

DEPARTMENT OF PSYCHOLOGICAL SCIENCE HANDBOOK
UNIVERSITY OF ARKANSAS
FAYETTEVILLE, ARKANSAS

Revised March, 2016

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, Catalogue of Studies, Graduate School Catalogue, 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 at the end of each academic year.

Douglas A. Behrend

Professor and Chair

March, 2016

TABLE OF CONTENTS	Page
I. Officers and Committee Memberships: 2014-15	4
II. Department of Psychological Science Administration	6
A. Officers and Committees	6
B. Administrative Professionals	7
C. Fiscal and Operational Policies	8
III. Academics	13
A. Academic Duties and Obligations of Faculty	13
B. Undergraduate Program	13
C. The Doctoral Programs in Psychological Science	15
1. General Policies	16
2. Clinical Training Program	28
3. Experimental Training Program	36
4. Policy on Dismissals	38
IV. Howells Fund	41
V. Appendices	42
A. Governance of the Department of Psychological Science	43
B. Department Policies Concerning Adjunct Faculty	47
C. Teacher and Program Evaluation Procedures	48
D. Psychological Clinic	49
E. Degree Checklist for Students in Ph.D. Programs	50
F. General Operating Procedures of the Howells Committee	53

OFFICERS AND COMMITTEE MEMBERSHIP: 2015-16

DEPARTMENT CHAIR: Douglas Behrend

ASSOCIATE CHAIR: James Lampinen

DIRECTOR OF CLINICAL TRAINING: Lindsay Ham

DIRECTOR OF EXPERIMENTAL TRAINING: Dave Schroeder

DIRECTOR OF PSYCHOLOGY CLINIC: Matthew Feldner

UNDERGRADUATE ADVISORS: Joel Freund, Madison Myers (Graduate Assistant)

PERSONNEL COMMITTEE: Ana Bridges, Ellen Leen-Feldner, Bill Levine,
Dave Schroeder

HOWELLS COMMITTEE: Denise Beike, Scott Eidelman, Joel Freund, Nate Parks, Kara Moore
(student member, nonvoting)

HUMAN PARTICIPANT COMMITTEE: James Lampinen, Bill Levine, Ellen Leen-
Feldner, Ana Bridges, Dave Schroeder

UNDERGRADUATE COMMITTEE: Joel Freund, Dave Schroeder, Jenn Veilleux, Denise Beike

STUDENT AND FACULTY AWARDS COMMITTEE: Bill Levine, Jenn Veilleux, Melissa Zielinski

SPACE COMMITTEE: Dave Schroeder, Patty Petretic, Matt Feldner

WEBSITE COMMITTEE: Jenn Veilleux, Nate Parks

ASSESSMENT COMMITTEE: Jim Lampinen, Jenn Veilleux, Kate Chapman

COMMITTEES FOR REQUIRED GRADUATE COURSES: 2014-15

PSYC 4123: Perception: Lampinen, Freund, Parks

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

PSYC 5033: Psychopathology Theory and Assessment: Petretic, Cavell, Feldner

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

PSYC 5063: Advanced Social: Schroeder, Eidelman, Beike

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

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

PSYC 5123: Cognitive Psychology: Levine, Lampinen, Behrend

PSYC 5133: Inferential Statistics: Levine, Lampinen, Freund

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

PSYC 5153: Advanced History and Systems of Psychology: Zies, Cavell, Freund

PSYC 5163: Personality Theory and Assessment: Veilleux, Petretic, Ham

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

PSYC 6133: Advanced Behavioral Neuroscience: Parks, Leen-Feldner, Bridges

PSYC 6163: Psychotherapy: Cavell, Petretic, Feldner

PSYC 6213: Psychotherapy Outcomes: Ham, Petretic, Cavell

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

DEPARTMENT OF PSYCHOLOGICAL SCIENCES 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.

ANIMAL CARE COMMITTEE

This committee oversees the procurement and care of all animals used by the Department of Psychological Science faculty and/or students. It is also responsible for ensuring that University and APA standards for the treatment of animals are upheld.

HUMAN RESEARCH COMMITTEE

This committee reviews all research proposal conducted under the auspices of the Department of Psychological Science to ensure the ethical treatment and protection of human welfare in all research involving human subjects and acts as a liaison to the University's Institutional Review Board.

UNDERGRADUATE COMMITTEE

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

ADMINISTRATIVE PROFESSIONALS

Administrative Assistant: 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).

Staff Secretary: Brian Duncan

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.

Graduate Studies Secretary:

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 Assistant: 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 Secretary/Receptionist: 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.

Work Study

Work-study employees are assigned duties by the Department Administrative Assistant or Chair.

Howells Fund Coordinator: Terrah Baker

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.

VOLUNTEER (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
- Facilities Management
- Telephone
- University Bookstore/Staples (Supplies)
- University Computing Services
- University Media Center
- University Printing Services
- University Research 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.

Purchase Order: A complete description of the item, its cost, and the name and address of the vendor should be provided to the Administrative Assistant 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. In some cases, it may be possible to obtain an advanced purchase order to expedite acquisition of the item. Items on state contract must be purchased from the holder of the contract. Sealed bids must be requested for items costing more than \$25000. For purchases between \$5000 and \$25000, three bids must be obtained with at least one coming from a minority vendor, if available. These bids may be obtained via fax or email directly by the Department. In all cases, all purchases must be made in accordance with the policies and procedures of the Business Affairs Office. 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.

Personal Reimbursements

Every effort should be made to avoid the need to request reimbursements; there is no guarantee that reimbursements will be approved. However, extraordinary circumstances may require out-of-pocket expenditures by faculty or staff member. If possible, such expenditures should be discussed with the Chair and/or Administrative Assistant 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 authorization 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 Assistant or Staff Secretary (if possible, one month before your intended travel) and fill out a Travel Information Sheet so travel may be authorized. No purchase orders to cover registration fees or airline tickets can be issued until travel authorization has been granted. After completion of the trip, the traveler must provide the appropriate person with 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 to the Administrative Assistant or Staff Secretary, 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 for purchasing 1) Air Travel and 2) Conference Registration. Similar to the procedures used for the P-Card, 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

Only long-distance calls directly related to departmental business may be charged to the Department's maintenance account or to the Faculty Member's Howell's Fund research facilitation account. All long-distance calls related to Department business should be made using the faculty member's code for long-distance calls. A print-out will be distributed to callers who will be asked to verify the calls with their signature. Faculty and students must use other methods (mobile phones, calling cards) for all personal long-distance calls. Individuals making personal calls using Department phones will be personally responsible for charges that they incur.

Faculty members who wish to bill research-related calls to their Research Facilitation Fund may be assigned their own code numbers for this purpose; see the Howells Coordinator to obtain a phone code. Because no phone calls can be made without a code number, the code number should be kept strictly confidential.

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. Therefore, the expectation is that most of the 1000 page allotment will be used to duplicate articles or chapters that would be placed on reserve and assigned for classes; however, 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 the purchase of Personal Copying Cards) may be charged to an individual's Howells Research Facilitation fund.

Publications

Faculty may request money for publication costs (e.g., page costs, required reprints) from the Howells Fund; request forms are available from the Howells Coordinator. Extra reprints should be duplicated through University Printing Services when permitted and when cheaper than purchased from the publisher. The Department will attempt to support the distribution of publication reprints of faculty articles. Postage costs for distribution of convention/conference presentations must be charged to the

faculty member's Research Facilitation fund; see the Howells Coordinator to make arrangements. Electronic dissemination of such materials is strongly encouraged.

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. The costs of distributing lecture notes, reproducing articles for classroom distribution, etc., that must be paid for by the students cannot be administered through the department. 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 Staff Secretary will request textbook orders for the following semester from all faculty members; the bookstores' deadlines for submitting these requests will be indicated. After receiving these orders, the Staff Secretary will submit them to the University Bookstore. With recent changes to state laws, 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 Staff Secretary. 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 Staff Secretary be kept fully informed of these actions.

Library Acquisitions

Department faculty collaborate with subject librarians on the purchase of books and other materials to support instruction and research. Specific funds are dedicated to Psychology each year. Faculty members should submit purchase requests for books that are particularly relevant to his or her teaching and research interests to the Staff Secretary. The ability to approve these requests will be dependent upon the Library Acquisition allocation for the year. Acquisitions of special sets or books of more general interest may be requested and charged to the Department's reserve. Near the end of the fiscal year, the Chair will review library purchases and, if necessary, reallocate unencumbered funds to ensure efficient use of the library allocation.

Extrdepartmental 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. When possible, the Administrative Assistant and/or the Howells Coordinator may be assigned to help coordinated 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 funds that have been deposited in University accounts are the property of the University, regardless of how the Principal Investigator might wish to construe the purpose of the grant or contract.

ACADEMIC PROGRAMS AND RESPONSIBILITIES

ACADEMIC DUTIES AND OBLIGATIONS OF FACULTY

CLASSROOM TEACHING

The classroom must be the 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; deviations must be cleared in advance by Chair and by the Vice-Chancellor for Academic Affairs. Final examinations are to be given for all of the core courses in the graduate program. 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, when only one section of individual research is scheduled but students working with several different faculty members might be enrolled, it is strongly recommended that only "credit" should be assigned.

ADVISING

The Advising Coordinator is responsible for management of the advising office which maintains the student records and for advising all psychology majors. When necessary, the Coordinators may enlist the aid of other faculty members to deal with specific advising functions or to help particular 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 or the Administrative Assistant 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 Administrative Assistant 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 328V 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, <http://psyc.uark.edu> or in the University Catalog at catalog.uark.edu

MINOR IN PSYCHOLOGICAL SCIENCE

The undergraduate minor in Psychology is required to take a minimum of 18 hours including PSYC 2003, 2013, and 3073. 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 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 insure 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 Experimentrix system on the web. 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. We often train students who aspire to academic or research careers, but we also offer training in evidence-based clinical practices. 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. We also strive to maximize the match between the clinical and research interests of the faculty with those of the graduate students. Our training mission is consistent with the goals, objectives, and culture of the University of Arkansas.

Goals & Objectives

The programmatic goals and objectives developed by the Clinical Training Program reflect a) our specific training model, b) the COA's Guidelines and Procedures for doctoral programs, and c) our commitment and responsibility to train competent and ethical clinical psychologists.

Goal 1. 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:

Objective 1a: Acquire and demonstrate understanding and competence in the breadth of scientific psychology via exposure to current knowledge of the biological, social, cognitive, and affective

bases of behavior, the history of psychology as a discipline, and the use of psychological measurement, research methodology, and data analytic techniques.

Objective 1b: Acquire and demonstrate understanding and competence in the scientific base for the practice of clinical psychology via exposure to current knowledge of individual differences, human development, psychological disorders, and professional ethics.

Objective 1c: Acquire and demonstrate understanding and competence in the use of empirically supported strategies for assessing and intervening in problems relevant to clinical psychology via exposure to current knowledge of and standards for conducting assessment, diagnosis, intervention, intervention evaluation, and consultation and supervision.

Objective 1d: Acquire and demonstrate sensitivity to and competence in issues of cultural and individual diversity in the science and practice of clinical psychology, including 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>.

Objective 1e: Acquire and demonstrate appreciation for and enduring commitment to the role of the scientist-practitioner in clinical psychology, including critical thinking, ethical behavior, and continued professional development.

Goal 2. The Clinical Training Program strives to provide students with focused opportunities for additional study, research, and skill development in a specific, selected area of clinical psychology. Our expectation is that students in the program will acquire and demonstrate understanding and competence in a concentrated area of study within clinical psychology as indicated by the following objectives:

Objective 2a: Completion of and minimal proficiency in didactic training experiences related to the area of concentrated study.

Objective 2b: Completion of and minimal proficiency in clinical training experiences related to the area of concentrated study.

Objective 2c: Completion of and minimal proficiency in efforts to conduct research projects related to the area of concentrated study.

EXPERIMENTAL PSYCHOLOGY

The goals of the Ph.D. program in Experimental Psychology are: (1) to provide the basic skills and an approach to scientific investigation that will allow the graduate to engage in research in any of several broadly defined areas; (2) to provide training within a particular area so that by the time of graduation, a student will have begun developing a program of research in a particular content area; and (3) to provide training and experience relevant to the goals and job aspirations of the student. For those interested in continuing in the academic area, this experience would include teaching experience. For most students, research training will have a “social and cognitive processes” emphasis, consistent with the Experimental Training Program focus area.

Two assumptions underlie these goals. First, we believe that to be a competent researcher or practitioner in any area of psychology, one must first have a solid background in the broad content matter of psychology. Second, we believe that the best way to become a competent researcher or practitioner is to have hands-on experience. The academic courses, research experiences, and teaching or practical experiences offered by the Ph.D. program in Experimental Psychology are designed to promote development of both academic and research competence.

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/eo-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) 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

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 5153: Advanced History and Systems of 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

A student in the Clinical program, with the approval of his/her advisor, may defer up to two required 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

PSYC 4123: Perception

PSYC 5013: Advanced Developmental Psychology

PSYC 5063: Advanced Social Psychology

PSYC 5113: Theories of Learning

PSYC 5123: Cognitive Psychology

PSYC 5133: Inferential Statistics

PSYC 5143: Advanced Descriptive Statistics

PSYC 6133: Advanced Behavioral Neuroscience

Psychopathology (PSYC 5033) or Personality: Theory & Disorder (PSYC 5163) may be substituted for one of the required courses (except the statistics courses) by students in the Experimental program with the approval of the student's advisor. 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.

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. 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 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 3rd 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 3rd 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 3rd 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 to the Department Chair. The Chair will send a report of all grades to the Training Program directors. All graduate courses are graded on a 13-point scale, with A+ = 12, A = 11, A- = 10, ..., B = 8, ..., C+ = 6, ..., D- = 1, and F = 0. The following policies apply to a student's performance in the required courses:

(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 1st 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. Promising candidates identified by the initial review are invited to participate in an interview process (either on-site or by phone). 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 the guidelines set forth by the American Psychological Association and by the Council of Graduate Departments of Psychology.

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 will acquire and demonstrate understanding and competence in the following areas:

- a) The breadth of scientific psychology via exposure to current knowledge of the biological, social, cognitive, and affective bases of behavior, the history of psychology as a discipline, and the use of psychological measurement, research methodology, and data analytic techniques.
- b) The scientific base for the practice of clinical psychology via exposure to current knowledge of individual differences, human development, psychological disorders, and professional ethics.
- c) The use of empirically supported strategies for assessing and intervening in problems relevant to clinical psychology via exposure to current knowledge of and standards for conducting assessment, diagnosis, treatment, treatment evaluation, and consultation and supervision.
- d) Sensitivity to issues of cultural and individual diversity in the science and practice of clinical psychology, including 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> .
- e) Appreciation for and commitment to the role of the scientist-practitioner in clinical psychology, including critical thinking, ethical behavior, and continued professional development.

The Clinical Training Program also strives to provide students with focused opportunities for additional study, research, and skill development in a specific, selected area of clinical psychology. Our expectation is that students in the program will acquire and demonstrate understanding and competence in a concentrated area of study within clinical psychology as indicated by the following objectives:

- a) Completion of and minimal proficiency in didactic training experiences related to the area of concentrated study.
- b) Completion of and minimal proficiency in efforts to plan, implement, and report on research projects related to the area of concentrated study.

c) Completion of and minimal proficiency in clinical training experiences related to the area of concentrated study.

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 (for students entering with a bachelor's degree). However, some students remain for a 5th year before departing for internship. The recommended curriculum for the Clinical Training program is shown on the following page.

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 Doctoral Training Program
Recommended Course Sequence**

First Year, Fall	Credit	First Year, Spring	Credit
Psychopathology Theory & Assessment	3	Personality Theory & Assessment	3
Inferential Statistics for Psychology	3	Advanced Descriptive Statistics for Psychology	3
Introduction to Clinical Science: Research Design and Ethical Guidelines	3	Introduction to Clinical Practice: Core Skills & Ethical Guidelines	3
Assessment of Intellectual and Cognitive Abilities	3	Master's Thesis	<u>1</u>
Observational Practicum (no credit)	0	Observational Practicum (no credit)	0
		Optional: Advanced Developmental Psychology, Advanced Social Psychology or Seminar	<u>3</u>
Total # of credit hours	12		10-14
<u>Summer enrollment:</u> Thesis			
Second Year, Fall	Credit	Second Year, Spring	Credit
Psychotherapy Outcomes	3	Psychotherapy	3
Clinical Practicum: Assessment	3	Clinical Practicum (Intervention)	3
Theories of Learning	3	Advanced Developmental Psychology, Advanced Social Psychology, or Seminar	3
Master's Thesis	2	Master's Thesis	3
Advanced History & Systems (online) or Seminar	3		
Total # of credit hours	11-14		12
<u>Summer enrollment:</u> Practicum, Thesis			
Third Year, Fall	Credit	Third Year, Spring	Credit
Clinical Practicum (Diversity or other section)	3	Clinical Practicum (Supervision & Consultation, Diversity, or other section)	3
Advanced Behavioral Neuroscience	3	Advanced Developmental Psychology, Advanced Social Psychology, or Seminar	3
Field Experiences (Clerkship)	3	Field Experiences (Clerkship)	3
Advanced History & Systems (online) or Seminar	3		
Total # of credit hours	9-12		9
<u>Summer enrollment:</u> Practicum, Dissertation			
Fourth Year, Fall	Credit	Fourth Year, Spring	Credit
Clinical Practicum (Diversity or other section)	3	Clinical Practicum (Supervision & Consultation, Diversity, or other section)	3
Advanced History & Systems (online) or Seminar	3	700 Doctoral Dissertation	6

700 Doctoral Dissertation	6		
Total # of credit hours	9-12		9

Required Clinical Courses in the Clinical Doctoral Training Curriculum

TITLE	CONTENT
“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.”
“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.”
“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.”
“Assessment Of Intellectual and Cognitive Abilities”	“Training in the theory, administration, and interpretation of individual tests of mental ability.”
<p>“Clinical Practicum”</p> <ul style="list-style-type: none"> • “Assessment Practicum” • “Intervention Practicum” • “Supervision & Consultation Practicum” • “Diversity Practicum” 	<p>“Provides supervised experience in assessment and psychotherapeutic techniques with special topics in these domains emphasized across sections.”</p> <ul style="list-style-type: none"> • “Provides supervised applied experience in psychodiagnostic techniques for clinical diagnosis and assessment of intellectual abilities and personality functioning.” • “Provides supervised applied experience in cognitive-behavioral intervention techniques” • “An introduction to empirically based models of clinical supervision and professional consultation for clinical psychologists, with supervised applied experience providing peer supervision.” • “The impact of clients’ diversity on assessment and treatment in clinical practice.”
“Psychotherapy”	“A conceptual overview of psychotherapy, with emphasis on a) common mechanisms, and b) cognitive, affective, and interpersonal approaches.”
“Psychotherapy Outcomes”	“Provides a critical evaluation of theory and research on empirically supported programs and interventions for major psychological disorders.”
“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.”

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.

All clinical psychology trainees/student clinicians will be required to undergo a criminal background check and a sex offender registry check prior to enrolling in for-credit practica. Students may be requested to repeat this background check at future stages of training based on the requirements of external training agencies or when deemed necessary by the Director of Clinical Training or Clinical Director. Offenses committed prior to age 18 and other criminal or civil offenses that are documented in the background check 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 determined to be substantially related to the qualifications, functions, or duties of training or professional practice in clinical psychology, the student will be barred from engaging in clinical training activities, including practica. Minor traffic violations will not disqualify applicants from practica. Criminal and civil 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 may result in disciplinary action up to and including dismissal from the clinical psychology graduate program and expulsion from the university. In the event that the student believes the background check is erroneous in some way, the student may request a repeat criminal background check at their own expense. Students who wish to appeal the decision of the DCT with regard to 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 the DCT's determination.

Master's 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).

3rd Year Program

Students who complete the master's thesis requirement should begin their 3rd 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 3rd Year Program, students submit for the committee's approval a written proposal. An oral defense of the 3rd 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 3rd Year Program is a prerequisite to doctoral candidacy (see pp. 20-21 for more information about the 3rd Year Program).

Candidacy Examination

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 3rd 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 PSYC 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 15th 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

- 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

Fall Semester CR

Adv. Behavioral Neuroscience

Inferential Statistics 3

Theories of Learning 3

Research Practicum 1

10

Spring Semester CR

Cognitive Psychology* or Adv. Developmental Psychology 3

Advanced Social Psychology 3

Adv. Descriptive Statistics 3

Research Practicum 1

10

SECOND YEAR

Fall Semester CR

Spring Semester CR

Perception 3	Adv. Developmental Psychology or Cognitive Psychology 3
Experimental Seminar 3	Experimental Seminar 3
Master's Thesis 3	Master's Thesis 3
9	9

** Because this course is offered only every other year, it needs to be taken whenever it is offered during the first two years of graduate study.*

With approval of her/his advisor, a student may substitute Psychopathology (PSYC 5033) or Theories of Personality (PSYC 5163) for one of the above required courses with the exception of the two Statistics courses. 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 eight 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

Howells Fund

The Psychological Science 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 Psychological Science 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. In this section, the common and customary uses of the Howells Fund is described. For the specific operating procedures for the Howells Fund and the Howells Fund Committee, please see Appendix F.

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 nonvoting 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. This position is limited to 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 which further the goals of the Howells bequest.

Use of the Howells Fund

Policies governing the use of the Howells Fund can be found in Appendix F.

APPENDICES

APPENDIX A

GOVERNANCE OF THE DEPARTMENT OF PSYCHOLOGICAL SCIENCE

UNIVERSITY OF ARKANSAS

(Approved November 10, 1986)

ADMINISTRATION

The Department of Psychological Science was established in 1950 by action of the College of Arts and Sciences, the Campus Faculty, and the Board of Trustees. The Department governance operates in accordance with the Rules and Regulations of the Board of Trustees of the University of Arkansas for Governance of the University of Arkansas (Board Policy 100.4, revised April 21, 1978), the articles of Local Campus Governance for the University of Arkansas, Fayetteville (approved by the Board of Trustees on September 24, 1976, and revised on February 19, 1982), and the Rules and Procedures of the J. William Fulbright College of Arts and Sciences. Nothing in this document shall conflict with the College, Campus, or University governance policies.

CHAIRPERSON

The Chairperson of the Department is appointed by the Chancellor of the University on the recommendation of the Dean of the College for a specified term. There are no restrictions to the number of terms a Chair may serve. The Dean of the College is responsible for establishing and initiating procedures for obtaining Departmental recommendations (*Faculty Handbook, 1985, p. 20*).

The Chair of a Department shall serve as the chief administrative official and primary spokesperson for and representative of the Departmental faculty. The Chair is an administrative official as well as a Departmental representative, and thus must establish effective working relationships with both the Departmental faculty and other administrative officials. The following is adapted from the *J. William Fulbright College Chair's Handbook*.

Departmental Affairs. The Chair is responsible for establishing the procedures for determining Departmental policies. The Chair must involve faculty members and students in appropriate ways in decision-making activities. The Chair may create standing and ad hoc committees. The Chair conducts Departmental meetings as needed, but at least once a semester.

Academic Affairs. The Chair enforces the academic standards set by the faculty. The Chair is responsible for assigning instructors and transmitting the schedule of courses. The Chair approves graduate thesis, advisory, and doctoral committees. The Chair takes leadership in evaluating and improving programs, curricula, and the quality of instruction.

Faculty Affairs. The Chair is the primary individual responsible for recruiting, hiring, and orienting new faculty members. Faculty and students are also to be involved in this process. The Department Chair is responsible for supporting and encouraging faculty growth and high performance in teaching, research, and other professional activities. The Chair has a major role in evaluating faculty members and making documented recommendations to the Dean for their reappointment, tenure, promotion, and annual salary increases. The Chair is responsible for developing appropriate mechanisms for involving faculty peer judgments in these evaluations. The Chair has a responsibility of informing faculty members of their responsibilities and their rights.

Student Affairs. The Chair is responsible for establishing appropriate advising processes for students and for responding to student grievances and complaints. The Chair is responsible for all student appointments, including awards and assignments of graduate assistants.

External Communication. The Chair is the primary individual within the Department responsible for conveying university policies and actions to the Department, for representing the Department within the university and to external agencies, and for communicating Departmental programs and activities to students.

Budgetary Affairs. The Chair is responsible for establishing the processes by which budgetary priorities are determined, preparing annual Departmental budget requests, authorizing all expenditures at the Departmental level, and maintaining appropriate budget records. All requests for funding should be transmitted from the Department to the Dean through the Chair.

Office Management. The Chair is responsible for administering Departmental facilities and staff personnel. This involves hiring, supervising, and evaluating support personnel. The Chair is responsible for establishing and maintaining appropriate office, file, and record systems.

Personal Professional Performance. The Chair should provide an example within the Department by demonstrating professional competence in teaching, research, and other activities. The Chair should participate actively in professional associations.

DEPARTMENT FACULTY

AUTHORITY

Congruent with the authority granted to the Campus Faculty by the Board of Trustees, the faculty of the Department of Psychological Science shall have the following authority:

(1) The Departmental faculty have responsibility for all matters of academic concern within this Department. Such matters shall include, but shall not be limited to:

- (a) Departmental admission requirements
- (b) Departmental curriculum requirements
- (c) Departmental degrees and requirements for degrees
- (d) Departmental calendars and schedules
- (e) award of Departmental honors
- (f) Departmental student affairs
- (g) interpretation of the Departmental faculty's legislation and policies (*Faculty Handbook*, 1985, p. 20)

(2) The Departmental faculty shall have the authority to make recommendations to the Chair on other Departmental matters of direct faculty concern. Such matters shall include, but shall not be limited to:

- (a) Department policies regarding faculty status, including appointments, promotions, granting of tenure, retirement, non-reappointment and dismissal

(b) Departmental policies affecting the general welfare, working conditions, and services performed by and for the faculty

(c) Departmental policies relating to academic and professional research and other scholarly and creative activities (*Faculty Handbook*, 1985, p. 20)

MEMBERSHIP

The voting membership of the Departmental faculty shall include all persons holding a half-time or greater appointment in the Department, and having voting memberships in the Campus Faculty (adapted from *Faculty Handbook*, 1985, p. 22). In addition, two graduate student representatives elected by the Graduate Colloquium shall have a combined vote of one on all issues before the faculty except personnel matters (Department of Psychology Faculty Handbook, 1985, p. 4). The Departmental faculty may extend nonvoting membership to such other persons as the Departmental faculty may decide (adapted from *Faculty Handbook*, 1984, p. 22).

MEETINGS

Faculty meetings may be called by the Chair or by a petition signed by at least 50% of the faculty. Faculty meetings are to be called as frequently as necessary, but at least once each semester. The Department operates largely on the democratic process. *Roberts' Rules of Order* are followed. Individual faculty members, graduate student representatives, or committees can introduce motions for new policies. Motions must be placed on the agenda in advance of the faculty meeting. To adopt policy statements and to make Departmental decisions requires a simple majority of those present and voting. A motion to cancel or change an existing policy requires a petition signed by at least 50% of the voting members and approval by at least two-thirds of the vote cast (*Department of Psychology Faculty Handbook*, 1985, p. 4).

GRADUATE TRAINING COMMITTEES

CLINICAL TRAINING COMMITTEE (CTC)

The CTC consists of the entire clinical faculty with the Director of Clinical Training serving as Chairperson. The function of this committee is policy implementation and recommendation on matters pertaining to the Clinical Doctoral Program (*Department of Psychology Faculty Handbook*, 1985, p. 5). The CTC has clear authority and primary responsibility for all aspects of the Clinical Training Doctoral Program. Such aspects include but shall not be limited to:

- (1) program admission requirements and decisions
- (2) program curriculum requirements
- (3) program academic standards
- (4) decisions regarding continuance or dismissal of students from the program
- (5) composition of all student advisory, thesis, and dissertation committees
- (6) interpretation of the program's faculty's legislation and policies

EXPERIMENTAL TRAINING COMMITTEE (ETC)

The ETC consists of the entire experimental faculty with the Director of Experimental Training serving as Chairperson (3/28/77). The function of this committee is policy implementation and recommendation on matters pertaining to the Experimental Doctoral Program (*Department of Psychology Faculty Handbook*,

1985, p. 5). The ETC has clear authority over and primary responsibility for all aspects of the Experimental Psychology Doctoral Program. Such aspects include but shall not be limited to:

- (1) program admission requirements and decisions
- (2) program curriculum requirements
- (3) program academic standards
- (4) decisions regarding continuance or dismissal of students from the program
- (5) composition of all student advisory, thesis, and dissertation committees
- (6) interpretation of the program faculty's legislation and policies

APPENDIX B

DEPARTMENT POLICIES

CONCERNING ADJUNCT FACULTY

University-wide Administrative Memorandum 410.3 specifies the University's definition, responsibilities, and privileges for Adjunct Faculty. The Department of Psychological Science has established additional guidelines concerning volunteer faculty, which were adopted by the Department of Psychological Science on April 9, 1984.

1. Applications from potential adjunct faculty members should include a vita and a statement of intent. The statement of intent should outline what the potential volunteer faculty member plans to do (and with whom), the extent of his/her time commitment, and the background training and experience relevant to the proposed activities. The entire application will be sent to the appropriate training committee for review and discussion at a regularly scheduled meeting. The training committee will make recommendations to the full faculty, including a recommendation of the length of the appointment, which may be up to five years.
2. At the time of reappointment, each adjunct faculty member will be asked to file a report to the appropriate training committee. This report will chronicle the adjunct's activities during the previous performance period and indicate proposed or planned activities with respect to possible reappointment. These reports will be reviewed and approved by the training committee prior to recommendation for reappointment.
3. For purposes of promotion to different ranks of adjunct faculty, the procedures employed for that purpose in regular faculty appointments will be used.
4. Initial appointment will usually include appointment at Level II of the graduate faculty, and as such the adjunct faculty member will be granted all privileges accorded to that status, with the exception of chairing M.A. theses and third-year committees. Unless Level I status had been approved, adjunct faculty will be appointed to third-year and dissertation committees as a fourth member.
5. Level I status will be obtained only on the recommendation of the appropriate training committee. Level I status obtained through another Department or area will not transfer to the Department of Psychological Science unless such transfer is approved by the appropriate training committee.

APPENDIX C

TEACHER AND PROGRAM EVALUATION PROCEDURES

RATINGS

Ratings for each course with an enrollment 5 or greater will be conducted through the University's online course evaluation system. When 4 or fewer students are enrolled in a content course, the instructor is responsible for reminding the chair and/or office staff to prepare paper evaluations to be collected and stored in the main office. The ratings will be examined by the Chair and Personnel Committee for merit evaluations and when promotion and tenure decisions are made.

The *Purdue Evaluation Form* will be used for course evaluations for all courses except Honors, Special Problems, Independent Readings, Thesis, Fieldwork, Clinical Psychology Internship, and Dissertation. Items constituting the University and College core will be used by all instructors. Additional items may also be selected by instructors from the "cafeteria" list. Open-ended comments are solicited on the *Purdue Evaluation Form* but are accessible only to the instructor. **COURSE MATERIALS AND RECORDS**

A record of teaching workload over a five-year period will be accumulated by the Chair for every instructor in order to provide an adequate portrayal of each instructor's efforts. Records will include copies of course rosters supplied to instructors after the final drop date. Instructors will provide to the Chair a course syllabus detailing test and reading selections, projects, assignments, testing and grading practices. These materials will be made available for merit ratings and personnel decisions.

GRADUATING SENIORS AND DOCTORAL ALUMNI RATINGS

Graduating Seniors. When students meet with their advisor for their degree check, the advisor will provide the student with a *Graduating Senior Questionnaire*. The completed questionnaire must be returned to the advisor before the degree check is signed. To assure anonymity, the student will place the questionnaire in a sealed envelope before returning it to the advisor. The questionnaires will be made available to the Personnel Committee and Chair. In addition, the advisor will be responsible for maintaining a roster of advisees who have completed questionnaires. Procedures for administering this evaluation will be determined by the Undergraduate Advisor.

Doctoral Alumni. Training Program Directors, with assistance from the Graduate Studies Secretary, will periodically survey doctoral alumni regarding their success at achieving expected training outcomes.

APPENDIX D

PSYCHOLOGICAL CLINIC

The Psychological Clinic is the primary training facility for the Clinical Training Program. All clinical practicum training is provided therein under the supervision of clinical faculty. A wide variety of typical clinical services are provided in order to provide students with exposure to and experience with a high quality of professional practice. More detailed information regarding the policies and procedures of the Psychological Clinic can be found in the Psychological Clinic Handbook.

ORGANIZATION

The Clinical Training Committee serves as the Board of Directors for the Psychological Clinic in setting policy and procedures consistent with the requirements of the Clinical Training Program. The Director of the Psychological Clinic implements the policy decisions made by the Clinical Training Committee and establishes the more specific procedures required to assure such implementation.

PHYSICAL DESCRIPTION

The Psychological Clinic consists of the area contained in Memorial Hall 111 and MH 101. Although this space is available for the use of the Clinical Training Program, it is necessary to schedule the specific use of any of this space with the clinic secretarial staff. There are guidelines and priorities that must be used in allocating that space.

BUDGETS AND EXPENDITURES

The clinic budgets various expenditures on an annual zero-based method where the expenditures for any given year are based on the anticipated income from a diversity of sources for that year. Any expenditure must be approved in advance through the budgeting process of the Clinical Training Committee.

RESEARCH

The Psychological Clinic is dedicated to the support of quality clinical research. Extensive client records are maintained in coded form on the University main frame computer and are available for archival data projects. Access to that data base as well as other research projects, utilizing clinic clients, is available only through application to the Clinic Research Committee.

QUALITY ASSURANCE

The quality of services provided through the Psychological Clinic is evaluated by the Utilization and Peer Review Committee (UPRC). This committee consists of four clinical students, two clinical faculty, and the director of the clinic. The UPRC meets the third Monday of each month to review selected cases and constitutes what, in the overall plan of quality assurance, is recognized as the third level of review; the other two levels being conducted in the context of each practicum team.

EQUIPMENT AND SUPPLIES

The clinic maintains respectable holdings of audio/video equipment, test kits, biofeedback equipment, and supplies for training and service. This material has been purchased and maintained through clinic budgets. Although the majority of these materials is available for use within the clinic only, there are some materials that may be checked out for limited time periods for use outside of the clinic.

APPENDIX E

DEGREE CHECKLIST FOR GRADUATE STUDENTS IN PSYCHOLOGY

The following is a checklist of departmental and Graduate School requirements and forms needed for the M.A. and Ph.D. degrees in Psychology. It is intended as a “memory prompt” for students (and their advisors) regarding the steps needed to obtain each degree. Following the steps outlined below will also ensure that an accurate and complete record of the student's accomplishments is maintained by the department. Every attempt has been made to ensure accuracy, but the list is not an official statement of departmental or Graduate School regulations, which should be consulted as the final authority. All forms listed should be available at the Graduate School website, <http://grad.uark.edu/>. **Copies of all forms should be given to the Graduate Secretary in addition to being sent to the Graduate School.**

M.A.

1. Submit Master's Program Advisory Committee form. The committee must have at least 3 members. Send two copies (signed by Thesis Committee Director and by Department Chair) to the Graduate School. Department Chair's signature constitutes departmental approval of thesis committee. See <http://www.uark.edu/depts/gradinfo/forms/student/masters-adv-comm.pdf>. Students should be aware that the Graduate School allots 7 years to complete all requirements for the Ph.D., beginning with the first semester in our graduate program.
2. Form M.A. thesis committee. Minimum of 3 members.
3. At least 6 hr of PSYC 600V (Master's Thesis; grade = R). Cannot enroll until have Thesis Committee Chair.
4. Master's Thesis Title form. Submit at least 3 months prior to M.A. orals. Send two copies (signed by Thesis Committee Chair) to the Graduate School.
5. Master's Thesis Committee form. Submit at least 3 months prior to M.A. orals. Send two copies (signed by Thesis Committee Director and by Department Chair) to the Graduate School. Department Chair's signature constitutes departmental approval of thesis committee.
6. Proposal meeting for Master's Thesis. A memo from thesis committee chair to Director of Training listing committee members and date of proposal meeting should be filed.
7. Application for degree. Students should register for graduation during the semester in which expect to receive degree.
8. M.A. Orals (Master's Comprehensive Examination).
9. Record of Progress - Master's Degree form. Send one copy (signed by all Thesis Committee members and by Department Chair) to the Graduate School. Give one photocopy of signed form to Director of the training program.
10. No Is in required courses.
11. M.A. Residence Requirement of 30 weeks. Can be satisfied by two semesters of full-time graduate enrollment.
12. One bound copy of thesis to department; 2 unbound copies to Graduate School, then to library. The latter two copies must include an approval sheet on 100% cotton bond with original signatures of all Thesis Committee members.

13. Students who have yet to complete all requirements for the M.A. degree by February 1 of their third year in our program risk losing eligibility for financial support in their fourth year.

Ph.D.

1. Each training program will conduct the Post-M.A. Review at its first meeting after the M.A. orals are passed to consider the student's performance to date and to recommend either continuation for the Ph.D. or termination. The student should not form the Doctoral Program Advisory Committee until a positive recommendation is made.

2. Ph.D. Residence Requirement of 2 consecutive semesters of full-time graduate enrollment after receiving the M.A. degree.

3. Form Doctoral Advisory Committee. The Chair must be from the student's training program, and at least one member must be from the other training program, with a minimum of 3 members. The Chair must have Level I graduate faculty status.

4. Doctoral Advisory Committee form. Send two copies (signed by Advisory Committee Chair and by Department Chair) to Graduate School. The Department Chair's signature constitutes departmental approval of the Advisory Committee.

5. Third-Year Proposal meeting.

6. All remedial work in required courses must be completed before the Candidacy Exam can be taken.

7. Candidacy Exam. Graduate School rules state that this exam must be passed 1 year before Final Examination.

8. Memo from Doctoral Advisory Committee Chair to Graduate School that candidacy exam has been passed. Give one photocopy to Director of the training program.

9. Form Dissertation Committee. Minimum of 3 members, with Chair chosen from entire departmental faculty. The Dissertation Committee Chair must have Level I graduate faculty status. If the student's research advisor does not have Level I status, then another member of the committee may be named Dissertation Committee Chair, though the research advisor will still have primary responsibility for directing the dissertation research.

10. Doctoral Dissertation Title and Dissertation Committee forms. Graduate School rules state this must be submitted 1 year prior to Final Examination. Send two copies (signed by Dissertation Committee Chair) to the Graduate School.

11. Proposal Meeting for dissertation. Memo from Dissertation Committee Chair to Director of training program listing committee members and date of proposal meeting.

12. Four advanced seminars completed (2 can be the same course if the content is substantially different).

13. At least 18 hr of dissertation (PSYC 700V; grade = R); at least 1 hr per semester, including summer, after passing the Candidacy Exam.

14. For Clinical Students only: Clinical Internship. Register for one hour of Internship Credit (PSYC 699V) for each semester (including summer) while on internship.

15. Application for degree. Should be done when registering for semester in which expect to receive degree.

16. Memo from Dissertation Committee Chair to Graduate School with time and place of Final Examination at least 10 days prior to it. Also send abstract of dissertation. Give one photocopy of memo to Director of training program.

17. Final Examination (oral). Open to public.

18. Record of Progress - Doctoral Program form. Two copies are sent to Dissertation Committee Chair by Graduate School in response to memo announcing Final Examination. Return both copies (signed by all Dissertation Committee members) to Graduate School. Give one photocopy of signed form to Director of training program.

19. One bound copy of dissertation to department; 2 unbound copies to Graduate School, then to library. The latter two copies must include an approval sheet on 100% cotton bond with original signatures of all Dissertation Committee members.

20. Submission of all additional forms required for graduation as listed on www.uark.edu/gradinfo/forms/degreeforms.html

APPENDIX F

GENERAL OPERATING PROCEDURES OF THE HOWELLS COMMITTEE

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 nonvoting 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. This position is limited to 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 which 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 employ a competitive review process to award as many RA positions as can be funded for that year.

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, 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 probability of the project's success, (c) the importance of the project to the faculty member's overall research productivity, and (d) availability of money. Grant proposals are reviewed three times per year at the beginning of the fall and spring semesters and after spring break on dates set by the Howells Committee. Awarded funds will typically be made available within two weeks of the submission deadline. All grants over \$500 require a final report.

Two types of Faculty Research Grant applications will be considered:

A. Regular Proposals

Regular Proposals require a budget and a detailed research plan. 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.

B. Short-Form Proposals

Applications that are for less than \$1000 and are tied to specific data-collection activities may be submitted on a short form that requires only a budget and a summary of the research plan. If unforeseen circumstances necessitate a rapid response, a faculty member may request an expedited review for a Short-Form Proposal. In this case the proposal will be reviewed by the Chair of the Howells Committee or by a subcommittee appointed by the Chair, and awarded funds will be made available shortly after review.

3. Faculty Grant-writing Incentives and Rewards (Approved November 7, 2005)

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 sufficient summer salary so that faculty can develop and write 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 tenured faculty for submitting competitive grant proposals to funding agencies, especially those agencies which pay indirect costs. Faculty members submitting grant proposals with a minimum budget of \$50,000 to an external agency which pays indirect costs will receive an additional \$1500 in a special Howells account, which they can use to begin the research outlined in the proposal. This money will be available for 2 years, and its use is restricted to expenditures that would increase the probability of getting a rejected proposal funded on resubmission. If the proposal is approved and the grant is funded, the money will remain available to the investigator for the duration of the grant. Grants submitted to agencies which do not pay indirect costs may not be eligible for this reward. Faculty should consult with the Howells Committee prior to submitting the grant proposal to determine its eligibility for this reward

C. Grant Re-submission Award (GRA)

Faculty who submit a grant proposal that is not funded, may apply for a grant resubmission award (GRA). The goal of these funds is to provide time and incentive for faculty to resubmit a promising proposal that was not funded, and to increase the likelihood that the grant proposal, when resubmitted, will be funded. To allow the Howells Committee to adequately evaluate a GRA application PIs will need to include the text of the grant proposal, reviews, reviewers' comments, and any other pertinent information as part of the application. These awards will be for a maximum of \$5,000, and the funds may be used in various ways. For example, the PI could use the funds to purchase time to rewrite the proposal, either as summer salary (in lieu of teaching), or for a one-course teaching reduction during a regular semester. The actual amount of money requested, the particular manner in which the funds will be used, and a justification for those funds must be detailed in the GRA request submitted to the Howells Committee. Faculty may submit only one GRA every two years, and only for substantively different original grants.

D. RA Eligibility for Funded PIs

Faculty members who receive funding from an external agency which 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.

E. 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 for support of scholarly activities, as well as for 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. The Research Facilitation Fund is expected to cover a number of costs previously covered by the maintenance fund such as research-related postage (including reprint requests and reprint mailings). In general, the Research Facilitation Fund may not be used to purchase books. Unspent funds will not accumulate from year to year.

In addition, to provide incentive and reward for successful extramural grant applications, any full-time faculty member who is the Principal Investigator on a funded extramural grant will receive a yearly supplement to his/her Research Facilitation Fund of 2% of the indirect costs paid by the extramural grant in the preceding fiscal year (up to a maximum of \$1000 per year). Any unspent portion of this supplement will be allowed to accumulate across years.

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 \$500 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. 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.

STUDENT FUNDING

A. 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. These funds may not be used to supplement travel funds from the Graduate School.

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.

Fast-Track Procedure for Copies. 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, and for which only copies are requested. For purposes of this procedure, copies refers to xerographic copies, printed copies, or purchase of copyrighted printed materials. If the Fast track request is for a portion of the cost of an entire project, please describe the entire project. Include the budget for the entire project, but clearly indicate which part of the costs are in this particular request. The maximum amount that can be funded under this mechanism is \$300. In addition, the Fast Track procedure may be used only one time for any project. Instructions for applying are on the Howells Blackboard site.

B. Undergraduate Student Research Grants

Undergraduate students may apply for financial support for research that will be part of the student's undergraduate honor's thesis. Maximum support will be \$200, although in exceptional circumstances additional funds may be awarded. Applications for undergraduate research grants will be reviewed monthly by 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. Application forms, instructions, and guidelines are available from the Howells Coordinator.

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. Each training committee must annually submit a plan for the use of these funds to the Howells Committee for approval.

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. In addition, each faculty host will have \$100 added to his/her Research Facilitation Fund.

B. Impromptu Speakers

Faculty members may apply to the chair of the Howells Committee for funds to cover basic expenses (e.g., travel, housing, modest honorarium) for colloquium speakers. The primary intent of this allocation is to provide support for colloquia that must be arranged on short notice.

C. 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. Computer Purchases

The Howells fund provides computer support for full-time Department faculty in two ways:

A. Computers for New Faculty

The Howells Fund provides funds for the purchase of one computer system and printer for each new full-time faculty member.

B. Howells Computer Reserve Fund

Current faculty members may apply to the Howells Committee, with justification, for replacement of all or part of their current office computer system. Funds for this purpose come from the Howells Computer Reserve Fund, which receives an allocation of \$7500 per year, with unexpended funds accumulating from year to year to provide a cushion for fluctuating demands on the fund.

12. Publication Costs

Full-time faculty members may apply for coverage of publication costs, including figure preparation, page costs, reprints, etc. Requests up to \$300 may be approved by the Chair of the Howells Committee for an article in a peer-reviewed journal. Other requests must be made to the full Committee.

13. 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.

14. 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 Psychological 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.