

**DEPARTMENT OF PSYCHOLOGICAL SCIENCE HANDBOOK**

**UNIVERSITY OF ARKANSAS**

**FAYETTEVILLE, ARKANSAS**

**August, 2019**

Revised August, 2019

The purpose of this Handbook is to acquaint the faculty and students with departmental functions and policies and to serve as a ready reference for procedures in the normal operation of the Department. However, nothing in this Handbook is intended to replace any of the policies or procedures specified in the University of Arkansas Faculty Handbook, Catalog of Studies, Graduate School Catalog, or any policies or procedures of the Fulbright College.

Many of these policies and procedures have undergone modifications over the years, and, presumably, the evolutionary process will continue. The Handbook is designed to reduce confusion by including only the latest reformulations of the procedures that are now being employed. All members of the Department are encouraged to read carefully the contents and submit to the Chair items that need clarification or reformulation or any new items that should be included in the next revision. Present intentions are to revise the Handbook before the beginning of each academic year.

Douglas A. Behrend

Professor and Chair

August, 2019

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**OFFICERS AND COMMITTEE MEMBERSHIP: 2019-20**

**DEPARTMENT CHAIR:** Douglas Behrend (2016-2020)

**ASSOCIATE CHAIR:** James Lampinen (2014-Present)

**DIRECTOR OF CLINICAL TRAINING:** Lindsay Ham (2014-2020), Ana Bridges (2020-2023)

**DIRECTOR OF EXPERIMENTAL TRAINING:** James Lampinen (2019-2020)

**DIRECTOR OF PSYCHOLOGY CLINIC:** Jennifer Veilleux (2019-2020)

**UNDERGRADUATE ADVISOR:** Jeremy Holm

**PERSONNEL COMMITTEE:** Denise Beike, James Lampinen, Ana Bridges, Jenn Veilleux

**HOWELLS COMMITTEE:** Denise Beike, Connie Lamm, Ellen Leen-Feldner, Bill Levine

**PRE-SCREEN COMMITTEE:** Ana Bridges, Scott Eidelman

**UNDERGRADUATE COMMITTEE:** Jenn Veilleux, Denise Beike, Jeremy Holm, Ellen Leen-Feldner

**STUDENT AND FACULTY AWARDS COMMITTEE:** Bill Levine, Jenn Veilleux, Connie Lamm

**SPACE COMMITTEE:** Inactive

**WEBSITE COMMITTEE:** Inactive

**ASSESSMENT COMMITTEE:** Jim Lampinen, Jenn Veilleux, Kate Chapman

**DIVERSITY COMMITTEE:** Ana Bridges, Scott Eidelman, Lindsay Ham

**COMMITTEES FOR REQUIRED GRADUATE COURSES: 2014-15**

PSYC 4123: Perception: Lampinen, Levine, Behrend

PSYC 5013: Advanced Developmental Psychology: Behrend, Cavell, Leen-Feldner

PSYC 5033: Psychopathology Theory and Assessment: Ham, Cavell

PSYC 5043: Assessment of Intellectual and Cognitive Abilities: Bridges, Ham

PSYC 5063: Advanced Social: Eidelman, Beike, Makhanova

PSYC 5073: Introduction to Clinical Practice: Core Skills & Ethical Guidelines: Cavell

PSYC 5113: Theories of Learning: Leen-Feldner, Lampinen, Behrend

PSYC 5123: Cognitive Psychology: Levine, Lampinen, Behrend

PSYC 5133: Inferential Statistics: Levine, Lampinen, Veilleux

PSYC 5143: Advanced Descriptive Statistics: Levine, Bridges, Veilleux

PSYC 5163: Personality Theory and Assessment: Veilleux, Ham

PSYC 5313: Introduction to Clinical Science: Research Design & Ethical Guidelines: Ham, Cavell, Vargas

PSYC 6133: Advanced Behavioral Neuroscience: Lamm, Zabelina, Lampinen

PSYC 6163: Psychotherapy: Cavell, Quetsch, Veilleux

PSYC 6213: Psychotherapy Outcomes: Ham, Quetsch, Cavell

Note. The first person listed for each course will serve as the Chair of that Course Committee.

## **DEPARTMENT OF PSYCHOLOGICAL SCIENCE ADMINISTRATION**

### **OFFICERS AND COMMITTEES**

#### **CHAIR**

The Chair of the Department is appointed by the Chancellor of the University on the recommendation of the Dean of the College for a four-year term. There are no restrictions on the number of terms a Chair may serve. The duties and responsibilities of the Chair are specified in the Governance document. The Dean of Fulbright College is responsible for establishing and initiating procedures for obtaining departmental recommendations for Chair nominations.

#### **ASSOCIATE CHAIR**

The Chair may appoint an Associate Chair to assist in the administration of the Department. The duties and responsibilities of the Associate Chair are those delegated by the Chair.

#### **CLINICAL TRAINING COMMITTEE (CTC)**

The CTC consists of the entire clinical faculty and clinical graduate student representative(s). The Director of Clinical Training serves as chair of the CTC. The function of this committee is policy implementation and recommendation on matters pertaining to the Clinical Training Program. A complete description of the committee's structure and function can be found under the Clinical Program Section .

**Director of Clinical Training.** The Director of Clinical Training is elected by the Clinical Training Committee for a three-year term. There are no restrictions on the number of terms a Director may serve.

**Director of Psychology Clinic.** The Director of the Psychology Clinic is appointed by the Chair on the recommendation of the Clinical Training Committee for a three-year term. There are no restrictions on the number of terms a Director may serve.

#### **EXPERIMENTAL TRAINING COMMITTEE (ETC)**

The ETC consists of the entire experimental staff and a student representative with the Director of Experimental Training serving as Chairperson. The function of this committee is policy implementation and recommendation on matters pertaining to the Experimental Doctoral Program. A complete description of the committee's structure and function can be found in the Experimental Program section .

**Director of Experimental Training.** The Director of Experimental Training is elected by the Experimental Training Committee for a three-year term. There are no restrictions to the number of terms a Director may serve.

#### **PERSONNEL COMMITTEE**

The Personnel Committee, consisting of four members, is elected by the Department at the end of each spring for staggered, two-year terms, beginning July 1. Its function shall be limited to handling personnel matters as specified in the Department's Personnel Document (e.g., merit evaluations, dismissal, grievances, etc.).

#### **PROMOTION AND TENURE COMMITTEE**

When a faculty member is to be considered for tenure or promotion, a four-person Promotion and Tenure Committee will be formed. All members of the Promotion and Tenure Committee will be tenured faculty at or above the rank for which the candidate is to be considered. Members of the Personnel Committee

who meet these criteria will serve ex officio on the Promotion and Tenure Committee; additional members will be elected as necessary by a vote of all tenured and tenure-track faculty, as specified in the Department's Personnel Document.

### **HOWELLS COMMITTEE**

The Howells Committee consists of four faculty members and is responsible for administering the Marie Wilson Howells Trust. Two members of the committee are elected by the Department at the end of each spring for two-year terms, with terms beginning at the start of the fall semester. The Chair of the Howells Committee is elected each fall by the members of the Committee. A student elected by the Graduate Colloquium serves as a non-voting member of the Committee. The Chair serves as a nonvoting, ex officio member of the committee. Additional information concerning the Howells Fund is presented in a later section of this Handbook.

### **UNDERGRADUATE COMMITTEE**

The primary responsibility of this committee is the overall planning and evaluation of the undergraduate program. To ensure proper representation, at least one member belongs to the ETC, one member belongs to the CTC, and one member to be selected by the Chair from individuals whose primary responsibility includes undergraduate teaching.

### **DIVERSITY COMMITTEE**

The Diversity Committee is charged with developing strategies and proposing actions and activities that enable the Department to meet its diversity and inclusion vision and goals. The Committee is appointed by the Chair and must consist of at least 3 faculty members with at least one from each training committee, as well as student representatives from each training committee.

### **ASSESSMENT COMMITTEE:**

The Assessment Committee is charged with developing evaluation instruments, administering the evaluations, and reporting back to Department and other administrative units regarding students' achievement in the Psychology major. The Committee is appointed by the Chair and most consist of at least 3 faculty members with at least one from each training committee.

## **ADMINISTRATIVE PROFESSIONALS**

### **Administrative Support Supervisor:** Mary Simmons

This individual is responsible for assisting the Chair with Departmental correspondence, reports, and business including purchase requests, travel authorizations, appointment forms, grant administration, and other necessary departmental functions).

### **Administrative Specialist II:** Amanda Geng

This individual has primary responsibility for preparation of course materials and examinations. When submitting test materials for preparation, a minimum of three working days should be allowed for regular tests and five working days for final examinations. In addition, this individual assists in the preparation of course schedules, student registration issues, and is primarily responsible for library acquisitions, textbook orders, and travel authorizations.

### **Administrative Specialist I:** Margaret Hoskins

This individual is responsible for providing training program materials to prospective applicants, for managing graduate admission applications (e.g., application forms, transcripts, letters of recommendation), for corresponding with applicants admitted to the department, and for maintaining the

graduate student information data base. The individual will work closely with Directors of the two graduate training programs.

**Clinic Administrative Support Supervisor:** Pamela Scott

This individual is responsible for assisting the Clinic Director with correspondence, reports, and business including purchase requests, appointment forms, and other necessary clinic functions).

**Clinic Administrative Specialist II:** Jennifer Grabon

This individual is responsible for reception duties in person, by phone, and email, and for correspondence and other clerical duties as assigned by the Clinic Director.

**Howells Fund Coordinator:** Vacant as of 8/19

The duties of this individual are limited to those activities that are directly related to the administration of the Howells Fund and other duties as determined by the Howells Committee that will directly facilitate the research activities of the faculty.

**ADJUNCT FACULTY**

The Department of Psychological Science has established guidelines concerning the appointments of volunteer (adjunct) faculty (see Appendix B).

**FISCAL AND OPERATIONAL POLICIES**

**Blanket Accounts**

At the beginning of each fiscal year, blanket requisitions to individual businesses whose products are needed may be established. Blanket accounts from the department's maintenance account are available at the following places:

Mailing Services

Telephone

University Bookstore/Staples (Supplies)

University Computing Services

University Printing Services

Prior approval must be obtained for the use of any of these blanket accounts. When a purchase is made on a blanket account, a receipt should be obtained and must be submitted promptly to the Administrative Assistant, who will maintain a record of the current balance of all blanket accounts.



## **Non-Blanket Accounts**

Purchase of items from departments within the University for which blanket accounts are not maintained or from vendors outside of the University requires submission of a Purchase Order or use of a Purchasing Card (P Card) that can be issued to faculty members.

**Purchase Order:** A complete description of the item, its cost, and the name and address of the vendor should be provided to the responsible staff member or the Howells Coordinator (depending on the source of funding), who will prepare an electronic requisition. The requisition will be sent to the Purchasing Department which will submit a Purchase Order to the vendor. Items on state contract must be purchased from the holder of the contract. If you are not absolutely certain of the procedures to be followed when making a purchase using University funds, ask the Chair or Administrative Assistant for clarification.

**P-Card:** Faculty who have been issued a P-Card may use that card for permissible purchases related to their professional activities. When using a P-Card, the faculty member **MUST**, within 3 days, provide a receipt (electronic or hard copy) to the responsible staff member along with the account to which the purchase will be charged. Repeated failure to do so can result in suspension of P-Card privileges by the Department or University. More information regarding P-Card policy and permissible purchases can be found at: <https://procurement.uark.edu/e-procurement/pcard/>

## **Personal Reimbursements**

Every effort should be made to avoid the need to request reimbursements; there is no guarantee that reimbursements will be approved. However, some circumstances may require out-of-pocket expenditures by faculty or staff member. If possible, such expenditures should be discussed with the Chair and/or responsible staff member in advance; reimbursements may be denied if not properly handled. Special Reimbursement Claim forms are available from the Administrative Assistant. The original of the properly detailed claim form must be forwarded to Purchasing, along with the regular purchase request. The form must be properly signed, and all receipts must be attached. Claim forms submitted without supporting receipts will be returned without payment. **N.B. No reimbursements will be given for purchases made without prior authorization for purchases made from the Howells Fund.**

## **Travel Authorizations and Statements of Travel Expenses**

Prior to taking any trips that are to be reimbursed with any University funds (including the Howells Fund), faculty members and students **must receive** travel authorization. To apply for travel authorization, you must contact the Administrative Support Supervisor or Administrative Specialist responsible for travel (if possible, no less than one month before your intended travel) and fill out a Travel Information Sheet so travel may be authorized. A Travel Authorization is required **PRIOR** to travel. After completion of the trip, the traveler must provide the appropriate person with any and all receipts for airline tickets, lodging, registration fees, and travel to and from airports and conference sites. Meal expenses, some local transportation, and other incidental expenses (e.g. airport parking) may also be claimed. However, please be aware that there are state-mandated per diem limits for food and lodging. All approved expenses will be submitted electronically for reimbursement. In some cases, travel advances may be received prior to the trip for some anticipated expenses; applicants for travel advances must agree to apply for reimbursements promptly after their return for the trip.

**Graduate Student Travel Using Graduate School Travel Grants:** In addition to the procedures described in the preceding paragraph, a graduate student requesting to use a Graduate School Travel Grant **must** also complete the Graduate School's Application for Doctoral Student Travel Grant Form and submit it, along with documentation of paper acceptance (or submission abstract if acceptance has not yet been received) to the Administrative Specialist responsible for travel, who will submit it to the Graduate School. This form should be submitted at least a month before the travel date.

**Use of the Department Travel Card (T-Card).** The Department also maintains a T Card which is a credit card used exclusively for purchases related to University-related travel. At this time, the T Card can

only be used only for purchasing 1) Air Travel and 2) Conference Registration. Air travel using the P-Card must be purchased from Anthony Travel, the University's contracted travel agency. An individual who wishes to use the T-Card for a legitimate travel expense must check the card out from the Administrative Assistant and return it immediately after the purchase is made along with the receipt for air travel and/or conference registration. Failure to follow these policies may result in the individual being prohibited from using the T-Card indefinitely.

### **Telephone**

With the switch in 2019 to VOIP phones, there should be no telephone charges from University phones that faculty are responsible for.

### **Duplicating Facilities and Policies**

The Department of Psychological Science leases a photocopier for Departmental use. Photocopying for administrative use should be charged to the Department and should be done using one of the Departmental copy codes. Each faculty member is given a 1000-page instructional allotment. The expectation is that the office staff will take care of the duplication (typically using Printing Services to avoid overuse/abuse of the Department's copying machine) of standard class materials (e.g., course syllabi, reading lists, review sheets, quizzes, examinations); these normal charges will be assumed by the Department's Maintenance Account and other funds. Each faculty member can make the final decision about how to use this allotment. Instructors of Research Methods or Advanced Research courses that might require the duplication of data collection materials for course assignments should coordinate these tasks with the office staff to make sure that the expenses are charged to the appropriate accounts. Once a faculty member has exhausted his or her instructional allocation, that individual's maintenance account PIN number will be deactivated. Duplication of research materials and any copying in excess of the 1000-page allotment can be charged to an individual's Howells Research Facilitation account using an assigned Howells PIN number until those funds have been exhausted.

With prior approval from the Staff Secretary or the Howells Coordinator, photocopying services are also available at one of the Printing Service sites. Copying charges may be significantly higher at Printing Services. Under some circumstances, copying done at these facilities, including printing or posters, may be charged to an individual's Howells Research Facilitation fund.

### **Publications**

Faculty may request money for publication costs (e.g., page costs, Open Access Charges) from the Howells Fund; more information about this can be found in the Howells Fund section of this document.

## **Instructional Support**

As noted above, ordinary costs of handling a course (course outlines, reading lists, study guides, etc.) are provided by the Department's maintenance budget. TELE funds may be used to provide instructional support for Research Methods and Advanced Research courses and for other courses with approval of the Department Chair. Other special classroom and laboratory equipment used for teaching may also be purchased using the TELE funds. Any requests for these funds must be approved by the Department Chair. A Scan-Tron optical scoring machine for objective tests is available in the Department. Students must provide their own Scan-Tron forms; forms will not be available from the department.

## **Procedures for Textbook Requisition**

Early in each semester, the Administrative Specialist and/or the University Bookstore will request textbook orders for the following semester from all faculty members; the bookstores' deadlines for submitting these requests will be indicated. Recently, the Bookstore has developed an online textbook adoption procedure. In accordance with state law, book orders that are not made by November 1 for the Spring Semester and April 1 for the Fall Semester and Summer terms require the additional submission of a Late Textbook Adoption Form that may be obtained from the office staff. Any changes, additions, or late orders made after the original requisition has been submitted are the responsibility of the individual faculty member; however, it is vitally important that the office staff be kept fully informed of these actions.

## **Extramural Grants and Contracts**

Faculty members or students with grants or contracts from College, University, or extramural sources are personally responsible for the grant budgets. Therefore, it is the responsibility of each faculty member to be familiar with Departmental and University policies regarding the use of grant funds. Typically, the Administrative Support Supervisor and/or the Howells Coordinator is available to help coordinate grant accounting; these duties will be assigned by the Chair in consultation with the Principal Investigator and other involved parties. It is important to recognize that all items purchased with any grant funds that have are the property of the University.

## **ACADEMIC PROGRAMS AND RESPONSIBILITIES**

### **ACADEMIC DUTIES AND OBLIGATIONS OF FACULTY**

#### **CLASSROOM TEACHING**

The classroom is a primary concern of each faculty member. Teaching effectiveness is essential and shall be a principal consideration in tenure and promotion cases. Classes are to meet at the times listed in the Schedule of Classes; changes in regular class meeting times must be approved by the Chair. Classes should start promptly at the beginning of the period and should conclude at the end of the scheduled period. Instructors should be prepared for class activities. Examinations should correspond to the course material and provide valid assessments of students' mastery of that material. Office hours should be made available for students and to the Departmental office staff for referral of telephone calls and student inquiries. During times of travel or illness, the instructor should make diligent efforts to find an appropriate substitute or to arrange alternative class activities; in addition, the Chair (via the Department Secretary) should be notified in writing of all planned absences and the arrangements that have been made to cover the classes that will be missed. When comprehensive final examinations (not necessarily "last tests") are given for undergraduate courses, they must be given at the times indicated on the official final examination schedule. All graded course materials not returned to students must be retained for at least one year. Grade books (and/or other grade records) for all courses are the property of the University of Arkansas and are to be returned to the Department upon termination of employment.

#### **INDIVIDUAL INSTRUCTION**

To provide undergraduate and graduate students with specialized training opportunities that would otherwise be impossible to offer within standard course offerings, individualized instruction may be offered using one of the "independent readings/research" courses. Each faculty member is assigned a section of PSYC 207V for undergraduate students and PSYC 611V for graduate students each semester and is responsible for insuring appropriate and professional supervision of all course activities. Credit should be commensurate with the amount of work required. In many cases, it will be advisable for instructors to develop explicit written "contracts" that describe the expectations for the courses and the grading criteria that will be used. Credit or letter grades may be assigned for these individual instruction courses. Instructors may assign both credit and grades on the same grade roster. Criteria for assigning such grades should be made explicit on course syllabi. During summer sessions, faculty may request their own sections of these courses, otherwise all 207v and 611v students will register under the section for which the Chair is listed as the instructor.

#### **ADVISING**

The Advising Coordinator is responsible for management of the advising office, which provides advising services to all psychology majors. When necessary, the Coordinator may enlist the aid of other faculty members to deal with specific advising functions or to help particular students, such as Honors students. The Advising Office is located in Memorial Hall 203. The Coordinator's hours are posted on the bulletin board outside the office door. Information regarding class schedules, graduate schools, cooperative education, jobs, and financial aid is available in the Advising Office. The room is also available for meetings, studying, or relaxing.

#### **COMMENCEMENT**

University regulations state that one-third of the members of each Department must attend each graduation exercise. The Chair will distribute the names of the faculty

members scheduled to attend commencement each May and December. Announcements concerning rental of regalia will typically be distributed several months in advance of the date. If a faculty member will be unable to attend commencement, it is his/her responsibility to find a substitute and to inform the Chair or of the schedule change.

## **SUMMER TEACHING**

Summer teaching is **not** guaranteed. Summer teaching opportunities may be offered to faculty and graduate students. Faculty assignments to summer courses will be based on projected course enrollments, programmatic considerations, and on faculty's contributions to the Department during the academic year. If the minimum enrollment criterion for a course is not met, the course may be canceled. Faculty members who have had a course canceled may choose to assume teaching responsibility for a course that has been assigned to a graduate student.

## **UNDERGRADUATE PROGRAM**

### **B.A. DEGREE, WITH MAJOR IN PSYCHOLOGICAL SCIENCE**

The undergraduate major in Psychology is required to take a minimum of 33 hours of Psychology. General Psychology (PSYC 2003), Introduction to Statistics (PSYC 2013), and Research Methods (PSYC 3073) are required of all majors. This constitutes nine hours. A grade of C or better in all courses taken in the Department that are presented to meet the major requirements, and at least a 2.0 GPA in all Psychology courses.

The major must choose at least six hours from the following courses:

PSYC 3103 Cognitive Psychology

PSYC 4073 Psychology of Learning

PSYC 4123 Perception

PSYC 4143 History and Systems

PSYC 4183 Behavioral Neuroscience

PSYC 4193 Comparative Psychology

The major must choose at least six hours from the courses listed below

PSYC 3013 Social Psychology

PSYC 3023 Abnormal Psychology

PSYC 3093 Developmental Psychology

PSYC 4053 Psychological Tests

PSYC 4063 Personality

The major must take one of the following courses as a “capstone” course

PSYC 4083 Advanced Research

PSYC 4283 Advanced Seminar

Satisfactory completion ("C" or better) of one of these courses will satisfy the College writing requirement.

The remaining nine hours to make a total of 33 are free electives which can be satisfied by completion of any courses offered by the department. No more than 6 hours of PSYC 206V, 207V, and 399VH combined can be applied toward the major. A 2.00 cumulative grade-point average on all work completed in the Department of Psychological Science (including a grade of "C" or higher in PSYC 328V or PSYC 4283) is required for graduation with a B.A. degree. Additional information about the Psychology major can be found on the Psychological Science Department homepage, <https://fulbright.uark.edu/departments/psychological-science/> or in the University Undergraduate Catalog at <https://catalog.uark.edu/undergraduatecatalog/>.

### **MINOR IN PSYCHOLOGICAL SCIENCE**

The undergraduate minor in Psychology is required to take a minimum of 18 hours including PSYC 2003, and 2073, Research Literacy. A maximum of three hours of Directed Readings (PSYC 206V) and Laboratory Experience (PSYC 207V) can be applied toward meeting the minor requirement.

### **DEPARTMENTAL HONORS PROGRAM**

Students who are in the Fulbright College 4-Year Honors Program are referred to [honors.uark.edu](https://honors.uark.edu) for information on that program. The following policies are in effect concerning majors who are in the Department's Honors Program:

#### **Eligibility**

- (1) A minimum of six and no more than twelve hours of Honors Course (PSYC 399V) are to be required. These credits should reflect the time and effort that a student dedicates to the preparation and completion of an Honor's Thesis.
- (2) Honors students are expected to carry out independent research under the guidance of a Department faculty member. Honors students are also encouraged to enroll in as many honors classes and honors colloquia as possible.
- (3) Faculty should assign an "S" grade for incomplete projects during any given semester and change that grade to a letter grade upon the student's completion of the final Honors project.
- (4) A final level of Honors degree distinction is to be determined by the Honors Council. The level of degree distinction is determined by Honors Council based upon the student's entire academic record, and not simply the quality of the Honors Thesis.

### **GENERAL PSYCHOLOGY RESEARCH POOL**

The Department has organized a research pool for research from General Psychology (PSYC 2003). To ensure compliance with the legal and ethical rights of human participants in research: (1) The hand-out forms at the beginning of each semester should clearly state that students have the option of writing a paper or other alternative activity in lieu of serving in experiments. This option is to be kept available throughout the semester. (2) The hand-out form should indicate that the student may discontinue at any point during an experiment without penalty. (3) Credits are currently tracked through the Sona Systems website. It is the joint responsibility of the students and the researcher to ensure that credits are assigned in the system accurately and in a timely manner. (4) The final decision of assigning a grade of "I" to a student for not meeting the research requirement remains the responsibility of the instructor.

### **THE DOCTORAL PROGRAMS IN PSYCHOLOGICAL SCIENCE**

## GENERAL POLICIES

The Department of Psychological Science offers graduate training leading to the Ph.D. in two areas: clinical and experimental. Both programs are founded on the philosophy that one must become a Psychologist before one can become either a Clinical or Experimental Psychologist.

## CLINICAL PSYCHOLOGY

The Ph.D. program in Clinical Psychology at the University of Arkansas is the only doctoral program in clinical psychology in the state of Arkansas. The program was initially accredited in 1966 and is currently fully accredited by the American Psychological Association's Commission on Accreditation (COA). Students and others seeking information about the program's accreditation status can contact the COA at 202-336-5979 (see also <http://www.apa.org/ed/accreditation/doctoral.html>). The program is guided by the scientist-practitioner model proposed originally at the Boulder Conference and articulated more recently at the 1990 Gainesville Conference. This model is ideally suited for programs that train professional psychologists to use science based methods in their research endeavors and in their clinical practice (Belar & Perry, 1992, *American Psychologist*, 47, 71-75). Psychologists trained in this model recognize the overlapping and transactional relation between the science and practice of clinical psychology:

The scientist-practitioner model produces a psychologist who is uniquely educated and trained to generate and integrate scientific and professional knowledge, attitudes, and skills so as to further psychological science, the professional practice of psychology, and human welfare. The graduate of this training model is capable of functioning as an investigator and as a practitioner, and may function as either or both, consistent with the highest standards in psychology (Cited in Belar & Perry, 1999, p. 72).

The Clinical Training Program trains psychologists who strongly identify with the scientist-practitioner model. Our training prepares students to be clinical scientists who are both scientifically-informed mental health service providers as well as clinically-informed researchers. Whether as research scientists or private practitioners, we want students graduating from our program to think critically, to embrace empiricism, and to be wary of psychological endeavors driven by faddism, clinical lore, or untested dogma. Our aim is to train clinical psychologists who recognize, value, and contribute to the reciprocal relation between science and practice. The integration of science and practice in psychology is reflected in both the content and process of our training program. Training opportunities (e.g., coursework, supervised clinical experiences, research opportunities, advising, colloquia) are designed to be sequential, cumulative, and graded in complexity. Students acquire a solid foundation for advanced, specialized training as they progress through these training experiences toward a successful career as a clinical psychologist. Further, we take a more generalist approach to clinical training and a focused approach to research training.

**Generalist approach to clinical training.** We carefully designed our curriculum to provide broad clinical training that spans a range of skills, modalities, settings, and populations, with a strong emphasis on empirically based approaches to assessment and intervention. We also view students' experiences in clinical practicum as opportunities to acquire a range of clinical skills in which they may effectively apply clinical science to complex clinical problems and diverse populations. Clinical faculty closely supervise students in their practicum training, introducing them to diverse theoretical orientations but adhering consistently to a standard of empirical grounding.

**Focused approach to research training.** Research training is typically done in the context of faculty members' overall program of research. As such, a mentor-apprentice model guides our decisions about student recruitment and selection. Once accepted into our program, each student is trained to be critical consumer of and an effective contributor to the empirical research literature in clinical psychology. Students complete coursework related a broad set of research methods, statistics, and related issues, but students are directly involved in conducting focused research projects with their faculty advisor.

Our training mission is consistent with the goals, objectives, and culture of the University of Arkansas.

### **Standards of Accreditation for Health Service Psychology**

The doctoral training program in clinical psychology at the University of Arkansas is consistent with the Standards of Accreditation for Health Service Psychology. All students in the program are trained to meet competencies for discipline-specific knowledge as well as profession-wide competencies.

Students must demonstrate competence in the following categories of *discipline-specific knowledge*:

1. History and Systems of Psychology
2. Basic Content Areas in Scientific Psychology (i.e., Affective, Biological, Cognitive, Developmental, and Social Aspects of Behavior)

3. Advanced Integrative Knowledge in Scientific Psychology
4. Research Methods, Statistical Analysis, and Psychometrics

Students must demonstrate competence in all *profession-wide competencies*:

1. Research
2. Ethical and legal standards
3. Individual and cultural diversity
  - a. (Note: this includes reaching acceptable levels of knowledge, skills, and awareness to work effectively with diverse individuals as outlined by the American Psychological Association Board of Educational Affairs: <http://www.apa.org/pi/lgbt/resources/policy/diversity-preparation.aspx>)
4. Professional values, attitudes, and behaviors
5. Communication and interpersonal skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and interprofessional/interdisciplinary skills

## EXPERIMENTAL PSYCHOLOGY

Students in the Experimental Training Program do not have a prescribed list of courses. Instead, they are required to complete the following:

- Three *statistics/methods* courses (9 credit-hours), including PSCY 5133 ("Inferential Statistics") and PSYC 5143 ("Advanced Descriptive Statistics"), the latter two to be taken in the first year of the program.
- Three courses (9 credit-hours) in a *concentration*, with 6 credit-hours to be completed prior to the M.A. degree being granted; concentrations include social, developmental, neuroscience, cognitive, and other topics to be considered and approved by the ETC on an as-needed basis.
- Two courses (6 credit-hours) of *electives*.

At least three courses (9 credit-hours) that count toward the 24 credit-hours specified above must be graduate-level psychology seminars selected from among PSYC 6323, 6343, 6353, 6373, and 6413.

For the purpose of fulfilling concentration requirements, all courses will have concentration tags associated with them, with tags designated by the ETC. ***A concentration should be declared before the end of a student's first semester.***

Students in the Experimental program must have received a grade (no I's) in all completed courses to receive the M.A. degree. Any retakes or other remedial work courses must be completed before the Candidacy Exam can be taken.

**Procedures for testing out of courses.** Students may believe that previous coursework taken prior to entry to the graduate program in Psychology may have provided sufficient exposure to the content for a course. Therefore, students may seek to test out of one of more course.

Each non-seminar course has a committee of three or more faculty, with one member serving as chairperson. All course committees are appointed by the Department Chair. A list of course committees is presented at the front of this Handbook. In order to initiate the process for testing out of a course, a graduate student petitions the appropriate course committee chairperson in writing with justification for testing out of the course. This petition must be received by the course committee chairperson at least three (3) weeks before the close of the semester preceding the course offering. The exception is entering students in the graduate program who can petition up to the first day of class of the semester offering the course.

Students must enroll in the class and attend until their test performance has been determined. Each course committee is responsible for determining the nature of a comprehensive written test which must be taken at least one (1) week prior to the start of the semester in which a course is offered. Entering students may take the test the first week of classes. A unanimous pass is required for testing out of a course. The committee may request an oral exam on the basis of written performance. The final results of testing, including evaluation of the student's performance, are written by the committee chairperson and distributed to the student, her/his advisor, and the Departmental Chair, no later than one



week after testing. No appeal procedure is available; the decision of the course committee is final. The student is permitted only one try at testing out of a particular course. A student on academic probation is not permitted to test out of a course.

**Procedures for waiving courses.** In the event that a student has already passed a graduate-level course that they believe is comparable to one of the courses, they may petition the appropriate course committee in writing to waive the required course. The course committee may decide to grant the petition or deny the petition. If the committee decides that the course is only partly comparable to the course, the committee may also decide to take other actions such as requiring that the student retake only part of the course or requiring that the student write a paper to demonstrate competency.

Note that students in the Clinical Training program must enroll in all required clinical courses. Students who have had comparable, graduate-level clinical courses can discuss with their instructor the option of modifying the course requirements to reflect their prior experiences. Such modifications are at the discretion of the course instructor.

## **GENERAL POLICIES FOR THE CLINICAL AND EXPERIMENTAL DOCTORAL PROGRAMS**

### **PROFESSIONAL ETHICS**

All students are expected to behave in accordance with the ethical standards of our profession as delineated by the American Psychological Association. A copy of the APA code of ethics can be found at <http://www.apa.org/ethics/code2002.html>.

### **ACADEMIC HONESTY POLICY**

All students are expected to behave in accordance with the University's guidelines regarding academic honesty and research misconduct.

(<http://honesty.uark.edu/index.php>; <http://vpred.uark.edu/units/rscp/responsible-conduct-of-research.php>).

The Department recognizes there may be occasions when graduate students have a grievance about their academic training program. It is an objective of the Department and this University that graduate students have prompt and formal resolution of their personal academic grievances. Graduate students who have an academic grievance with a faculty member or administrator are to follow the procedures outlined in the "Objectives and Regulations" section of the Graduate School Catalog. A copy of the catalog is available online, <http://catalog.uark.edu/graduatecatalog/>. If the student has a grievance against another student or another employee of the University, or if the student has a grievance which is not academic in nature, the appropriate policy may be found by contacting the Office of Equal Opportunity and Affirmative Action (<http://oeoc.uark.edu/eoo-aap/index.php>) or the office of the Graduate Dean (<http://grad.uark.edu/dean/aboutus.php>).

### **DISCRIMINATION OR SEXUAL HARASSMENT**

The University of Arkansas is committed to a policy of providing educational opportunities to all qualified students regardless of economic or socio status, and works diligently to prohibit discrimination on the basis of disability, race, color, sex, creed, veteran's status, age, marital or parental status, or national origin. The University of Arkansas does not condone discriminatory treatment of students in any activities or programs conducted upon this campus. All members of the campus community are asked to be sensitive to issues relating to diversity, affirmative action, and nondiscrimination. The Office of Equal Opportunity and Compliance has been designated to coordinate efforts to comply with the laws and regulations relating to affirmative action, nondiscrimination and sexual harassment. If you have questions about what constitutes discrimination or sexual harassment, you may visit the Office of Equal Opportunity and Compliance website: <http://oeoc.uark.edu/>.

### **USES OF HUMAN AND ANIMAL PARTICIPANTS**

All students who use human or animal subjects in experiments are expected to be familiar with Principle 6 of the APA's Ethical Principles of Psychologists and also with the procedures of the University committees that oversee research with human or animal subjects (the Institutional Review Board for human subjects and the Institutional Animal Care and Use Committee for animal subjects). The guidelines and regulatory procedures for these committees are on file in the Department Office.

### **TIME EXTENSION**

It is a requirement of the Graduate School that doctoral students complete the degree within seven consecutive calendar years from the semester in which the student was first admitted to the program. Requests to extend these time requirements must be approved by the Graduate Dean. In the event that a student has taken course work as a non-degree graduate student prior to entering a degree program, the time limitations begin with the earliest coursework used to satisfy degree requirements. Requests to extend the time limit

([http://www.uark.edu/depts/gradinfo/forms/student/time\\_extension\\_form\\_new.pdf](http://www.uark.edu/depts/gradinfo/forms/student/time_extension_form_new.pdf)) require advisor's approval. Note that

there is no mechanism in place within the Graduate School that allows a student to “stop the clock” by taking a leave of absence for the program.

### **REQUIRED COURSES**

The following courses are defined as required courses for each program for the purposes of computing course grades for student evaluations. Other course requirements have been specified by the two training programs (see Clinical Training Program and Experimental Training Program curricula), but grades in those courses are not included in the computation of grade point averages for required courses.

#### **Clinical Program Courses**

PSYC 4143: History and Systems of Psychology, or the equivalent at another institution  
PSYC 5013: Advanced Developmental Psychology  
PSYC 5033: Psychopathology Theory and Assessment  
PSYC 5043: Assessment of Intellectual and Cognitive Abilities  
PSYC 5063: Advanced Social Psychology  
PSYC 5073: Introduction to Clinical Practice: Core Skills and Ethical Guidelines  
PSYC 5113: Theories of Learning  
PSYC 5133: Inferential Statistics for Psychology  
PSYC 5143: Advanced Descriptive Statistics for Psychology  
PSYC 5163: Personality Theory and Assessment  
PSYC 5313: Introduction to Clinical Science: Research Design and Ethical Guidelines  
PSYC 6163: Psychotherapy  
PSYC 6133: Advanced Behavioral Neuroscience  
PSYC 6213: Psychotherapy Outcomes

Students are also required to enroll in Clinical Practicum and a minimum of three seminars, as detailed in the “Curriculum” section. A student in the Clinical program, with the approval of his/her advisor, may defer up to two required core clinical courses until after the M.A. degree; in this case, a grade must have been received in all other required classes (no I's) in order to receive the M.A. degree. The deferred course must be completed (no I) during the next semester in which it is offered, and any retakes or other remedial work in required courses must be completed before the Candidacy Exam can be taken.

#### **Experimental Program Courses**

PSYC 5133: Inferential Statistics  
PSYC 5143: Advanced Descriptive Statistics  
3 graduate level classes ‘tagged’ in the student’s area of concentration (e.g., cognitive, developmental, neuroscience, social)  
2 graduate level elective classes  
At least three graduate seminars within the first 24 hours of coursework (PSYC 6323, 6343, 6353, 6373, and 6413) PSYC 5463: Descriptive Linguistics is an elective course only.

Students in the Experimental program must have received a grade (no I's) in all required courses in order to receive the M.A. degree. Any retakes or other remedial work in required courses must be completed before the Candidacy Exam can be taken. Procedures for testing out of required courses. Students may believe that previous coursework taken prior to entry to the graduate program in Psychology may have provided sufficient exposure to the content for a required course. Therefore, students may seek to test out of one of more required course.

Each required course has a committee of three or more faculty, with one member serving as chairperson. All course committees are appointed by the Department Chair. A list of course committees is presented at the front of this Handbook. In order to initiate the process for testing out of a required course, a graduate student petitions the appropriate course committee chairperson in writing with justification for testing out of the course. This petition must be received by the course committee chairperson at least three (3) weeks before the close of the semester preceding the course offering. The exception is entering students in the graduate program who can petition up to the first day of class of the semester offering the course. Students must enroll in the class and attend until their test performance has been determined. Each course committee is responsible for determining the nature of a comprehensive written test which must be taken at least one (1) week prior to the start of the semester in which a course is offered. Entering students may take the test the first week of classes. A unanimous pass is required for testing out of a course. The committee may request an oral exam on the basis of written performance. The final results of testing, including evaluation of the student's performance, are written by the committee chairperson and distributed to the student, her/his advisor, and the Departmental Chair, no later than one week after testing. No appeal procedure is available; the decision of the course committee is final. The student is permitted only one try at testing out of a particular course. A student on academic probation is not permitted to test out of a course.

### **COURSE WAIVER REQUESTS**

In the event that a student has already passed a graduate-level course that they believe is comparable to one of the required courses, they may petition the appropriate course committee in writing to waive the required course. Each required course has a committee of three or more faculty, with one member serving as chairperson. All course committees are appointed by the Department Chair. A list of course committees is presented at the front of this Handbook. The course committee may decide to grant the petition or deny the petition. If the committee decides that the course is only partly comparable to the required course, the committee may also decide to take other actions such as requiring that the student retake only part of the course or requiring that the student write a paper to demonstrate competency.

Note that students in the Clinical Training program must enroll in all required core clinical courses. Students who have had comparable, graduate-level clinical courses can discuss with their instructor the option of modifying the course requirements to reflect their prior experiences. Such modifications are at the discretion of the course instructor.

### **MASTER'S THESIS**

A Master's thesis (or M.A. thesis equivalent) project is required of all doctoral students and should be completed by the end of the second year of study. A thesis equivalent project, required of students entering the doctoral program with a Master's degree in Psychology that did not involve completion of an empirically-based thesis, is defined as a piece of research that is comparable in process, scope, and magnitude to a M.A. thesis (including an oral defense before a three-person committee). However, a project completed as a thesis equivalent will not be submitted to the Graduate School and Library as a degree requirement. Research advisors for M.A. theses or thesis-equivalent projects may be chosen from the entire faculty.

Students are not permitted to register for thesis hours unless they have a thesis advisor and have submitted the appropriate form to the Graduate School (<http://www.uark.edu/depts/gradinfo/forms/degreeforms>). The thesis advisor must be at least a Level II Graduate Faculty status as defined by the Graduate School. Students must register for a minimum of 6 hours of Master's thesis credit (PSYC 600V) prior to their thesis defense. A minimum of three (3) persons must serve on the Master's thesis (or thesis equivalent) committee.

The thesis advisor is responsible a) for scheduling the thesis defense meeting with the Graduate School, b) for ensuring receipt of the student's Record of Progress prior to the defense, and c) for returning the Record of Progress to the Department's Graduate Studies Secretary (for all forms, see <http://www.uark.edu/depts/gradinfo/forms/degreeforms>). In addition, each student is required to turn in to the Department a bound copy of her/his thesis. It is the responsibility of the thesis advisor to enforce this requirement.

### **DOCTORAL PROGRAM ADVISORY COMMITTEE AND THE 3<sup>rd</sup> YEAR PROGRAM**

After successful completion of the Master's thesis defense, the required course work, and the Post-M.A. review (see below), each student should form an advisory committee that is responsible for helping develop a 3<sup>rd</sup> Year Program of study. The student should complete the Doctoral Program Advisory Committee form available from the Administrative Assistant or the Graduate School. The form is also available on-line at <http://www.uark.edu/depts/gradinfo/forms/student/doctoral-comm.pdf>. The Chair of the Advisory Committee must be in the student's declared program (clinical or experimental) and hold Level I Graduate Faculty status as defined by the Graduate School; in addition, at least one member of the committee must be from the other training program. A minimum of three (3) persons must serve on the Advisory Committee (Unless Level I faculty status has been approved by the Department, adjunct faculty may be appointed to an Advisory Committee only as a fourth member of the Committee.). The Chair of the Department must recommend the membership of the committee to the Graduate School, and the Dean of the Graduate School formally appoints the student's Doctoral Advisory Committee.

The Advisory Committee is responsible for the remainder of the student's academic program and will compose the candidacy examination when the student has completed the year's work (defined as a minimum of two full semesters or one full semester plus the 12-week summer session). In practice, some students may not complete the M.A. thesis or be able to schedule their 3<sup>rd</sup> Year Program committee meeting at times consistent with the recommended academic schedule. In such cases, the third-year committee should expect the student to devote an equivalent amount of calendar time to the third-year work as would be the case if the student had completed the two full semesters of work (approximately 36 weeks). The Chair of the Doctoral Program Advisory Committee is responsible for placing in the student's permanent file a written record of all decisions reached by the Committee and forwarding a copy to the director of the student's training committee.

### **DISSERTATION**

Each doctoral candidate must register for a minimum of 18 hours (PSYC 700V) for the doctoral dissertation (a University requirement). After the student has passed the candidacy examination, a student must register for at least one (1) hour of dissertation per semester for each semester and summer session until the work is completed. A candidate working on the dissertation during the summer, either in residence or away from campus, must register for a minimum of one (1) hour. For each semester in which the student fails to register without approval of the Dean of the Graduate School, a registration and payment for three (3) hours will be required before the degree is granted. Students are not permitted to register for

dissertation hours unless they have a dissertation committee chairperson. If a student expects to propose his or her dissertation after the start of a semester, the student should, with approval of his or her advisor, initially enroll in PSYC 611V and then complete an administrative drop/add form to change the credit to PSYC 700V after the dissertation proposal has been accepted. The dissertation chair may be chosen from the entire faculty and must hold Level I Graduate Faculty status (<http://www.uark.edu/depts/gradinfo/forms/student/doctoral-title.pdf>). A minimum of three (3) persons must serve on the dissertation committee; unless Level I faculty status has been approved by the Department, adjunct faculty may be appointed to a Dissertation Committee only as a fourth member of the Committee.

The chair of the Dissertation Committee is responsible a) for scheduling the final defense meeting with the Graduate School, b) for ensuring receipt of the student's Record of Progress prior to the defense, and c) for returning the Record of Progress to the Department's Graduate Studies Secretary (for all forms, see <http://www.uark.edu/depts/gradinfo/forms/degreeforms>). Note that the Record of Progress will be held in the Department until the completion of the predoctoral internship. Each student is required to turn in to the Department a bound copy of her/his dissertation. It is the responsibility of the chair of the student's Dissertation Committee to enforce this requirement.

### **STUDENT EVALUATIONS**

Evaluations of student progress are the responsibility of the respective Training Programs. The evaluation of specific activities is delegated to specific individuals such as course instructors, chairs of research committees, and practicum supervisors, while the appropriate Training Committee retains the overall responsibility for the integration of evaluation information and assuring the communication of that information to the students. To ensure that this principle is carried out, the following evaluation procedures are prescribed.

### **COURSE GRADES**

At the end of each semester, instructors will submit the grades of all graduate students via UAConnect so the training directors have access to student grades. The following grade related policies are in effect:

(1) Grades below B require remedial work:

(a) A grade of B- requires either supplemental work or retaking the course as an unofficial audit, at the discretion of the instructor.

(b) A grade of C+ or below requires that the course be retaken (either officially or as an unofficial audit). For Departmental records the average of the two grades in the course will be used in computing the student's grade point average. If a grade of B- or below is obtained when retaking a course, the retake does not count, and the course must be retaken again.

(2) Three grades of C+ or below in required courses automatically terminate a student from either Program.

(3) Any student who has a 6.0 (C+) average or less at the end of the second semester is automatically terminated from either Program.

(4) Any student who has an 8.0 (B) average or less in all required courses at the time of the post-M.A. review will not be allowed to continue past the M.A. degree.

(5) Incompletes (**N.B.** For Departmental purposes, an "I" in a graduate course does not automatically turn to "F" after twelve weeks.) will not be considered in (2) and (3) above. A course for which an Incomplete was originally assigned will be included in the student's grade point average at the time when the instructor assigns a final grade.

(6) Students should maintain a grade point average of better than B at all times. Poor grades or other forms of poor performance in required courses (e.g., multiple incompletes, slow progress through the curriculum, etc.) could result in the student being placed on probation by her/his Training Committee. [See the Dismissal Policy for details.]

(7) Syllabi for graduate courses should specify the criteria for assigning all letter grades, including any + or – grades."

### **RESEARCH PROGRESS**

The supervisor of each student's research activity will submit a written report of progress to the Director of the appropriate Training Program at the end of each semester for Experimental students and at the end of the spring semester for Clinical students. This report is to contain a statement specifying what the student has accomplished during the semester and what strengths and weaknesses the student has exhibited in the research enterprise. Prior to submission to the Training Committee Director, the research supervisor will review the report of research progress with the student who will sign the progress report, indicating his/her knowledge of its content. If the supervisor is unable to discuss the letter with the student prior to submitting it to the Training Committee Director, a copy of the letter must be provided to the student as soon as possible.

### **CLINICAL PRACTICUM EVALUATIONS**

Each semester, each faculty supervisor will submit a written practicum evaluation to the Director of Clinical Training describing the accomplishments of the student. The Practicum Evaluation Form (PEF) or a revision acceptable to the Clinical Training Committee will be used (see the Clinic Handbook for a copy of the evaluation form). Prior to submission to the Training Committee Director, the practicum supervisor will review the evaluation with the student, who will sign the evaluation form indicating her/his knowledge of its content. Students are responsible for giving a copy of the

completed PEF to their next practicum supervisor. Practicum supervisors are responsible for ensuring that a copy of the completed PEF is placed in the student's file.

### **REVIEW OF STUDENT PROGRESS**

Student progress will be reviewed by the appropriate Training Committee, at minimum, at least once a year. In addition, the student's advisory committee will retain responsibility for the evaluation of the internship requirement. The Director of each Training Program will notify students at least one (1) week in advance of a periodic review by the Training Committee in order to encourage the student to attend the review. Students and faculty should make every effort to be available for these meetings.

#### **Periodic Reviews by the Experimental Training Committee**

**Fall Semester Review.** The Experimental Training Committee will review the progress of its students on all training criteria to identify exceptional performances. These evaluations should be conducted prior to the beginning of the Spring semester. An exceptional performance may occur on any criterion (e.g., exceptionally high or low grades, superior or inadequate progress on thesis research, superior or poor performance in practicum, etc.), and requires written comment by the Experimental Training Committee.

**Annual Review.** At the end of each spring semester (typically during the week immediately following commencement), the Experimental Training Committee will review all aspects of each student's cumulative progress. This information will be fully discussed and integrated and a written summary progress evaluation will be provided to the student.

#### **Periodic Reviews by the Clinical Training Committee**

**Annual Review.** At the start of each fall semester (typically during the week immediately prior to the start of classes), the Clinical Training Committee will begin the process of reviewing all aspects of each student's cumulative progress, with particular attention given to the previous academic year. Students are asked to complete and turn in a "Student Evaluation Form – Self-Assessment" prior to the CTC's annual review. A written summary of the Annual Review will be provided to each student.

**Spring Research Activities Report.** Toward the end of the spring semester, students will be asked complete the annual Research Activities Report (RAR). This form is used to document specific research products and accomplishments for the previous year, including progress to date on required research milestones (e.g., thesis). The form also serves as an opportunity to plan the students' research activities over the ensuing summer. Students are asked to complete the RAR, to discuss it with their research advisor, and to turn in a completed and signed form to the Director of Clinical Training.

**Post-M.A. Review.** At the first regularly scheduled meeting following a student's successful defense of the Master's thesis (or Master's equivalent research for those students admitted with a M.A. or M.S. degree in psychology from another program that did not require an empirically-based thesis), the student's Training Committee will evaluate the student's overall performance in the program. Inadequate performance could lead to a recommendation for probation and/or dismissal (see department handbook section on dismissal policy and procedures).

**Post-Third Year Program Review.** At the first meeting of the Clinical Training Committee following a student's successful defense of the Third Year Program, the Clinical Training Committee will evaluate the student's overall performance in the program. Inadequate performance could lead to a recommendation for probation and/or dismissal (see department handbook section on dismissal policy and procedures).

**Aperiodic Reviews.** In addition to the regularly scheduled reviews of student progress described above, the Training Committees will be responsible for conducting formal reviews at irregular intervals for any reason covered by existing dismissal procedures.

### **DISMISSAL POLICY**

The Departmental policy on dismissal is presented in a separate section of this Handbook. This policy must be followed whenever a student is being considered for dismissal from the graduate program. The one exception to this rule is failure to meet the minimum requirements for performance in required courses (see **COURSE GRADES**). In this case, dismissal is automatic and does not require a formal dismissal hearing. In addition, students should note that the Graduate School allows a maximum of seven years to complete the Ph.D. following matriculation into the program (see **TIME EXTENSION**). If a student has not completed all requirements for the degree within the seven-year time period, the student may not be automatically dropped from the program. There is no formal provision within the procedures of the Graduate School for graduate students to take a "leave of absence" from their graduate training or to "stop" the seven-year "clock."

### **COURSE EVALUATIONS**

Each semester students are given the opportunity to evaluate their graduate courses and training experiences by participating in the Teacher Evaluation Procedures established by the Department of Psychological Science (see Appendix C).

### **FINANCIAL SUPPORT**

## **GENERAL POLICIES**

In order to provide for effective planning, student recruiting, and equitable allocation of resources, the number of teaching and research assistantships funded by College and Departmental funds (i.e., Howells Fund) will be divided equitably between the Clinical and Experimental Training programs; the Chair, in consultation with the Directors of the graduate training committees, will ensure that both teaching and research positions will be available for students in both programs, although there can be no guarantee that all students will be supported. In addition, the Chair will insure that the teaching responsibilities of the Department are met by the assignment of teaching assistantships and may suspend the award of other assistantships until those requirements have been satisfied. Additional assistantships, clerkships, and other funded positions secured by the respective training committees will be administered by the appropriate Director or by the faculty member responsible for obtaining the funding (e.g., grant supported research assistantship).

The Graduate Assistantship policies and rules adopted by the Graduate School govern the Department's assistantship policies (see <http://www.uark.edu/depts/gradinfo/dean/>). Departmental policy states that students have 3 consecutive years to (a) complete all required courses and (b) achieve the first major milestone (thesis for students without a Master's degree or without an approved thesis at the Master's level, or third year program for students entering with a Master's degree and an approved Master's thesis), after which approval from the relevant training committee is required for eligibility for additional funding from any source administered by the Department. (In practice, this policy has been interpreted so that a student must have completed all requirements for the M.A. by February 15 of the student's third year to be eligible to apply for a clerkship or an assistantship for the following year). Psychological Science Department policy states that students are eligible for financial support for four (4) consecutive years beginning with their initial enrollment as a Psychological Science graduate student. A student may petition his/her Training Committee for eligibility beyond that time. In general, Teaching Assistantships are awarded in February, Research Assistantships in March, and the Department strives to have all funding decisions for the next academic year made by the 1<sup>st</sup> of April.

## **TEACHING ASSISTANTSHIPS**

Teaching Assistantships (TAs), funded through the Dean of the Fulbright College of Arts and Sciences, are provided to graduate students who interact with undergraduate students in the classroom. There are two types of TAs. **Instructors** have full responsibility for teaching their assigned course or courses, usually PSYC 2003 (General). Students having this type of TA must register for one credit in the Seminar in Teaching (602V) each semester. **Support TA's** are assigned to faculty teaching various courses (e.g., 2003, 2013, 3073, 3093) to help the instructor effectively teach that course. Support TA's are not required to take Seminar in Teaching.

## **RESEARCH ASSISTANTSHIPS**

Research Assistantships are available from two sources: The Howells Fund and Faculty Research grants. The procedures by which faculty can apply for a Howells Fund Research Assistantship are described in the Howells Fund section (Appendix F).

## **CLERKSHIPS, INTERNSHIPS, AND OTHER PSYCHOLOGICAL SERVICES**

The Department is accountable for clerkship and internship experiences of students in the Clinical Program. The Department is obligated to protect students from exploitation, to satisfy APA accreditation demands, to insure compliance with state law (restricting the practice of psychology to licensed individuals), and to help tailor professional experiences to students' needs and level of competence. For that reason, clinical clerkships available to students are to be supervised by a licensed psychologist and are to be funded as Graduate Assistantships. In this way, students are better protected from exploitation by employers. Students assigned to a clinical clerkship are to enroll in one hour of PSYC 698 (Field Experiences) each semester of their clerkship.

There might be times when clinical students seek the opportunity to engage in remunerated clinical service activities above and beyond those sponsored by the Department. Clinical students who wish to engage in outside clinical employment that is not associated with or sponsored by the Clinical Training Committee or the Department of Psychological Science (non-sponsored clinical work) should first obtain the approval of the chair of their Doctoral Advisory Committee and the Director of the Clinic. Students approved to engage in non-sponsored clinical work should also submit to the Director of Clinical Training a memorandum that contains the following information: a) the place of employment, b) the name and certification of the direct clinical supervisor, c) an estimate of the # of hours/week to be worked, d) a statement affirming that the Chair of the Doctoral Advisory Committee and the Director of the Clinic are aware of the work and believe that it does not present a conflict of interest with the student's University clinical work and academic load, and e) a statement affirming that the on-site clinical supervisor is aware that the student's clinical services are not covered by student malpractice insurance. Additionally, the student shall be responsible to make it clear to the employer that the employment is his or her own responsibility and that the student is not acting as an agent or representative of the University or the Department with respect to the employment. This memorandum should be sent through the Chair of the Advisory Committee and the Director of the Clinic, with a copy going to the on-site clinical supervisor.

## **RESIDENCY REQUIREMENTS**

Residency, beyond the one-year residency required for the M.A. or equivalent, will be completed when a student has been in a full-time student status for two (2) consecutive semesters (i.e., fall-spring or spring-fall); a spring and a summer session (12 weeks); or a summer session (12 weeks) and a fall semester. The stipulated minimum and maximum student credit hour loads consistent with normal fulltime students and graduate assistants appointments will be adhered to for fulfilling residency requirements and will serve as guidelines for normal credit loads for other registration periods. To qualify as a full-time student during the regular academic year, a student with a half-time assistantship must enroll for at least 6 hours of coursework, and those not on graduate assistantship appointments must enroll for at least nine (9) hours. Graduate assistants who are on a 50% appointment for a six-week summer term must earn at least three hours of graduate credit during the summer. However, these credits do not have to be earned in the same session as the appointment, and may be taken at any time during the summer. Tuition and fees for graduate assistants on 50% appointments for a six-week summer term will be paid up to a maximum of 4 hours. Students not on graduate assistantships or fellowships must be enrolled in six hours (not including audited courses) to be full time in the summer.

## **CONTINUOUS ENROLLMENT**

Students are not required to enroll for summer coursework if not on a GA appointment during the summer, unless they have been admitted to doctoral candidacy and a) are still working on their dissertation or b) are currently on internship. Students admitted to doctoral candidacy must register for at least one hour of graded graduate course credit or dissertation credit each semester and one hour during the summer session until the work is completed, whether the student is in residence or away from the campus. Students who have completed at least 18 hours of dissertation credit, have defended the dissertation, and are currently on internship should enroll in PSYC 699 until the internship ends. Students who have not defended their dissertation work but are currently on internship or have completed their internship should enroll in PSYC 700 until the dissertation work is complete and PSYC 699 once the work is complete.

## **THE CLINICAL PSYCHOLOGY TRAINING PROGRAM**

### **CLINICAL TRAINING COMMITTEE**

#### **PURPOSE AND SCOPE**

The primary purpose of the Clinical Training Committee (CTC) is the education and training of graduate students pursuing a degree in Clinical Psychology at the University of Arkansas. The CTC is committed to the provision of the highest possible quality of education and training in all aspects of the Clinical Training Program. To fulfill that commitment, the functions of the CTC shall include:

- (1) the development and evaluation of the program leading to graduate degrees in Clinical Psychology
- (2) the staffing and scheduling of courses directly related to the program;
- (3) the maintenance and effective functioning of the Psychological Clinic;
- (4) the selection, admission, and orientation of new graduate students;
- (5) the procurement of financial support for graduate students;
- (6) the evaluation of the progress of graduate students in the program;
- (7) the development and maintenance of orderly working relationships with external agencies and institutions who share interests in the training of Clinical Psychologists;
- (8) the continuation of a good working relationship with the American Psychological Association and its offices and divisions, including the Office of Accreditation.

#### **STRUCTURE**

In order to fulfill these functions, the CTC is structured in the following manner:

**Membership of CTC.** The membership of the CTC is constituted as follows:

- (1) All regular clinical faculty of the Psychological Science Department are obligated to serve on the CTC.
- (2) Clinical faculty holding adjunct appointments in the Psychological Science Department may be invited to participate in the CTC as non-voting members
- (3) Two clinical graduate students, chosen by the clinical student body, shall serve on the CTC as the representatives of that body. Collectively, the two student representatives shall have one vote on all matters except personnel matters and the direct evaluation of specific students in the Clinical Training Program.

**Director of Clinical Training.** The Director of the Clinical Training Program is elected for a three-year term by the Clinical Training Committee.

**Meeting Schedule.** The CTC meets at least once a month, typically at 3:30 p.m. on Mondays of each month, from September through and including May, for the purpose of conducting its business. Additional meetings may be called by the Director of the Clinical Training Program. The DCT sets the agenda for each meeting but items can be placed on the agenda by any member of CTC.

**Duties of the Director of Clinical Training.** The Director serves as the chief administrator of the CTC and is charged with the responsibility of insuring that the functions of the CTC, enumerated above, are implemented. The Director is responsible for accreditation issues and processes, as well as the general functioning of the Clinical Training Program.

**Clinical Graduate Student Admissions.** The CTC is responsible for reviewing all clinical graduate training applications and for selecting prospective graduate students for admission. Decisions to admit a student are based on individual faculty needs and preferences combined with clinical training program considerations. The Director of Clinical Training shall be responsible for all official offers of admission and funding communicated to applicants. In conducting its admissions process, the CTC will follow the procedures and guidelines set forth by the American Psychological Association and by the Council of Graduate Departments of Psychology.

Promising applicants identified by the initial review are invited to participate in an interview process (on-site or by phone). Prior to participating in interviews, invited applicants are required to undergo a criminal background check and a sex offender registry check. Documented offenses revealed by these checks will be evaluated by CTC in consultation with the applicant, as well as the department chair and university administration when relevant. If documented offenses are deemed substantially related to the qualifications, functions, or duties of training or to the professional practice of clinical psychology, applicants will not be admitted. Minor traffic violations will not disqualify applicants. If applicants believe the criminal background check is erroneous in some way, they may request a second background check at their own expense.

#### **CLINICAL TRAINING**

The Clinical Training Program strives to train competent Clinical Psychologists who understand and identify with the Program's articulation of the scientist/practitioner training model. Our expectation is that students in the program demonstrate discipline-specific knowledge as well as profession-wide competencies the following in the areas identified by the American Psychological Association Commission on Accreditation [Standards of Accreditation for Health Service Psychology](#). We aim to provide broad clinical training that emphasizes the application of empirically-based approaches to



assessment and intervention, with some opportunities for specialized training. We also aim to provide focused research training in a mentor-apprentice approach, in addition to some broader research training through coursework.

### **CLINICAL TRAINING CURRICULUM**

The content of the clinical training program provides broad coverage of scientific psychology, empirically supported clinical practices, current ethical guidelines, and issues of diversity related to research and practice in clinical psychology. Coursework includes survey classes, focused research seminars, didactics in research and clinical skills, clinical practicum experiences, and independent research opportunities. Courses are sequenced to reflect an educational experience that is graded and cumulative, with later courses building upon knowledge and competencies gained in earlier courses. The curriculum is designed to be completed in a 4-year span. However, many students remain for a 5<sup>th</sup> year before departing for internship. The recommended curriculum for the Clinical Training program is shown on the following page.

**Clinical Doctoral Training Program**  
**Recommended 5-year (4+Internship year) Course Sequence**

<b>First Year, Fall</b>	<b>Credit</b>	<b>First Year, Spring</b>	<b>Credit</b>	<b>First Year, Summer</b>	<b>Credit</b>
PSYC 5043- Assessment of Intellectual and Cognitive Abilities	3	PSYC 607V- Clinical Practicum: Assessment	3	PSYC 600V- Master's thesis	0-3
PSYC 5133- Inferential Statistics for Psychology	3	PSYC 5143- Advanced Descriptive Statistics for Psychology	3	PSYC 607V- Practicum (1 credit in Summer I, 1 credit in Summer II)	2
PSYC 5313- Introduction to Clinical Science: Research Design & Ethical Guidelines	3	PSYC 5073- Introduction to Clinical Practice: Core Skills & Ethical Guidelines	3		
PSYC 5033- Psychopathology Theory & Assessment	3	PSYC 6213- Psychotherapy Outcomes	3		
PSYC 5080- Observational Practicum (no credit)	0	PSYC 600V- Master's Thesis	0-3		
<b>Total # of credit hours</b>	<b>12</b>		<b>12-15</b>		<b>0-5</b>

**Year 1 Research Milestone:** Master's thesis proposal - total of 6 PSYC 600V credits required

**Clinical training:** Conduct intakes and assessments in Assessment Practicum; Apprentice with advanced student for therapy case in summer

<b>Second Year, Fall</b>	<b>Credit</b>	<b>Second Year, Spring</b>	<b>Credit</b>	<b>Second Year, Summer</b>	<b>Credit</b>
PSYC 607V- Clinical Practicum: Intervention	3	PSYC 6163- Psychotherapy	3	PSYC 600V- Master's thesis	0-3
PSYC 5163- Personality Theory & Assessment	3	PSYC 607V- Clinical Practicum	3	PSYC 607V- Practicum	6
PSYC 5113- Theories of Learning	3	<i>Choose 1 or 2 of the following:</i>	3-6	(3 credits in Summer I, 3 credits in Summer II)	
<i>Choose 1 of the following:</i>	0-3	<ul style="list-style-type: none"> <li>• PSYC 5013- Advanced Developmental Psychology (<i>offered every other year</i>)</li> <li>• PSYC 5063- Advanced Social Psychology</li> <li>• PSYC 609V or other seminar</li> </ul>			
PSYC 600V- Master's Thesis	0-3	PSYC 600V- Master's Thesis	0-3		
<b>Total # of credit hours</b>	<b>9-15</b>		<b>9-15</b>		<b>6-9</b>

**Year 2 Research Milestone:** Master's thesis - total of 6 PSYC 600V credits required

**Clinical training:** Conduct therapy in Intervention practicum; in-house practicum

<b>Third Year, Fall</b>	<b>Credit</b>	<b>Third Year, Spring</b>	<b>Credit</b>	<b>Third Year, Summer</b>	<b>Credit</b>
PSYC 607V- Clinical Practicum (Supervision & Consultation, Diversity, or other section)	3	PSYC 607V- Clinical Practicum (Diversity, Supervision & Consultation, or other section)	3	PSYC 607V- Practicum (3 credits each term)	6
<i>Choose 1 of the following:</i>	3	<i>Choose 1 of the following:</i>	3	PSYC 700V- Dissertation	0-3
<ul style="list-style-type: none"> <li>• PSYC 609V or other seminar</li> <li>• PSYC 6133- Advanced Behavioral Neuroscience</li> <li>• PSYC 4143- History &amp; Systems</li> </ul>		<ul style="list-style-type: none"> <li>• PSYC 5013- Advanced Developmental Psychology (<i>offered every other year</i>)</li> <li>• PSYC 5063- Advanced Social Psychology</li> <li>• PSYC 609V or other seminar</li> </ul>			
PSYC 698V- Field Experience (Clerkship)	1	PSYC 698V- Field Experience (Clerkship)	1	PSYC 698V- Field Exp.	0-1
<b>Total # of credit hours</b>	<b>7</b>		<b>7</b>		<b>6-10</b>

**Year 3 Research Milestone:** Third Year Project; **Clinical training:** In-house practicum and 2-day per week Clerkship

<b>Fourth Year, Fall</b>	<b>Credit</b>	<b>Fourth Year, Spring</b>	<b>Credit</b>	<b>Fourth Year, Summer</b>	<b>Credit</b>
PSYC 607V- Clinical Practicum (Supervision & Consultation, Diversity, or other section)	3	PSYC 607V- Clinical Practicum (Diversity, Supervision & Consultation, or other section)	3	PSYC 607V- Practicum	0-6
<i>Choose 1 of the following:</i>	3	<i>Choose 1 of the following:</i>	3	PSYC 700V- Dissertation	0-6
<ul style="list-style-type: none"> <li>• PSYC 6133- Advanced Behavioral Neuroscience</li> <li>• PSYC 4143:- History &amp; Systems</li> <li>• PSYC 609V or other seminar</li> </ul>		<ul style="list-style-type: none"> <li>• PSYC 5013- Advanced Developmental Psychology</li> <li>• PSYC 5063- Advanced Social Psychology</li> <li>• PSYC 609V or other seminar</li> </ul>			
PSYC 700V- Doctoral Dissertation	6-9	PSYC 700V- Doctoral Dissertation	6-9	PSYC 698V- Field Experience	0-1
PSYC 698V- Field Experience (optional advanced)	0-1	PSYC 698V- Field Experience (opt. advanced)	0-1		
<b>Total # of credit hours</b>	<b>12-15</b>		<b>12-15</b>		<b>1-9</b>

**Year 4 Research Milestone:** Dissertation – 18 total credits of PSYC 700V required prior to graduating

**Clinical training:** in-house practicum and optional advanced external practicum (1 day/week)

<b>Internship Year, Fall</b>	<b>Credit</b>	<b>Internship Year, Spring</b>	<b>Credit</b>	<b>Internship Yr, Summer</b>	<b>Credit</b>
PSYC 699V- Clinical Internship*	1	PSYC 699V- Clinical Internship*	1	PSYC 699V- Clinical Internship*	1
<b>Total # of credit hours</b>	<b>1</b>		<b>1</b>		<b>1</b>

**Internship Year Research Milestone:** Defend Dissertation – 18 total credits of PSYC 700V required prior to graduating

**Clinical Training:** Full-time predoctoral internship

\* Clinical Internship is currently the only course that allows students on internship to be considered “full time” at 1 credit. If you do not yet have the required 18 credits of dissertation hours, you must enroll in any remaining credits to fulfill graduation requirements.

### **Required Courses that are Not Core Clinical Courses**

Core non-clinical courses (Fall semesters)

- PSYC 4143: undergraduate History and Systems of Psychology, or the equivalent at another institution
- PSYC 6133: Advanced Behavioral Neuroscience
- PSYC 5133: Inferential Statistics for Psychology
- PSYC 5113: Theories of Learning

Core non-clinical courses (Spring semesters)

- PSYC 5143: Advanced Descriptive Statistics for Psychology
- PSYC 5013: Advanced Developmental Psychology
- PSYC 5063: Advanced Social Psychology

Seminars:

- Three advanced seminars are required, two of which must be taken in the Department of Psychological Science (with special exceptions requiring approval from the student’s advisory committee). See the Departmental Handbook for more information.

### Required Core Clinical Courses in the Clinical Doctoral Training Curriculum

TITLE	CONTENT
PSYC 5033: Psychopathology Theory & Assessment	“Psychological and somatic factors contributing to pathological behavior. Interrelations of these factors will be analyzed in terms of how they lead to differential abnormal states. Includes guidelines for using structured interviews in the diagnosis and clinical assessment of major psychological disorders.”
PSYC 5313: Introduction to Clinical Science: Research Design and Ethical Guidelines	“Provides a) guidelines for designing and conducting empirical research in clinical psychology, b) ethical principles that regulate clinical research, and c) supervised opportunities to develop a clinical research proposal.”
PSYC 5073: Introduction to Clinical Practice: Core Skills and Ethical Guidelines	“An introduction to clinical practice focusing on a) interview methods and techniques and b) ethical principles and guidelines. Includes an introduction to clinic policies and procedures.”
PSYC 5043: Assessment of Intellectual and Cognitive Abilities	“Training in the theory, administration, and interpretation of individual tests of mental ability”
PSYC 607: Clinical Practicum <ul style="list-style-type: none"> <li>• “Assessment Practicum”</li> <li>• “Intervention Practicum”</li> <li>• “Supervision &amp; Consultation Practicum”</li> <li>• “Diversity Practicum”</li> </ul>	“Provides supervised experience in assessment and psychotherapeutic techniques with special topics in these domains emphasized across sections.” <ul style="list-style-type: none"> <li>• “Provides supervised applied experience in psychodiagnostic techniques for clinical diagnosis and assessment of intellectual abilities and personality functioning.”</li> <li>• “Provides supervised applied experience in cognitive-behavioral intervention techniques”</li> <li>• “An introduction to empirically based models of clinical supervision and professional consultation for clinical psychologists, with supervised applied experience providing peer supervision.”</li> <li>• “The impact of clients’ diversity on assessment and treatment in clinical practice.”</li> </ul>
PSYC 6163: Psychotherapy	“A conceptual overview of psychotherapy, with emphasis on a) common mechanisms, and b) cognitive, affective, and interpersonal approaches.”
PSYC 6213: Psychotherapy Outcomes	“Provides a critical evaluation of theory and research on empirically supported programs and interventions for major psychological disorders.”
PSYC 5163: Personality Theory and Assessment	“An introduction to empirically based theories of personality and personality disorders with an emphasis on standardized instruments in the assessment of normative and pathological personality. Includes training in the interpretation, integration, and reporting of results.”

## **SEMINARS**

Students are required to take three advanced seminars, two of which must be taken in the Department of Psychological Science (with special exceptions requiring approval from the student's advisory committee). Examples of such departmental courses are Clinical Graduate Seminars, Experimental Graduate Seminars, and other courses with prior approval by the student's advisory committee. No more than one of these three seminars may be a directed readings course (PSYC 611V). A course outside the department can also be used to satisfy one of the three advanced seminar requirements (pending approval of the student's doctoral advisory committee).

## **CLINICAL PRACTICUM**

Students enrolled in clinical practicum are responsible for delivery of diagnostic and psychotherapeutic services, under close supervision by members of the clinical faculty. Clinical practicum is typically conducted in the Psychological Clinic at the University. Information about and the policies and procedures of the Psychological Clinic are available in the *University of Arkansas Psychological Clinic Handbook*. Students rotate among faculty supervisors so they can be exposed to the diverse strengths and orientations of the faculty. Students are required to enroll in Clinical Practicum during each academic year in which they are in residence. Advanced students can request a waiver of this requirement by submitting a written request to the CTC, through their doctoral advisory committee. Required of all students is enrollment for at least one semester in sections of clinical practica that emphasize each of the following clinical domains: Assessment, Intervention, Supervision & Consultation, and Diversity.

Students may be requested to undergo additional background checks based on requirements of external training agencies or when deemed necessary by the Director of Clinical Training or Clinic Director. Documented offenses revealed by these checks will be evaluated by the DCT and Clinic Director in consultation with the student and relevant members of the department faculty and university administration. If documented offenses are deemed substantially related to the qualifications, functions, or duties of training or to the professional practice of clinical psychology, students might be prohibited from participating in clinical practica or external clerkship training. Minor traffic violations will not disqualify students from these training experiences. Offenses occurring as an enrolled student may be a violation of the University's policies for student standards and conduct (<http://ethics.uark.edu/policies/index.php>) and might result in disciplinary action up to and including dismissal from the clinical psychology graduate program and expulsion from the university. If students believe the result of a background check is erroneous in some way, they may request a second background check at their own expense. Students who wish to appeal a denial of participation in clinical training activities may do so in writing to the Chair of the Department of Psychological Science within 30 days of receiving notification.

## **RESEARCH MILESTONES**

**Masters Thesis.** The chair of the Master's thesis committee should be chosen by the student and approved by the Department Chair by the end of the first academic year. Students are responsible for submitting the appropriate form to the Graduate School (<http://www.uark.edu/depts/gradinfo/forms/degreeforms>). The master's thesis project is an opportunity for students to propose, conduct, and report an empirical research project (for more information on the Master's Thesis, see p. 20). A post-MA review must be conducted for all students who successfully defend their master's thesis (see p. 23 for information about the Post MA-review).

**3<sup>rd</sup> Year Program.** Students who complete the master's thesis requirement should begin their 3<sup>rd</sup> Year Program of study, pending a positive post-MA review. Students should form a Doctoral Program Advisory Committee, usually consisting of two (2) members of the clinical faculty and one (1) member of the experimental faculty. This committee assists in tailoring the remainder of the training program to the student's personal goals, scholarly interests, and professional orientation (see Doctoral Program Advisory Committee section above, p. 20). The third year of the program is designed to give the student focused opportunities for additional study, research, and skill development in specific, selected areas of clinical psychology. Before beginning their 3<sup>rd</sup> Year Program, students submit for the committee's approval a written proposal. An oral defense of the 3<sup>rd</sup> Year Program or an exam

specific to the area of concentrated study (written or oral) could also be administered at the discretion of the Doctoral Advisory Committee. Successful completion and defense of the 3<sup>rd</sup> Year Program is a prerequisite to doctoral candidacy (see pp. 20-21 for more information about the 3<sup>rd</sup> Year Program).

**Candidacy Examination/Dissertation.** Examination of students' readiness to be admitted to doctoral candidacy will be completed via both written and oral components of the dissertation proposal. Prior to taking the candidacy examination, students must have completed and passed all required clinical courses, although a written request to waive this requirement can be submitted to the student's Doctoral Advisory Committee. The dissertation will be proposed to the Dissertation Committee. Successful proposal of the dissertation, as evaluated by the Dissertation Committee, will result in successful passing of the doctoral candidacy examination and students being admitted to doctoral candidacy.

### **RESIDENCY AND INTERNSHIP REQUIREMENT**

Upon completion of the Master's Thesis defense, the clinical graduate student must complete two (2) semesters in residence (summer not included) before leaving on internship. This is generally accomplished while completing the 3<sup>rd</sup> Year Program of study. Students who have begun their dissertation work must be continuously enrolled until the work is completed. Students currently on internship who have yet to complete their dissertation and lack 18 hours of dissertation credit (PSYC 700) should enroll in PSCY 700. Students who have completed their dissertation work but are currently on internship must enroll in PSYC 699. Students who have 18 hours of dissertation credit but have yet to complete the dissertation and are currently on internship can enroll in either PSYC 699 or PSYC 700. Students who have finished their internship but have not yet to complete their dissertation must be continuously enrolled in PSYC 700 until the dissertation work is complete. Students applying for internship should strive to complete the internship readiness criteria (see below) by the 15<sup>th</sup> of October in the year preceding the internship. Please note that all readiness criteria *for applying for internships* must be completed before the DCT will sign off on your application.

Internship Readiness Criteria:

- Master's thesis
- All Course Requirements for Master's Degree
- Defense of Third Year Program
- Area of concentration exams (if applicable)
- All Course Requirements for Doctoral Degree (or currently enrolled)
- Other graduate school requirements for admission to doctoral candidacy
- Dissertation proposal meeting

**THE EXPERIMENTAL PSYCHOLOGY PROGRAM  
EXPERIMENTAL TRAINING COMMITTEE  
PURPOSE AND SCOPE**

The Experimental Training Committee shall have as its primary purpose the education and training of graduate students pursuing a degree in Experimental Psychology. In addition, the ETC shall have a firm commitment to provide quality education and training for all aspects of the program. The purview of the ETC shall include, but not be limited to, the specific functions listed herein:

- (1) development and evaluation of the program leading to a degree in Experimental Psychology;
- (2) selection, admission, and orientation of new graduate students;
- (3) procurement of funds for assistantships and distribution of assistantships to students;
- (4) staffing and scheduling of courses directly related to the program; and
- (5) evaluation of the progress of students enrolled in the program. This shall include keeping accurate and complete records on the progress of these students as they progress through the program.

**STRUCTURE**

**Membership of ETC.** The ETC shall consist of all faculty members within the Department of Psychological Science who are involved in training graduate students in Experimental Psychology. In addition, a student representative to the ETC shall be elected to a one-year term by the graduate colloquium to represent the students at ETC meetings. The student representative shall have one (1) vote on all matters except personnel matters and those matters dealing directly or indirectly with the evaluation of specific students.

**Meeting Schedule.** The ETC typically meet once each month from September to May, inclusive, for the purpose of conducting business. Meetings shall be held on Mondays at 4:00. The location of meetings is determined by the Director. Additional meetings can be called by the Director or by a consensus of 50% of the ETC.

**Director of Experimental Training.** The Director shall be elected by the Experimental Training Committee for a three-year term.

**Secretary.** Each year ETC may elect from the body of the ETC a secretary to take minutes at the meetings. No person shall succeed him or herself in this capacity. Further, this duty shall rotate so that each faculty member will serve in this capacity once before any member serves twice. The Director shall be exempted from this duty.

**Duties of the Director of Experimental Training.** As chief administrator of the ETC, the Director shall be charged with the responsibility of insuring that the functions of the ETC enumerated above are implemented and followed through. In addition, the duties of the Director shall include, but not be limited to, the specific functions listed below:

- (1) prepare agendas, call and chair meetings of the ETC;
- (2) serve as academic advisor to all incoming experimental students until they have chosen a thesis advisor;
- (3) plan and organize the orientation for the new students;
- (4) keep accurate and complete records on the experimental graduate students as they progress through the program; and
- (5) keep accurate notes of the meetings and other deliberations of the ETC; and
- (6) may delegate the responsibilities and duties outlined above either to committees or to individuals.

Any duties not covered in the above list that are to be assigned to the Director must be approved by a majority of the ETC.

**Admission to the Experimental Training Program.** The Experimental Training Committee will be responsible for establishing procedures for soliciting applications from prospective students and for selection and recruiting of candidates. The Director of Experimental Training in consultation with the department chair shall be responsible for supervising and coordinating this process. Formal offers of admission shall come from the Director of Experimental Training. The procedures established will be in accordance with guidelines set forth by the American Psychological Association and the Council of Graduate Departments of Psychology.

**EXPERIMENTAL TRAINING**

The goals of the program in experimental psychology are to: (a) give each student an understanding of the various methods for gaining information or answering questions (experimental method, correlational method, quasi-experimental, etc.); (b) provide an education in psychology which is broad enough and deep enough to allow students to develop the necessary skills to pursue any area of research specialization in which they are interested; (c) give interested students teaching skills and experience, and (d) give each student hands-on experience and training in a productive research environment, resulting in demonstrated research competence and productivity.

**COURSE WORK DURING THE FIRST TWO YEARS**

The required courses taken during the first two years of study form the foundation for the program, while additional courses and seminars provide opportunity for greater depth or breadth. A model program of study is outlined below.

**FIRST YEAR**

<b>Fall Semester CR</b>	<b>Spring Semester CR</b>
Seminar or other approved graduate level class 3	Seminar or other approved graduate level class 3
Inferential Statistics 3	Adv. Descriptive Statistics 3
Research Practicum 1	Research Practicum

**SECOND YEAR**

<b>Fall Semester CR</b>	<b>Spring Semester CR</b>
Seminar or other approved graduate level class 3	Seminar or other approved graduate level class 3
Elective	Statistics Elective
Masters Thesis 3	Masters Thesis 3

Students must have received a grade of C or better in all required courses in order to receive the M.A. degree. In addition to the core courses listed above, at least one additional quantitative training experience is required for all students. Prior approval of this experience by ETC is required. The approved experience may include (but is not limited to): one advanced statistics course offered in the Department of Psychological Science or other departments at the University of Arkansas, or a comparable training experience.

**RESEARCH PRACTICUM**

The function of the research practicum is to foster early competence and involvement in research. Indicators of this involvement and competence include: (a) the ability to handle the day-to-day procedures in running an experiment (e.g., dealing with subjects, collecting, collating, analyzing data, etc.); (b) the ability to write clearly, using APA style and format; (c) knowledge of ethical and professional standards in research; (d) a broad knowledge of research topics, including some knowledge of sophisticated research skills; and (e) critical and/or independent thinking, as evidenced by evolution of appropriate research designs, and correct interpretation of data analyses. Each student will enroll in Research Practicum (PSYC 523V) for one (1) hour during each semester of his/her first year. The purpose of the practicum is to encourage active involvement in ongoing research programs. This research experience will culminate in a report of the student's research experience (approximately 20 minutes) presented to the faculty and students of the Experimental Program. As part of this presentation, the student should hand out a written abstract. It is the responsibility of the Director of Experimental Training to coordinate the research practicum.

**SEMINARS**

Students are required to take four (4) courses from the following list of Experimental seminars: PSYC 6323, 6343, 6353, 6373, and 6413. With the permission of the instructor, one seminar may be taken twice, counting towards the four-seminar requirement each time it is taken. Instructors should allow this option only when the two offerings cover substantially different topics. In addition, students will be expected to participate in regular meetings with faculty supervisors throughout their training to discuss research literature in the student's area of emphasis and to participate in regular meetings with other students and faculty to current research projects. To help students monitor their progress through the program and to ensure that necessary forms for the M.A. and Ph.D. degrees are submitted to the appropriate Graduate School and departmental offices, a "Degree Checklist for Students in Experimental Psychology" is presented in Appendix E.

**POLICY ON DISMISSAL**

Although the general experience of the faculty is that students, in consultation with their advisors, will adequately and realistically monitor their progress through the respective Graduate Training Programs, there are a few occasions when problems may arise that require broader attention. On those occasions the Clinical Training Committee (CTC) or the Experimental Training Committee (ETC) may take actions that include recommendation for dismissal of the student. Should such action be considered, procedures to be followed have been established.

**BASES FOR CONSIDERATION FOR DISMISSAL**

The evaluation of a graduate student in psychology may be based on a number of objective and subjective criteria associated with the goals of the Training Program. In addition to meeting the fundamental requirements of the Training Program outlined elsewhere in this Handbook, the student must maintain adequate progress toward



acquisition of professional skills required by his/her Training Program. Examples of cause for consideration of dismissal include, but are not limited to:

- (1) failure to make adequate academic progress in course work;
- (2) failure to make adequate progress in the acquisition of independent research skills;
- (3) failure to make adequate progress in the acquisition of clinical skills;
- (4) failure to make adequate progress in the acquisition of teaching skills;
- (5) interpersonal conduct that represents a significant impediment to working effectively and ethically with future clients, students, colleagues, or other possible consumers.
- (6) violations of academic honesty or ethical standards; and
- (7) conviction of a felony.

### **PROCEDURES FOR CONSIDERATION FOR DISMISSAL**

Dismissal proceedings may be initiated by any member of the faculty or body of the faculty, such as the students' thesis committee, advisory committee, or dissertation committee, by notification of the Director of the student's Training Program along with the reason for which the recommendation is being made. A hearing by the Training Committee will be scheduled for the purpose of reviewing the recommendation within two (2) weeks (ten working days) of the initial recommendation. The Director shall then notify the student in writing, at least one (1) week (five working days) in advance, that a hearing that may involve dismissal from the training program is to take place and provide the basis upon which such consideration may be made. The student will be invited to present information on his/her own behalf bearing upon the issue(s) to be considered.

A quorum for the purpose of a dismissal hearing shall consist of not less than 2/3 of the Training Program Faculty. A full and open discussion of the basis for the recommendation along with the full record of the student's performance throughout graduate training shall be considered during the dismissal hearing. Following the discussion, a vote of the Training Committee shall be taken in which the majority of the Training Program faculty voting yea or nay will determine the action of the committee. Such actions may include: (a) a specific reparative or remedial procedure, (b) placement on probation for a specific period of time at the end of which a hearing for dismissal will be conducted, (c) the recommendation for dismissal being denied, or (d) dismissal from the program.

On occasion, the Training Committee may first place a student on probation, without a formal hearing to consider a recommendation for dismissal. In such cases, the student will be notified in writing by the Director of the Training Program of the committee's decision regarding the reason(s) for probation, the criteria for ending probation, and the period of time for probation. At the end of the probationary period, a hearing to consider the recommendation for dismissal, utilizing the procedures contained herein, will be conducted.

In the event that the Training Committee votes to dismiss a student from the Training Program, the full faculty of the Department of Psychological Science will automatically review the action of the committee at the next meeting of the Department Faculty. The purpose of this review shall be to ensure that Program and Departmental procedures were followed in reaching the decision. The Training Program Director shall notify the Department Chair of the action of the Training Committee in writing and provide a copy to the student in question. The Chair shall then notify the student of the meeting date and time at which the review shall be held and invite the student's participation in the review. A quorum of two-thirds of the faculty will be required to conduct the review. A discussion by the Departmental Faculty of the procedures employed by the Training Committee in reaching its decision will ensue, being recorded fully and maintained separately from the faculty minutes. Following the discussion, a vote will be taken to either affirm or disaffirm the Training Committee's compliance with Program and Departmental procedures. A majority of those voting yea or nay will be required to make this determination. Should the voting affirm that the appropriate procedures were followed in reaching the decision, the student will be dismissed from the Training Program.

Should the voting disaffirm that Program and Departmental procedures were followed in reaching the decision, the Departmental Faculty shall recommend to the Training Committee those steps it deems necessary for procedural compliance.

If the student then wishes to appeal either the Training Committee's decision or the decision of the Departmental faculty, the Academic Grievance Procedure for Graduate Students established by the Graduate School of the University of Arkansas shall apply.

# Howells Fund

The Psychology Department shares in a bequest from the estate of Marie Wilson Howells, which established an endowment for the support of research and scholarship in Psychology. The funds provided by this bequest are used by the Psychology Department to support psychological study in ways beyond those allowed by regular University funding.

Money from the Howells Fund allows for flexibility and innovation in research and scholarly support. At no time should students or faculty come to expect or rely upon any particular category of use to continue indefinitely. By the same token, all possible uses of the fund should be considered and explored. Faculty and students are encouraged, at any time, to suggest new or additional ways of using the funds.

## Administration of the Howells Fund

Administration of money from the Howells Fund will be carried out by the Howells Committee with the approval and direction of the Chair of the Department, with the exception of specific cases outlined below. The Howells Committee consists of four voting members elected by the full faculty to staggered two-year terms. In addition, the Department Chair serves *ex officio* as a non-voting member, and the graduate colloquium is invited to send an elected representative to committee meetings as a non-voting member. All elected members are elected at the end of the spring semester and begin their terms at the beginning of the fall semester.

To facilitate the administration of the Howells Fund, the Howells Committee is empowered to hire, on either an appointed or hourly basis, a part-time Howells Coordinator. In order to recruit and retain quality personnel, this position will be at minimum a half-time appointment, or the equivalent on an hourly basis. The Howells Coordinator's duties are restricted to those activities that are directly related to the administration of the Howells Fund and other duties as determined by the Howells Committee or the Department Chair that further the goals of the Howells bequest.

## Use of the Howells Fund

The income from the Howells Fund is to be used in the ways listed below.

### 1. Graduate Student Research Assistantships

Howells Research Assistantships (RAs) are awarded for the 9-month academic year and carry a stipend comparable to that paid to Teaching Assistants in the Department. The primary purpose of an RA is to facilitate programmatic research within the Department while providing research training for graduate students. All full-time faculty members in the Department are eligible to apply for an RA. A faculty member requesting an RA must submit to the Howells Committee a brief application describing the research program in which the research assistant will participate and stating any preference that the faculty member has for a particular graduate student to fill the position. Applications will be evaluated on the quality of the proposed research, the productivity of the faculty member, and the educational benefit to the student. An RA will be awarded to each faculty member who submits an application that is approved, with the following restrictions: (1) No more than one RA per year may be awarded to a faculty member by this process (although it is possible to apply for an additional RA via a Faculty Research Grant proposal). (2) The award is contingent upon there being a qualified student available to fill the position. (3) If the number of approved RA applications exceeds the number that, in the judgment of the Howells Committee, can be supported in a fiscally responsible manner, the Howells Committee will review all applications and will submit all approved applications to the Department Chair for final assignments and negotiations as needed. The goal of the discussion and negotiations is to amicably determine how to accommodate the needs of the faculty to support their research while maintaining the fiscal integrity of the Howells Fund. The Chair will consider the following information and guidelines during this process: (1) Untenured tenure-track faculty, including newly hired faculty, will be given first priority to be assigned an RA. The RA may be an incoming or continuing student. (2) If sufficient funds are not available for all the remaining faculty to have a full-time RA, the Chair will have discussions with those faculty to determine which, if any, of those requests can be fulfilled in an alternate way, or perhaps postponed for one year. In making these decisions, the Chair will take into consideration at least the following: the training record of the faculty; the amount, and timing of any prior external funding; the number of students working with that faculty member who have been

supported by external agencies; whether the faculty member chose to forego an RA in one or more previous years, and any other information the Chair might find to be pertinent. (May 7, 2012)

An RA position may be filled by an incoming student or by any returning student in good standing. Support provided for an RA position must conform to all Department and Graduate School policies. CTC or ETC may, by previously established policies, declare a student ineligible for financial support due to inadequate past performance in the graduate program. In addition, if the faculty supervisor of an RA reports that an individual is not devoting appropriate effort to an RA position, the Howells Committee will review the situation and, in consultation with the faculty supervisor, take appropriate action, up to and including revoking that student's support for the remainder of the academic year.

## **2. Faculty Research Grants**

Department faculty may submit research grant applications for anything that will promote a successful research program. Examples of legitimate expenses include purchase of laboratory equipment or supplies, release time from teaching responsibilities, open access journal charges, salaries for lab technicians or work-study help, a summer RA position, critical library acquisitions, money to bring in a speaker related to one's research, travel for the purpose of data collection, or other justifiable research expenses. The Howells Committee's criteria for funding an application are (a) the quality of the proposal, (b) the feasibility of the project, (c) the importance of the project to the faculty member's overall research productivity, (d) the record of research productivity with Howell's funds, (e) whether the budget is reasonable given the project and contains only allowable expense, (f) whether the project includes matching funds and/or otherwise leverages other resources available to the investigator, and availability of money. Grants that include summer funding for graduate students will be reviewed at the May meeting. Awarded funds will typically be made available within two weeks of the submission deadline.

Faculty Research Grant proposals require a budget and a detailed research plan, normally limited to 2 pages, but longer proposals are expected for proposals with larger budgets. The proposal is to be submitted electronically to the chair of the Howells committee. Multiple-year requests will be considered, but require appropriate justification. Although there is no formal limit on the amount that may be requested, funding is in practice limited by the availability of funds, the merits of the proposal, and the number of grant applications submitted. Proposals for \$2000 or more must be reviewed by the committee in person at their next scheduled monthly meeting; proposals for less than \$2000 may be reviewed by the committee members via email immediately upon receipt by the chair of the Howells committee.

After award of a grant, some reallocation of funds is allowable. For small grants (under \$2000), faculty may move funds from one budgeted category to another (e.g., if the budget was \$400 for participant payment and \$200 for software, it would be fine to spend only \$300 on participant payment and move the other \$100 over and have \$300 to spend on software). For larger grants (over \$2000), or for budget categories not included in the original grant proposal (e.g., travel, where only participant payment and software had been budgeted originally), prior approval for reallocation should be sought from the Howells committee. In the latter cases, faculty should email the Howells chair with the proposed plan for reallocation, which may be approved by the Howells chair.

## **3. Faculty Grant-writing Incentives and Reward**

The goal of the following incentives is twofold. First, to encourage all faculty to write and submit grant proposals to outside funding agencies, particularly those that provide any or all of the following: indirect costs to the university, support for graduate students, and academic- year or summer salary for the faculty member. The second goal is to encourage and enable junior, tenure-track faculty to submit such grant proposals.

**A. Summer Writing Award for Grants (SWAG)**

All junior-level, tenure-track faculty are eligible for a summer stipend to enable them to develop, write, and submit a competitive grant proposal to an external funding agency. Ideally the grant proposal should be submitted to granting agencies that pay indirect costs in the grants it typically funds. Federal granting agencies such as NIA, NIH, and NSF are possible sources for such funds, although many other sources are available. Note that the primary purpose of these awards is to provide incentive and sufficient summer salary so that faculty can devote their time to developing and writing external grants. The purpose of these grants is to replace, rather than supplement summer teaching. Faculty members may receive a SWAG only once.

Because funding for these awards will reduce funds available for other faculty research, a number of restrictions apply. First, except in unusual circumstances, only one SWAG will be funded in any summer. Second, the stipend for these awards is equivalent to the summer salary for two courses, currently 15% of the nine-month salary. Third, while these awards are available for all junior tenure-track faculty, faculty are encouraged to use this mechanism after their first year, and prior to their sixth year in the department prior to applying for funding under this program, faculty members must consult with the Chair of the Department to insure that multiple faculty members are not competing for the funds. After consultation with the Chair, faculty members will then submit an application to the Howells Committee for consideration during the spring funding period.

The grant proposal(s) resulting from this mechanism must be submitted to the granting agency no later than the first published deadline following the summer semester. Copies of submitted proposals must be filed with the Howells office at the time of the submission.

**B. Grant Submission Reward (GSR)**

The purpose of the GSR is to encourage and reward faculty for submitting competitive grant proposals to funding agencies, especially those agencies that pay indirect costs.

Faculty members submitting grant proposals with a minimum budget of \$100,000 to an external agency that pays indirect costs will automatically receive an additional \$1000 in a special Howells account, which they can use for any legitimate research expense. This money will remain available indefinitely. Grants submitted to agencies that do not pay indirect costs are not eligible for this reward. The faculty member must be either the Principal Investigator or the PI at this site, without any other University of Arkansas co-PIs. The \$100,000 grant budget minimum refers to the budget at the University of Arkansas if there are multiple sites. There is a limit of one automatic GSR per faculty member per fiscal year but proposals for additional GSRs from faculty will be considered.

**C. RA Eligibility for Funded PIs**

Faculty members who receive funding from an external agency that includes money for a research assistant, will remain eligible for one additional Howells RA to facilitate research on that, or other non-funded research, during the funding period of the grant.

**D. Consequences**

It is fully expected that individual faculty members will fulfill their obligations regarding any of these funding mechanisms. However, to be consistent with the requirements of the University, the College, and other funding agencies, there are potential financial consequences if the obligations are not met. Whether or not any consequences are appropriate, and the particular consequences to be applied will be determined by the Howells Committee and the Chair of the Department. The consequences may include repayment of the funds, reduction in Research Facilitation funds, or restriction on funding for RAs and faculty grants.

**4. Faculty Research Facilitation Fund**

Each full-time faculty member will receive an allocation of \$1000 per year to support scholarly activities. Examples of permitted expenses include general office expenses such as computer software and supplies, printer cartridges, paper, transparencies, long-distance telephone calls, and all photocopying except course-related copying covered by the maintenance fund. Other research related purchases could include open access fees, dues, journal subscriptions, travel to meetings, and scholarly publications. However note that any non-expendable items such as books or equipment are the property of the University, not the individual. Misuse of funds may result in repayment of funds, and loss of all facilitation funds. Unspent funds will not accumulate from year to year, and any overages must be repaid, either with money from another non-Howells account or personal funds.

**5. Faculty Development Awards**

This category of use makes funds available for special faculty development activities, such as course release time to complete research projects, support for research activities during an Off-Campus Duty Assignment, attendance at training workshops, etc. Faculty Development Awards are intended primarily for post-tenure faculty members, with priority given to faculty switching research areas, acquiring new research or analytical skills, or otherwise attempting to give new direction to their scholarly activity. Faculty Development Awards are made by the Chair of the Department, with the advice and consent of the Howells Committee. A maximum of \$10,000 may be expended in this category in a given year.

**6. Faculty Travel Allocation**

Travel support of up to \$750 per year is available to full-time faculty members for a second trip to a professional conference. This support is available only after use of the travel support awarded by the Dean of Fulbright College for the first conference trip of the year. An extra \$250 (\$1000 total) is available for those who can demonstrate that they will have exceptional involvement in the conference (e.g., serving as a keynote speaker, on the planning or executive committee, etc., but NOT simply the program review committee). Presentation of a paper at the conference is not a requirement for this allocation. In extraordinary cases, a faculty member may request that this allocation be used to supplement the Dean's allocation for travel to a first conference (e.g., travel to an international conference or one with extraordinary travel expenses). This allocation may also be used for appropriate faculty development activities (e.g., visiting another laboratory to learn new research techniques). A faculty member seeking travel support must submit a Faculty Travel Allocation request to the Chair of the Howells Committee and receive approval before the date of travel.

**7 Graduate Student Support**

The Howells Fund will make available a maximum of \$2000 per graduate student for eligible expenses toward their graduate education. These funds will be available throughout each student's tenure as a student in good standing in the program, with a maximum of \$1,000 available in the first 2 years. Eligible expenses include, travel to conferences, supervised independent research, research for MA and Ph. D. theses. Other uses will be considered by the Howells Committee on an individual (case by case)

basis.

Certain restrictions will apply to the use of these funds. All University, department, and Howells Committee procedures for spending these funds must be followed. To access these funds, students must apply for, and obtain Howells Committee approval prior to expenditures. Expenditure limits will be approved by the Committee, and any expenses above those limits will be the students responsibility, and overages may have to be reimbursed to the Howells Fund. Travel funded by the Graduate School requires matching funds from the department. These funds will be the source of this matching money. In general, these funds may not be used to supplement travel funds from the Graduate School. However, the committee will consider requests for supplements for international travel only.

Applications for use of these funds will be reviewed at the regularly scheduled meetings of the Howells Committee, with awarded funds made available shortly after review. All applications must be approved by the faculty member directly supervising the student's research, or the appropriate (i.e., third-year, thesis, dissertation) committee. Application forms, instructions, and guidelines are available from the Howells Coordinator, and on the Howells Fund Blackboard Site.

Requests for funds for research expenses up to \$300 can be approved via the fast-track mechanism outlined in the procedures found on Blackboard. This procedure enables students to access funds for research projects in periods between Howells Committee meetings. This procedure applies only to projects which have been approved by the appropriate advisors and committees. The Fast Track procedure may be used only one time for any project.

**Educational Experience Guidelines.** After their first two years and completion of their MA, students can apply for one extra-curricular educational experience that is directly related to their program and educational goals. The request must be approved by their advisor and all appropriate committees. A maximum of \$1,000 may be awarded to cover the cost of this experience. In the application, students will need to make a strong case for the program, including how it is related to their educational goals and how it will help them achieve those goals. In addition they will be asked to indicate in their application how they will manage costs and reduce expenditures, including any matching or supplemental funds. This Educational Experience grant may be combined with other funds (e.g., part of the student's \$2000 Howells allotment, travel grants, etc.).

Student travel to conferences is essential for their professional and scholarly development. Therefore, for the academic years 2017-2020, \$10,000 in funding each year will be available for graduate students whose first conference trip is not funded by the Graduate School. Each student may apply for up to \$1100 for travel to one conference. The student should submit a request using the Student Grant application, providing a budget, a justification for why this conference is important to his or her research development (which should include the title of any paper or talk the student will be giving), and a description of the student's attempts (if any) to gain funding for travel to this conference, as well as the student's plans (if any) to attend other conferences in the current academic year. Priority will be given to students who will be presenting their research, and for whom this conference will be the only funded travel this year. This travel funding may be combined with other funds supporting travel to this conference (e.g., a conference travel award from the organization hosting the conference).

## **8. Graduate Training Committee Allocations**

The amount of \$2000 is available yearly to each of the two graduate training committees in the Department to promote their development and activities. Support of focus area activities and recruiting of new graduate students (travel, recruiting activities, meals, local housing) are examples of appropriate use of these funds.

## **9. Colloquia**

The Howells Fund supports colloquium speakers via three mechanisms:

### **A. Howells Colloquium Series**

The Howells Fund sponsors a colloquium series to bring major speakers to campus. Up to \$2500 is available each year to each graduate training committee for this purpose. CTC and ETC will select the speakers, with input from graduate students

strongly encouraged. The funds will be used to pay for travel, housing, honoraria, and entertainment costs. A faculty member will be selected to host a reception for each speaker, with costs paid from colloquium funds.

**B. Research-related Colloquia**

Faculty members may apply for funds to bring in a speaker related to their research by means of a Faculty Research Grant.

**10. Howells Scholars**

Every undergraduate Psychology major graduating with Honors will be designated as a Howells Scholar and will be presented with an appropriate memento upon verification of their graduation.

**11. Emergency Equipment Repair**

Full-time faculty members may apply to the Chair of the Howells Committee or the Chair of the Department for funds to cover emergency equipment repair. The maximum amount that may be awarded is subject to the availability of funds.

**12. Other Uses**

This category includes any use consistent with the goals of the Howells bequest that will further research and scholarship within the Department of Psychology in a flexible and innovative manner. Appropriate uses include research support for new faculty and sponsorship by a focus area of a significant event such as a conference.

**Allocation of Funds among Categories of Use**

Some categories of use listed above have specific dollar limits on spending per year, but most do not. If spending threatens to exceed the total funds available in a year, the Howells Committee is empowered to place limits on spending within specific categories to maintain the fiscal integrity of the Howells Fund. In doing so, the Howells Committee will allocate available funds among the various categories of use to maximize the impact of the funds available. In years when spending does not consume all of the income to the Howells Fund, the unspent portion will go into an Unencumbered Reserve Fund that accumulates across years to provide a financial cushion for the smooth operation of the Howells Fund in the face of fluctuating annual income and level of use.

**Operating Procedures**

The guidelines set down here are designed to direct the administration of income from the Howells bequest within the restrictions of the bequest and are not meant to constitute or prescribe the particular procedures to be followed. The Howells Committee is empowered to develop and revise the procedures and forms necessary for the efficient and responsible use of the income from the bequest, and to set specific application deadlines. These procedures, forms, and deadlines shall be published and open to the inspection of any faculty member or graduate student in the Department

