visas, or permanent residents, whose admission will be based on education completed outside the US, are subject to international admissions requirements. Please contact the University of Houston International Admissions Office for more complete details.

The Department of Psychology graduate program deadlines are as follows:

December 1   Clinical Psychology
January 15   Developmental Psychology
January 15   Industrial/Organizational Psychology
January 15   Social Psychology

Faculty committee members within each graduate area review applicants' files. Some program areas may conduct either a personal or telephone interview with potential candidates. Once a decision has been made an official notice of acceptance or denial will be mailed by the Academic Affairs Office of Psychology. Any questions about the decision should be directed to the individual program area. (NOTE: Applications are for a specific year. If you wish to be considered for subsequent years, you must submit a new application along with a career statement, and reference letters. If you have attended any other institutions then you must submit official transcripts.)

The Department of Psychology provides funding support for all first year students through Teaching Assistantships (TA). After the second year, students may qualify for a Teaching Fellowship (TF). Teaching Fellows are instructors of record for a course. Research Assistantships (RA) are also sometimes available to first year students. The Department does not guarantee support beyond the first year. However, students in good standing have been successful in securing multi-year funding support through a combination of teaching, research appointments, external internships, or traineeships. Benefits include an excellent low-cost comprehensive health benefit package and a graduate tuition fellowship that will cover the cost of 9 to 12 credit hours for the Fall and Spring semesters.

Financial assistance is available through the UH Office of Scholarships and Financial Aid to provide assistance to students through a program of scholarships, grants, loans, and employment. The aim of this office is to offer financial assistance to students who would otherwise be unable to attend the university as well as to encourage students of above-average scholastic ability.

GENERAL REQUIREMENTS

Listed below are the general requirements for a Doctor of Philosophy Degree, including Master's Degree, department core courses, foundation courses, and general courses. Each program has additional requirements.

1. Department Core (nine semester hours)
   PSYC 6300 - Statistics for Psychology
   PSYC 6301 - Psychological Theory
   PSYC 6302 - Experimental Design
2. Distribution Electives (six semester hours). Foundations courses or equivalent from 2 program areas outside the major area. Courses may be selected from the following:
   PSYC 6304 - Foundations of Developmental Psychology
   PSYC 6306 - Foundations of Cognitive Psychology
   PSYC 6308 - Foundations of Neuropsychology
   PSYC 6334 - Foundations of Health Psychology
   PSYC 6338 - Foundations of Social Psychology
   PSYC 6370 - Foundations of Industrial-Organizational Psychology
   PSYC 7342 - Biological Bases of Behavior
   PSYC 8330 - Cognitive Neuroscience
3. Research or Applied Practica (12 semester hours)
4. Major Concentration (12 semester hours or more, these hours vary with program)
5. Thesis Research (a minimum of six semester hours)
   PSYC 6399 AND 7399
6. Defense of Thesis
7. Major area, minor area, specified related courses (hours vary with program)
8. Comprehensive Examination
9. Other special requirements of the major area of concentration (e.g., teaching, practice, internship)
10. Dissertation Research (a maximum of 12 semester hours, enrollment must be continuous)
    PSYC 8199, 8299, 8399, 8699, 8999 (minimum of one hour per semester)
11. Defense of Dissertation

CLINICAL PSYCHOLOGY (APA Accredited) endorses the Boulder model of training with particular emphasis on the integration of the scientific and professional aspects of the field. The program is based on a strong advisor-advisee relationship and adheres to a broad-based empirical orientation. We attempt to expose students to a range of theoretical, research and clinical approaches to problems. The program offers specialty training in three areas of concentration: 1) child-family, 2) clinical neuropsychology, and 3) adult behavior disorders.

The clinical program attempts to prepare students in the following abilities and skills: 1) research skills including research methods, statistics, measurement, and computer usage; 2) assessment skills, including intellectual, personality, observational, neuropsychological, and program evaluation techniques; 3) intervention skills including interviewing, psychotherapy, behavior therapy, and unit-wide programs, with emphasis on evidence-based procedures; 4) conceptual skills in the basic methods, theories, and empirical bases of clinical psychology; 5) awareness of and sensitivity to cultural and individual diversity; and 6) above all, adherence to the highest standards of ethical and professional conduct consistent with the American Psychological Association Ethical Principles of Psychologists and Code of Conduct. The

program works to prepare students to be capable of professional roles beyond direct service, such as supervision, administrations, consultation, program planning, and evaluation. The program intends to train clinical psychologists who can work effectively in variety of clinical, research, and academic settings. The program's training philosophy, goals, objectives, and curriculum plan are consistent with the mission of the University of Houston and the College of Liberal Arts and Social Sciences. The program offers doctoral education and training in psychology, one goal of which is to prepare students for the practice of professional psychology. The clinical program usually receives over 400 applications for 10-18 positions. Although quantitative indices are not the only criteria for final selection, average scores of recently accepted students were: 627 on the GRE verbal, 655 on the GRE quantitative, 707 on the GRE analytic, and 3.66 (out of 4.0) grade point average. In evaluating applications, our review committee looks primarily at quantitative indices (as listed above), undergraduate courses, letters of recommendation, clinical and research experience, statement of goals, and a personal interview. The statement of goals is viewed as a reflection of the applicant's potential to fit with the program in terms of orientation to graduate work and clinical and research interests. The majority of students are accepted directly from undergraduate programs, but there are also a number of students who have been accepted with a Master's degree and/or with several years of work experience. Applications from minority students are especially encouraged.

CLINICAL FACULTY

Marco J. Mariotto, Professor and Department Chairperson; Ph.D., University of Illinois at Urbana-Champaign, 1974; Clinical assessment and measurement, Observational measurement, Serious Mental Illness, Decision Theory, Forensic Psychology.

Candice Alfano, Associate Professor and Director of the Sleep and Anxiety Center for Kids; Ph.D. University of Illinois, 2005; Etiology, Childhood Anxiety Disorders, Sleep-wake Processes, Behavioral Interventions.

Julia Babcock, Assistant Professor and Co-Director of the Center for Couples Therapy; PhD, University of Washington, 1996; Marriage, Domestic Violence, Couples' Interaction, Marital Therapy, Efficacy of Interventions with Domestic Violence, Emotions and Emotional Regulation.

Paul T. Cirino, Associate Professor and Director of the Developmental Neuropsychology Lab; PhD, University of Houston, 1996; Developmental Neuropsychology, Math and Reading Learning Difficulties and Disabilities, Attention, Working Memory, and Executive Functions, Measurement and Methodology.

Jack M. Fletcher, Distinguished Professor; Ph.D., University of Florida, 1978; Neuropsychology of Learning Disabilities, Pediatric Brain Injury.

H. Julia Hannay, Professor; Ph.D., State University of Iowa, 1972; Neuropsychological Test Outcome, Penetrating and Closed Head Injury, Neurodevelopmental Disorders, Animal Models.

Merrill C. Hiscock, Professor; Ph.D., University of Texas at Austin, 1975; Aging, Dual Task Performance, Attention, Hemispheric Specialization, Epilepsy, Sex Differences, Malingering.

Paul J. Massman, Associate Professor and Director of Clinical Neuropsychology Training; Ph.D., University of Texas Austin, 1990; Neuropsychology of Alzheimer's Disease and Other Neurodegenerative Disorders, Measurement and Correlates of Progression of Deficits in Alzheimer's Disease.

Paras Mehta, Associate Professor; Ph.D., University of Houston, 1996; Multilevel Structural Equations Modeling, Growth Curve Modeling, Applications of ML-SEM in Educational Research, Applications of ML-SEM in Organizational Research.

Peter J. Norton, Associate Professor and Director of the Anxiety Disorder Clinic; Ph.D., University of Nebraska at Lincoln, 2003; Anxiety Disorders, Diagnostic Models, Treatment Outcome Research.

Carla Sharp, Associate Professor and Director of the Developmental Psychopathology Lab; Ph.D., University of Cambridge, 2000; Developmental Psychopathology, social cognition, reward processing and emotional processing, Measure development of diagnostic tools.

Jennifer L. Tackett, Associate Professor; Ph.D., University of Minnesota, 2006; Personality and Developmental Psychopathology.

John P. Vincent, Professor, Director of Clinical Training, Director of the Center for Forensic Psychology, and Co-Director of the Center for Couples Therapy; PhD, University of Oregon 1972; Forensic Psychology, Assessment of Psychological Functioning in Civil Litigation, Methodological Issues in Forensic Evaluations, Posttraumatic and Acute Stress Disorders, Families of Divorce, Marital and Family Therapy.

Rheeda L. Walker, Associate Professor and Director of the Culture, Risk, and Resilience Lab; Ph.D., Florida State University, 2002; Black & African American mental health, Psychological correlates of suicide, Race-related stress and discrimination, Religiosity, spirituality, and culturally-informed coping.

Michael J. Zvolensky, Distinguished Professor; Ph.D., West Virginia University, 2001; Risk and Maintenance Factors for Anxiety Disorders, Substance Use Disorders Comorbidity with Anxiety Disorders, Role of Physical Health and Health Behaviors (e.g., aerobic exercise) in Anxiety Disorders, Experimental Psychopathology and Translational Research, Health Disparities.

DEVELOPMENTAL PSYCHOLOGY with a **Developmental Cognitive Neuroscience** focus. This interdisciplinary program will emphasize broad training in the study of neuro-anatomical, physiological, cellular and genetic bases of cognitive processes and their behavioral concomitants as they unfold and change over the lifespan. The curriculum will cover a number of fields including sensation, perception, attention, language, memory, decision-making, reasoning, executive function, emotion, consciousness, and social processes. This will involve courses taught by experts in the field who have appointments at the University of Houston, the Texas Medical Center (the University of Texas – Health Sciences Center at Houston, Baylor College of Medicine, and related institutions and hospitals). In addition, faculty have strong links to a number of other departments on campus (Electrical Engineering, Computer Science, Education, and Speech and Communication Sciences) and extensive long-term relationships with the Texas Medical Center in terms of research, teaching, practicum, and clinical endeavors. The program is designed to prepare scientists to teach and conduct research in an interdisciplinary field. A core faculty at the University of Houston will be responsible for the day-to-day operations of the program, mentoring students, supervision of theses and dissertations, and primary research training. This training will be supplemented by experiences in other departments and institutions depending on the interests and goals of the students. Each student will have a mentor and a committee designed to guide their education and training as it develops and changes during their tenure in the department. Stipends in the form of research and teaching assistantships are available for students. Faculty may also provide research assistantships through federally funded grants from the NIH and NSF.

DEVELOPMENTAL FACULTY

Arturo E. Hernandez, Associate Professor, Director of the Developmental Psychology Program, and Director of Laboratory for the Neural Bases of Bilingualism; Ph.D., University of California, San Diego, 1996; Cognitive Neuroscience, Bilingual Language Processing, Second Language Acquisition, Laboratory for the Neural Bases of Bilingualism.

Bruno Breitmeyer, Professor; Ph.D., Stanford University, 1972; Visual selective attention, Perception of Motion, Visual masking explorations of the dynamics of unconscious and conscious form perception, Parallel pathways in visual processing, Visual function in schizophrenia.

Jack M. Fletcher, Distinguished Professor; Ph.D., University of Florida, 1978; Neuropsychology of Learning Disabilities, Pediatric Brain Injury.

Donald J. Foss, Professor; Ph.D., University of Minnesota, 1966; Cognitive Psychology and Language Comprehension.

David J. Francis, Chair of Psychology, Distinguished Professor of Psychology, and Director of the Texas Institute for Measurement, Evaluation, and Statistics; University of Houston, 1985; Statistical Models for Longitudinal Data, Structural Equation Modeling, Exploratory Data Analysis, Learning Disabilities, and Literacy in Bilingual Populations.

H. Julia Hannay, Professor; Ph.D., State University of Iowa, 1972; Neuropsychological Test Outcome, Penetrating and Closed Head Injury, Neurodevelopmental Disorders, Animal Models.

Merrill C. Hiscock, Professor; Ph.D., University of Texas at Austin, 1975; Aging, Dual Task Performance, Attention, Hemispheric Specialization, Epilepsy, Sex Differences, Malingering.

J. Leigh Leasure, Associate Professor and Director of the Behavioral Neuroscience Lab; Ph.D., University of Texas-Austin, 2000; Hippocampal neurogenesis, Post-stroke exercise and rehabilitation, Neuroplastic events after stroke.

Paul J. Massman, Associate Professor and Director of Clinical Neuropsychology Training; Ph.D., University of Texas Austin, 1990; Neuropsychology of Alzheimer's Disease and Other Neurodegenerative Disorders, Measurement and Correlates of Progression of Deficits in Alzheimer's Disease.

Hanako Yoshida, Assistant Professor and Director of the Cognitive Development Lab; Ph.D., University of Indiana, 2003; Language and Cognitive Development.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY offers broad training in industrial/organizational psychology with options for specialization in either the personnel or organizational sub-fields. The goal of the graduate training program is to develop the competencies needed to function as a scientist-practitioner. The strategies chosen to accomplish this goal include formal courses, individual reading/research projects with faculty, and supervised practicum experience.

The time required to complete the program is normally 4-5 years for students entering with a BA/BS or 3-4 years for students with a MS/MA degree. Near the conclusion of a student's coursework (normally following the third year), a comprehensive written and oral examination must be completed. This examination is based upon a predetermined reading list designed to cover the basic knowledge and key issues of the field. All students are also required to spend at least one year in an applied practicum. These practica are half-time, paid positions in local organizations and consulting firms, including AON, Vandaveer Group, Jeanneret & Associates, and Personnel Decisions International. The practicum is supervised by a Ph.D. Industrial Psychologist working full-time for the firm in question and by a member of the UH faculty. These practica provide students with a unique learning experience and the opportunity to engage in research and apply their skills in actual organizations.

Students are required to become involved with faculty research efforts as well as to engage in additional independent research projects. The research facilities and resources are large and diverse, including laboratory and research space, video and audio recording equipment, and a large university computing center complex. Faculty research interests include assessment, compensation and benefits, decision-making (individual and organizational), interviewing, leadership, labor management relations, occupational health and safety, organizational attitudes and behavior, organizational climate, selection,

training, work motivation, and work productivity.

In addition, due to location in a large urban area, the l/O program offers students the opportunity to become involved in a variety of field research and training opportunities. For example, the Interviewing Institute, which is directed by the l/O program, offers training workshops each year, which are attended by professional interviewers from companies all over the country. Graduate students participate in training these interviewers, thus gaining experience in leading workshops. In addition, faculty members involve graduate students in field research and consulting in the community. Our program is also enhanced through its ties with other professionals in the University and throughout the community. Students have access to local l/O researchers and practitioners through the Houston Area Industrial/Organizational Psychologists which meets monthly.

The job market for Industrial/Organizational psychologists has been and continues to be excellent, offering employment in academic, government and organizational contexts as well as private consulting. Our training provides graduates with the education and experience needed in research and applications to take positions in academic, government or industry settings.

INDUSTRIAL/ORGANIZATIONAL FACULTY

L. A. Witt, Professor of Psychology, Professor of Management, Director of Industrial/Organizational Psychology Program; Ph.D., Tulane University, 1985; Strategy-culture Alignment, Customer Service,
Social and Political Skill, Work Performance, Personality, Employee Selection, Organizational Politics and Support, Work-family Interface.

James E. Campion, Professor; Ph.D., University of Minnesota, 1968; Recruitment, Personnel Selection Methods, Employment Interview Training.

Robert Eisenberger, Professor; Ph.D., University of California, Riverside, 1971; Perceived Organizational Support, Motivation for Creativity, Enjoyment of Nature.

Paras Mehta, Associate Professor; Ph.D., University of Houston, 1996; Multilevel Structural Equations Modeling, Growth Curve Modeling, Applications of ML-SEM in Educational Research, Applications of ML-SEM in Organizational Research.

Lisa M. Penney, Associate Professor; Ph.D., University of South Florida, 2002; Job Stress, Counterproductive Work Behavior, Work-life Balance, Emotions in the Workplace, Emotional Labor.

Christiane Spitzmüller, Professor; Ph.D., Bowling Green State University, 2003; Employee Surveys and Survey Nonresponse, Cross-cultural and Expatriate Research, Technology in Organizational Behavior, Occupational Health Psychology, Job Stress.

SOCIAL PSYCHOLOGY presents a wide variety of theoretical and research perspectives to the student. The objective of graduate training and research in social psychology is to provide students with research skills which may be effectively applied in academic, educational, medical, and organizational settings. Our research on health behavior includes the prevention of substance abuse and other risk behaviors among adolescents, as well as stress and its effects on the immune system. Research on close relationships examines the beliefs, cognition, and communication in and about close personal relationships. The program emphasizes the application of social psychological theories, methods, and concepts to research in real life settings and important social issues. Extensive training in methodology and data analysis skills is also emphasized. Students are involved in research in the areas of close relationships, behavioral medicine, persuasion, stereotypes, social cognition, and human motivations.

Faculty members in the program have continually received support from both federal (e.g., NIH)

and local agencies. Recent graduates of the doctoral program have received appointments at a number of university and research organizations such as: Michigan State University, State University of New York at Buffalo, University of Alabama, University of California at Santa Cruz, Duke University, Texas Youth Commission, Texas Department of Human Resources, Wayne State University, Stanford University, California State University at Sacramento, Baylor College of Medicine, National Institutes of Health, University of Arizona, and the University of Wisconsin. Students working in the areas of health behavior or close relationships are prepared for positions in university departments and federally funded research organizations.

The social psychology curriculum is directed at developing the student's strength in quantitative methods and theoretical, conceptual, and biological perspectives that are central to advanced training in social psychology. While students are encouraged to engage in self-initiated research endeavors, students in the program also have an opportunity to participate in active research programs under the mentorship of various members of the psychology faculty. There is also opportunity for inter-disciplinary research, allowing for a breadth of research experiences. Strong departmental programs in industrial/organizational, developmental, and clinical psychology provide excellent opportunities to augment and diversify the training in the social psychology program, as does the student's access to courses offered in the Texas Medical Center (e.g., epidemiology, public health) and other universities in the Houston metropolitan area. The Department of Psychology provides the major facilities for research and training activities. Field research is an integral part of studies in social interaction and has involved a variety of settings in both the public and private sectors. Stipends in the form of research and teaching assistantships are available for student financial support.

SOCIAL PSYCHOLOGY FACULTY
Clayton Neighbors, Professor, Director of the Social Psychology Program, Director of the Social Influences and Health Behaviors Lab; Ph.D., University of Houston, 2000; Alcohol and Substance Use, Social Norms, Self-determination and Susceptibility to Social Influences, Models of Intimate Partner Violence, Aggressive Driving, Applications to Intervention, Spiritual and Religious Influences, Event Specific Prevention. Social Comparison, Social Identity.

Linda K. Acitelli, Associate Professor, Director of the Self and Relationships Research Group; Ph.D., University of Michigan, 1986; Close Interpersonal Relationships, Social Support and Marital Satisfaction, Gender Differences, Couples and Chronic Illness.

C. Raymond Knee, Professor, Director of Graduate Education, Director of the Interpersonal Relations and Motivation Research Group; PhD, University of Rochester, 1996; Social Cognition, Close Relationships, Motivation and Health.

Qian Lu, Assistant Professor, Director of the Culture and Health Research Center, Director of the Health Psychology Lab; Ph.D., University of California Los Angeles, 2005; Cancer Survivorship, Pain and Chronic Illness, Written Emotional Disclosure, Emotion Regulation, Coping, Posttraumatic Growth, Research Methodology.

Lynne Steinberg, Associate Professor; Ph.D., University of Kansas, 1984; Item Response Theory.

QUANTITATIVE PSYCHOLOGY
The Department of Psychology does not have a program in Quantitative Psychology but it does offer courses in this area to allow students to develop a minor with an emphasis in quantitative methods. Besides the two required courses in statistics enough advanced courses are offered to give students a strong set of skills and understanding in quantitative methods as applied to psychological research.

Topics normally offered include: Multivariate Analysis, Factor Analysis, Confirmatory Factor

Analysis, Structural Equation Modeling, Categorical Data Analysis, Advanced Psychometric Methods, and use of microcomputers in stimulus generation, data collection, and data analysis. Other topics are developed and offered as the department identifies their potential usefulness in research.

QUANTITATIVE FACULTY

David J. Francis, Chair of Psychology, Distinguished Professor of Psychology, and Director of the Texas Institute for Measurement, Evaluation, and Statistics; University of Houston, 1985; Statistical Models for Longitudinal Data, Structural Equation Modeling, Exploratory Data Analysis, Learning Disabilities, and Literacy in Bilingual Populations.

Paras Mehta, Associate Professor; Ph.D., University of Houston, 1996; Multilevel Structural Equations Modeling, Growth Curve Modeling, Applications of ML-SEM in Educational Research, Applications of ML-SEM in Organizational Research.

Lynne Steinberg, Associate Professor; Ph.D., University of Kansas, 1984; Item Response Theory.

T. Siva Tian, Assistant Professor; Ph.D., University of Southern California, 2009; High-dimensional Statistics, Functional Data Analysis, Robust Methods, Machine Learning.

FOR QUESTIONS AND INFORMATION CONTACT:

Dr. C. Raymond Knee
Director of Graduate Education
Email: knee@uh.edu
Phone: 713-743-8524

Dr. Suzanne Kieffer
Director of Administrative and Academic Affairs
Email: kieffer@uh.edu
Phone: 713-743-8500

Ms. Patti Tolar
Coordinator, Academic Affairs
Email: ptolar@uh.edu
Phone: 713-743-8508

SEND APPLICATION MATERIALS TO:

Academic Affairs Office
Department of Psychology
126 Heyne Building
University of Houston
Houston, TX 77204-5022

TO CONTACT OUR ACCREDITING BODY:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
(T) 202-336-5979 (F) 202-336-5978
http://www.apa.org/ed/accreditation/, Email: apaaccred@apa.org