

Application Information

Doctoral Programs in Experimental Psychology

**Animal Learning, Cognition, & Behavior
Behavioral Neuroscience & Psychopharmacology
Cognitive Psychology
Developmental Psychology
Social Psychology**



University of Kentucky

CONTENTS

Introduction	2
Research and Training Clusters	
Animal Learning, Cognition, & Behavior	3
Behavioral Neuroscience & Psychopharmacology	4
Cognitive Psychology	5
Developmental Psychology	6
Social Psychology	7
Overview of Doctoral Training in Experimental Psychology	
Requirements	8
Major Milestones	9
Student Supervision	10
Application Information	
Graduate School Admission Requirements	12
Departmental Admission Requirements	12
Application Procedure	13
Application Checklist	14
Financial Support	15
Facilities	17
UK & Lexington	18
Faculty Directory	19

Introduction

Thank you for your interest in our doctoral programs in experimental psychology. This booklet contains summary information about the five areas of research and training in experimental psychology, faculty members affiliated with the areas, academic requirements, and specific steps for applying for admissions. If you have questions about the enclosed material or about doctoral studies in psychology at the University of Kentucky, please inquire via electronic mail, telephone, or regular mail:

To contact the Psychology Department:

Graduate Affairs Office
Department of Psychology
116 Kastle Hall
University of Kentucky
Lexington, KY 40506-0044
(859) 257-6839
(800) 315-7792
e-mail: cahill4@pop.uky.edu

**To contact the Graduate School or receive
the Graduate School Bulletin:**

The Graduate School
351 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027
(859) 257-4613

All information contained in this booklet, and more, is available on the World Wide Web at <http://www.uky.edu/AS/Psychology/graduate/>. Application forms in Word, WordPerfect, and Acrobat format are available for downloading at <http://www.uky.edu/AS/Psychology/graduate/formlist.html>. Extensive information about the Graduate School is available at <http://www.rgs.uky.edu/gs/gradhome.html>. Online Graduate School application forms can be found at <http://www.rgs.uky.edu/gs/gsappplication.html>.

**Deadline for Receipt of Applications
January 12th**

Research and Training Clusters

Doctoral training takes place in the context of research and training clusters that reflect prominent themes, levels of analysis, and methodologies within experimental psychology. Each cluster comprises faculty members whose primary identification is with the cluster, faculty members who have interests relevant to the cluster but whose primary identification is with another cluster, and faculty members from other departments (e.g., Biology, Behavioral Science, Marketing) whose research interests are consistent with the focus of the cluster and who have expressed a willingness to involve psychology graduate students in their research. Brief descriptions of the five research and training clusters and affiliated faculty members follow. More detailed information about most faculty members can be found on the World Wide Web at <http://www.uky.edu/AS/Psychology/faculty.html>.

Animal Learning, Cognition, & Behavior

Faculty in this specialty area study: (1) Pavlovian and instrumental learning, (2) cognitive processes in animals, and (3) social learning in animals. In the area of Pavlovian and instrumental learning we study phenomena such as contextual cue learning, occasion-setting, blocking and extinction. Some of these phenomena are studied in the context of mating and foraging behavior with an emphasis on understanding mechanisms of learning. Others have involved investigating the adaptive significance of learning, thereby creating a link between learning and behavioral ecology. The study of cognitive processes includes animals' use of memory strategies, timing processes, concept learning, and other analogs to human information processing. Social learning studies involve various kinds of imitative learning including the imitation of operant behavior, mate choice, and the stimulus control of mating. Allied faculty with appointments in Psychology study various aspects of psychopharmacology, including drug addiction and prevention. Allied faculty with appointments in other departments study learning and memory in semi-natural environments as well as the neural bases of learning and memory.

Core Faculty Members

- Akins, Chana K.**, Ph.D., University of Texas, 1994; Assistant Professor. Animal learning and memory, Pavlovian conditioning, mating behavior, and neural mechanisms of behavior.
- Taylor, Ronald D.**, Ph.D., Texas Christian University, 1981; Associate Professor and Director of Undergraduate Studies. Animal learning, olfaction and chemical communication, evolutionary psychology, and teaching of psychology.
- Zentall, Thomas R.**, Ph.D., University of California, Berkeley, 1969; Professor. Animal cognition and intelligence, concept learning, imitation, memory.

Faculty Members with Related Interests

- Bardo, Michael**, Ph.D., Iowa State University, 1980; Professor and Director of Graduate Studies. Psychopharmacology, neuroscience, conditioning with drugs of abuse.
- Barron, Susan**, Ph.D., State University of New York (Albany), 1987; Associate Professor. Prenatal drug effects, psychopharmacology, behavioral teratology.
- Cooper, Robin**, Ph.D. (Biological Sciences), Texas Tech University, 1989; Assistant Professor. Actions of neuromodulators on physiological and morphological differentiated crustacean and *Drosophila* neuromuscular junctions in relation to whole animal behavior.
- Kraemer, Philipp**, Ph.D., University of Western Ontario, 1982; Professor and Dean of Undergraduate Studies. Ontogeny of learning and memory, retrieval processes, stimulus representation, brain-behavior relations.
- Westneat, David**, Ph.D. (Biological Sciences). Ecology and evolution of behavior; genetic and experimental studies of social and reproductive behavior in birds.

Behavioral Neuroscience & Psychopharmacology¹

The Behavioral Neuroscience and Psychopharmacology area of concentration is designed to train students broadly in the general theoretical principles and technical approaches used to investigate the neurobehavioral mechanisms of alcohol and drug abuse. Psychopharmacological approaches to understanding basic principles of learning are also emphasized. Students may receive a concentrated laboratory experience using either animal models (quail, mice or rats) or human subjects. Faculty in the program use different levels of analysis including cell culture models, neurochemical assays, developmental toxicology, classical conditioning of drug effects, operant conditioning, human behavioral pharmacology, and cognitive approaches to behavior. Students are expected to receive in depth training in at least one level of analysis, although training that integrates more than one level of analysis is strongly encouraged.

¹Affiliated with the Interdepartmental Neuroscience Program

Core Faculty Members

- Akins, Chana**, Ph.D., University of Texas, 1994; Assistant Professor. Animal learning and memory, Pavlovian conditioning, mating behavior, and neural mechanisms of behavior.
- Bardo, Michael**, Ph.D., Iowa State University, 1980; Professor and Director of Graduate Studies. Psychopharmacology, neuroscience, conditioning with drugs of abuse.
- Barron, Susan**, Ph.D., State University of New York (Albany), 1987; Associate Professor. Prenatal drug effects, psychopharmacology, behavioral teratology.
- Fillmore, Mark**, Ph.D., University of Waterloo, 1993; Assistant Professor. Human behavioral pharmacology, alcohol, caffeine, drug abuse, cognition, motivation.
- Kelly, Thomas**, Ph.D. (Behavioral Science), University of Minnesota, 1983; Professor. Behavioral pharmacology, effects of drugs with abuse liability, influence of psychosocial factors on the functional effects of drugs.
- Prendergast, Mark**, Ph.D., University of Nebraska, 1994; Research Assistant Professor. Effects of alcohol on cognitive function in rodents, nicotine and cognitive function.

Faculty Members with Related Interests

- Giancola, Peter**, Ph.D., University of Georgia, 1996; Assistant Professor. Alcohol and aggression, neuropsychological correlates of aggression, risk factors for substance abuse.
- Littleton, John**, M.D., Ph.D. (Pharmacology), University of London, 1970; Research Professor. Molecular mechanisms and pharmacotherapy of drug dependence.
- Mactutus, Charles**, Ph.D. (Pharmaceutical Sciences), Kent State University, 1979; Associate Research Professor. Drug abuse neurotoxicity and the development of cognitive function.
- Rush, Craig**, Ph.D. (Behavioral Science), University of Vermont, 1992; Associate Professor. Human behavioral pharmacology of abused drugs.

Cognitive Psychology

The core faculty in the Cognitive Psychology area include individuals with research interests in theories of adult cognition, cognitive development, and the application of cognitive theories to everyday cognition. The primary aim of graduate training is to develop a strong theoretical and methodological foundation in cognitive psychology which is applied in work on research projects. Current research interests of faculty members include comprehension of and memory for complex information such as discourse, television, and graphical displays; attention to visual displays; individual differences in attentional abilities (e.g., ADHD); intentional forgetting; and eyewitness testimony.

Core Faculty Members

- Bhatt, Ramesh**, Ph.D., University of Iowa, 1988; Associate Professor. Perceptual, attentional and cognitive development in infants; memory processing.
- Carswell, Melody**, Ph.D., University of Illinois, 1988; Associate Professor. Comprehension of graphical displays, engineering psychology, cognitive ergonomics.
- Golding, Jonathan**, Ph.D., University of Denver, 1986; Associate Professor. Eyewitness testimony, intentional forgetting, memory and cognitive processes.
- Lorch, Elizabeth**, Ph.D., University of Massachusetts, 1981; Professor. Cognitive development, attention, reading, television viewing, drug abuse prevention.
- Lorch, Robert**, Ph.D., University of Massachusetts, 1980; Professor. Text processing, memory and cognitive processes.

Faculty Members with Related Interests

- Fillmore, Mark**, Ph.D., University of Waterloo, 1993; Assistant Professor. Human behavioral pharmacology, alcohol, caffeine, drug abuse, cognition, motivation.
- Kraemer, Philipp**, Ph.D., University of Western Ontario, 1982; Professor and Dean of Undergraduate Study. Ontogeny of learning and memory, retrieval processes, stimulus representation, brain-behavior relations.
- Milich, Richard**, Ph.D., Washington University, 1976; Professor and Associate Chair. Childhood psychopathology, hyperactivity and attention deficit disorders, assessment of children.
- Monteith, Margo**, Ph.D., University of Wisconsin, 1991; Associate Professor. Stereotyping, prejudice, prejudice reduction.
- Zentall, Thomas**, Ph.D., University of California, Berkeley, 1969; Professor. Animal cognition and intelligence, concept learning, imitation, and memory.

Developmental Psychology

Faculty members in the Developmental Psychology area study typical and atypical development in human infancy and childhood. The major aim of graduate training is to develop a strong theoretical and methodological foundation in developmental psychology which is applied in work on research projects. Current research interests of faculty members includes the development of attention, perception, memory, television viewing, reading comprehension, attention deficit hyperactivity disorder, and drug abuse prevention in children and adolescents. Other faculty with related interests study attention deficit hyperactivity disorder, antisocial disorders, and the social aspects of teasing in children.

Core Faculty Members

Bhatt, Ramesh, Ph.D., University of Iowa, 1988; Associate Professor. Perceptual, attentional and cognitive development in infants; memory processing.

Lorch, Elizabeth, Ph.D., University of Massachusetts, 1981; Professor. Cognitive development, attention, reading, television viewing, drug abuse prevention.

Faculty Members with Related Interests

Harris, Monica, J., Ph.D., Harvard University, 1987; Associate Professor. Interpersonal expectancy effects, stigma, meta-analysis.

Lynam, Donald, Ph.D., University of Wisconsin, 1995; Associate Professor. Delinquency and antisocial behavior, child clinical psychology, short-term psychotherapy.

Milich, Richard, Ph.D., Washington University, 1976; Professor and Associate Chair. Childhood psychopathology, hyperactivity and attention deficit disorders, assessment of children.

Social Psychology

Faculty members and graduate students in the Social Psychology area conduct basic and applied research on social processes relevant to human thought, emotion, and behavior. Research strategies range from tightly controlled laboratory experiments to large-scale field studies. The principal aim of graduate training in social psychology is to develop a strong theoretical and research competence in the field; the ultimate goal is to prepare students for productive careers in research and/or teaching. Graduate students in the social psychology area work in a close mentoring relationship with a social psychology faculty member. Current research by faculty members in the social psychology area includes work in self-concept, self-regulation, power, interpersonal expectancy effects, stigma, social comparison processes, social emotions, prejudice and stereotyping, and eyewitness testimony.

Core Faculty Members

- Harris, Monica**, Ph.D., Harvard University, 1987; Associate Professor. Interpersonal expectancy effects, stigma, meta-analysis.
- Hoyle, Rick**, Ph.D., University of North Carolina, 1988; Professor and Chair. Social and personality influences on self-evaluation and self-regulation, multivariate research methods and design.
- Kim, Sung Hee**, Ph.D., Tufts University, 1991; Assistant Professor. Revenge, group conflict, negotiation.
- Monteith, Margo**, Ph.D., University of Wisconsin, 1991; Associate Professor. Stereotyping, prejudice, prejudice reduction.
- Smith, Richard**, Ph.D., University of North Carolina at Chapel Hill, 1985; Associate Professor. Social comparison processes, attribution theory and emotions.

Faculty Members with Related Interests

- Golding, Jonathan**, Ph.D., University of Denver, 1986; Associate Professor. Eyewitness testimony, intentional forgetting, memory and cognitive processes.
- Milich, Richard**, Ph.D. (Psychology, Clinical Area), Washington University, 1976; Professor and Associate Chair. Social comparison, childhood expectancy effects, childhood interpersonal aggression.
- Peffley, Mark**, Ph.D. (Political Science), University of Minnesota, 1984; Professor. Stereotyping, prejudice, racial politics, public opinion, media studies.
- Tepper, Kelly**, Ph.D. (School of Management, Marketing Area), Georgia State University, 1991; Associate Professor. The influence of the self on consumer values and behavior, violation of social expectations by consumers or marketing managers.
- Wilson, John**, Ph.D. (Behavioral Science), University of Michigan, 1977; Associate Professor. Stress and coping, quality of life, medical education research.

Overview of Doctoral Training in Experimental Psychology

Although doctoral training takes place within the context of focused research and training clusters, the Department offers a single Ph.D. degree in Experimental Psychology. The goal of doctoral training in the Experimental Psychology Program is to produce research psychologists capable of productive, creative scholarship and teaching in their chosen areas of interest. Ph.D. graduates of the Experimental Psychology Program are employed in both academic and non-academic positions. Expertise in theory and methods is developed via specialized course work and, in particular, research experience. A student's course of study should be tailored to the student's professional goals and substantive interests.

Training within the Experimental Psychology Program is organized around two objectives: *Breadth* and *Depth*. These objectives are satisfied by a combination of course work and research experience.

The breadth component is intended to expose students to general methods, theory, and substantive knowledge representative of the broad spectrum of scholarship that comprises experimental psychology. This component of graduate training is achieved through a combination of course work, formal and informal seminars, departmental colloquia, and completion of the Allied Area requirement.

The depth component is designed to promote expertise in a specific domain of experimental psychology. Such expertise is acquired through specialized course work and research experience. Although specific means of developing depth

Requirements

The usual course load for students on teaching (T.A.) or research assistantships (R.A.) is 9 credit hours each semester, and assistantship duties are limited to a maximum of 20 work-hours per week. A student must be officially enrolled with the graduate school for at least 9 credit hours in order to be considered a full-time graduate student. Once required course work has been completed, full-time status is maintained through enrollment in variable-credit research hours. All course work must be completed with a grade of A or B.

Course Work

! Statistics

- ▶ Analysis of Variance
- ▶ Correlation and Regression

! Proseminars (choose three)

- | | | |
|----------------------------|----------------------------|--------------------------|
| ▶ Cognitive Processes | ▶ Learning | ▶ Sensation & Perception |
| ▶ Developmental Psychology | ▶ Personality | ▶ Social Psychology |
| | ▶ Physiological Psychology | |

! Additional Courses

Although there are no other specific courses required, it is expected that students, with guidance from their advisor and Advisory Committee, will take a reasonable number of courses, particularly advanced seminars of interest to them. These can be both in psychology and in related disciplines.

Prior Graduate Course Work

It is possible for students with prior graduate work at another institution to waive some of these requirements by obtaining special permission from the Graduate Student Advisory Committee or by taking appropriate by-pass exams. Arrangements for such exams must be made with the instructor of the specific course well in advance of the expected test date.

Other Requirements

! Research Experience

Students are required to obtain some form of research experience each semester. In most cases students will enroll for research credits under the supervision of their advisor.

! Allied Area

All students are expected to identify an "allied area" of study that is distinct from their primary focus. The purpose of the allied area is to broaden students' professional preparation by providing them with additional skills and/or perspectives relevant to their primary focus of study. The means by which the allied area requirement may be met are very flexible; the format is to be determined by the student in consultation with his or her advisory committee. The amount of work required for the allied area should be roughly equivalent to two advanced graduate courses and should be completed before the qualifying examination takes place. Examples of possible allied area formats are:

- ▶ additional course work (e.g., statistics or courses in an area complementing the student's primary focus);
- ▶ research experience in a lab outside of the primary area culminating in a manuscript;
- ▶ independent reading culminating in a review paper or a section of the qualifying examinations;
- ▶ applied work (e.g., internship).

! Teaching Experience

All students are expected to gain teaching experience, which usually involves teaching assistantships or instructor positions. Students are also encouraged to consider taking courses and attending workshops pertinent to teaching, especially if teaching is a primary career goal. In consultation with Dr. Taylor, the Director of Undergraduate Studies for the Department of Psychology, we are developing a formal "teaching specialty", which can serve as an Allied Area for interested students. It will consist of course work pertinent to college teaching, a systematic assignment of teaching assistantships, and a teaching internship at the University of Kentucky or one of several liberal arts colleges in the area. A mandatory T.A. training session for first time T.A.s will be given shortly before the Fall semester.

Major Milestones

Students who do not enter the program with a master's degree are required to complete the M.A. degree en route to the Ph.D. Other requirements include the doctoral qualifying examination and a dissertation that demonstrates accomplishment in independent research. The core curriculum is designed for completion in the first four semesters, the qualifying examination is typically taken after three years in the program, and the dissertation should be completed by the end of five years.

Master's Thesis. The Master's Thesis project is an empirical study completed by the student but typically designed in close consultation with the student's advisor. Ideally, students would complete the thesis proposal and hold a proposal meeting with their Advisory Committee by the end of their first year in the program. Then, the thesis project would be completed and the thesis defended before the Advisory Committee by the end of their second year in the program.

Students occasionally enter the program with a Master's degree from another institution or with a partially completed Master's thesis from another institution. In such cases, the student should submit a copy of the Master's thesis as soon as possible to their advisor. If the advisor and other faculty members in the student's area of training (e.g., cognitive, developmental) approve the thesis, they will petition the Graduate Student Advisory Committee to accept the thesis in lieu of the Department thesis requirement. If the advisor and/or relevant faculty members do not feel the thesis meets program standards of quality, the student may be required to conduct additional research or conduct and write a thesis at UK prior to taking the qualifying examination.

Qualifying Examination. Sometime after completion of the Master's thesis, typically toward the end of the third year in the program, students complete the doctoral qualifying examination. The qualifying examination consists of a written and an oral portion but may, upon the decision of the student and his/her Advisory Committee, include other work of particular interest to an individual student. The written portion of the examination, typically completed over the course of three or more days, is evaluated by the student's Advisory Committee. If the written answers are deemed adequate, the student schedules a formal oral examination, at which Advisory Committee members further test the depth and breadth of the student's knowledge of the area in which they are training.

Dissertation. Graduate training in the Experimental Psychology Program culminates in the dissertation project. This empirical research project is developed, designed, executed, and written by the student. Although the student will obtain advice and input from his/her advisor and Advisory Committee members, it is assumed that the dissertation project is a relatively independent effort on the part of the student. As with the thesis project, the student produces a proposal, which must be defended before the Advisory Committee. Typically, the proposal meeting is held late in the fourth year or early in the fifth year in the program. Once the dissertation project is completed and the dissertation written, the student schedules a dissertation defense meeting, at which he/she addresses questions about the project and document from Advisory Committee members and a faculty member from outside the Department assigned by the Graduate School.

Student Supervision

Student supervision occurs on three levels: advisor, Advisory Committee, and the entire faculty within the Experimental Psychology Program. Each student will be assigned an advisor upon entering the program. The student in consultation with the advisor will form the various advisory committees described below. These committees are primarily composed of faculty within the Department of Psychology, but faculty from other units at the university, and in some cases from other institutions, can also serve. There is usually considerable overlap in the composition of these committees, but students do have the prerogative of selecting different faculty for subsequent committees. It is expected that these committees will meet at least once each semester. At the end of the spring semester, each student receives a letter summarizing the results of the yearly faculty review of student progress.

Advisory Committee

The advisory committee should be formed by the end of the first semester. The purpose of this committee is to guide the student's early progress in the program. The student will consult with this committee to select courses, define a research speciality, develop an allied area of concentration, and begin development of the Master's thesis project. This committee will supervise all aspects of the student's academic experience until the Masters Thesis Committee is formed.

Master's Thesis Committee

The primary responsibility of this committee is to guide completion of the Master's Thesis. The student will consult with this committee to develop a research idea that is then formalized into a Master's Thesis Proposal. This committee will determine the adequacy of the proposal, guide completion of the project, supervise other aspects of the student's academic progress during this time, and conduct the oral defense of the Master's Thesis.

Ph.D. Qualification Examination Committee

This committee is formed upon completion of the Masters Thesis and guides the preparation and completion of the student's Qualifying Examination, including both written and oral components, and other aspects of academic progress during this time.

Dissertation Committee

This final committee, which typically is a continuation of the Ph.D. Qualification Examination Committee, is responsible for supervising academic progress during the remainder of the student's tenure including the development, completion, and evaluation of the student's Ph.D. Dissertation. Each student will develop a formal Dissertation Proposal, which will be evaluated by the committee. In accord with guidelines of the Graduate School, this committee will also conduct the oral defense of the Dissertation, which is the final formal requirement for the Ph.D.

APPLICATION INFORMATION

Admission to the doctoral programs in psychology at the University of Kentucky is very competitive. We average about 2,000 total inquiries concerning admission to our programs each year and receive about 400 completed applications for consideration.

The Department of Psychology adheres to University policy and public law prohibiting unfair discrimination on the basis of age, ethnic classification, handicap, race, sex, or veteran status in the provision of educational or employment opportunities and benefits. The Department of Psychology and the Experimental Psychology Program are committed to facilitating the recruitment and training of members of groups historically deprived of equal educational and professional opportunity.

Graduate School Admission Requirements

- Applicants must hold a baccalaureate degree from a fully accredited college or university. An overall undergraduate grade-point average of 2.75 (3.0 on all graduate work) is required by The Graduate School.
- Applicants must submit official scores on the verbal, quantitative and analytical portions of the Graduate Record Examination.
- Applicants must have two official transcripts sent by *each* institution of higher learning previously attended. All transcripts must be sent to The Graduate School and must bear the Registrar's signature and/or official seal of the issuing institution.
- The University of Kentucky requires a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) for all applicants whose native language is not English.
- Applicants, particularly those outside the U.S., should consult the *Graduate School Bulletin* for additional details. The bulletin can be obtained by writing or calling The Graduate School (contact information on page 2); it can be viewed online at <http://www.rgs.uky.edu/gs/bulletin/bull9800/bulletin.html>.

Departmental Admission Requirements

Unless certain courses are included in the applicant's background he/she may be requested to fulfill these requirements during his/her first year of study. The courses are:

- One course in psychological statistics
- One course in either:
 - general experimentation
 - sensation-perception
 - learning
 - animal behavior
 - cognition
- One course in either:
 - child
 - personality
 - abnormal
 - testing
 - social psychology

Application Procedure

The application procedure is a time-consuming process and should be initiated as early as possible. Before any formal action can be taken, all required materials must be received by the Graduate School, which forwards them to the Department of Psychology. It usually takes several weeks for all the application materials to be received; therefore, forwarding unofficial copies of transcripts and GRE scores allows us to begin evaluating files more quickly.

Please note that you need approval from both the Graduate School and the Department of Psychology before you can be admitted to the University; thus it is very important to follow the instructions about where to send materials.

To receive full consideration, all application materials must be on file in the Department of Psychology by Friday, January 12th.

If you would like notification of the completion of your file, send a self-addressed, stamped postcard to the Department. Invitations to visit the Department and/or offers of admission are usually made in writing or by telephone during February and March.

Application Checklist

Send to the Department of Psychology:

- G** Departmental application. You will find the application in this packet or you can download it from the web at <http://www.uky.edu/AS/Psychology/graduate/formlist.html>.
- G** A photocopy of GRE scores. It is recommended that you send a photocopy of your scores to the department in order to activate your file at the earliest date. The advanced test for psychology is not required but may be submitted.
- G** Autobiographical Statement. This statement should describe your personal interests, expectations and goals. It should answer the following questions: What can you see yourself doing in ten years from now? What issues and content areas do you find exciting? What experiences have led you to this orientation? What, if any, past research experience have you had? What kind of research would you like to pursue in graduate school?
- G** 3 letters of recommendation. Recommenders should be faculty members or psychologists who know you well. We do not use a standardized form for recommendation letters; however, we do encourage you to have your recommenders mail their letters directly to us.
- G** A photocopy of transcripts. One copy of all college transcripts should be sent to the department. Do not send photocopies to the Graduate School.

Send to The Graduate School:

- G** Graduate School application. Complete the enclosed form titled "The University of Kentucky Graduate School Application for Admission" or complete the application electronically at <http://www.rgs.uky.edu/gs/gsappplication.html>.
- G** Application fee. The fee is \$30 for domestic applicants and \$35 for international applicants. A check or money order made payable to **The University of Kentucky** should accompany the completed Graduate School application.
- G** Fellowship/Assistantship application. Complete the enclosed form titled "The University of Kentucky Graduate School Application for Fellowship and Assistantship." Download or complete the form online at <http://www.rgs.uky.edu/gs/fellowship/fellowassistapp.html>.
- G** Official GRE scores (2 copies). Arrange to have the Educational Testing Service send two official copies of your Graduate Record Examination scores to the Graduate School. No photocopies will be accepted by the Graduate School.
- G** Official transcripts (2 copies). Send two official transcripts directly to the Graduate School to activate your file. Be sure the transcripts are sent directly from the University. No student copies will be accepted.

Financial Support

The primary sources of financial support for graduate students in experimental psychology are Teaching Assistantships and Research Assistantships. A number of nonservice fellowships also are available. Fellowships are administered by the Dean of the Graduate School. Awards are made by the University Fellowship Committee upon recommendation of the Departmental Admissions and Awards Committee. The deadline for submission of applications and all accompanying materials is February 1, unless otherwise noted, and award announcements will be made by March 15. Acceptance by the recipient must be made by April 15. Application for all fellowships is made by submitting a completed application form to the Fellowship Office.

Teaching Assistantships

- ▶Number of awards available: approximately 30
- ▶Levels of graduate study supported: all levels
- ▶Duration of Award: 9 months
- ▶Stipend: approximately \$10,000
- ▶Tuition: tuition fellowships are provided
- ▶Fees: recipient pays \$168/semester fees

Research Assistantships

- ▶Number of awards available: variable
- ▶Levels of graduate study supported: all levels
- ▶Duration of award: variable
- ▶Stipend: variable
- ▶Tuition: tuition fellowships are available
- ▶Fees: recipient typically pays fees

University President Fellowship

- ▶Number of awards available: no more than one per Department
- ▶Eligibility: new applicants
- ▶Duration of award: 9 months
- ▶Stipend: \$10,000
- ▶Tuition: tuition is paid
- ▶Fees: recipient pays \$168/semester fees

University of Kentucky Fellowships

- ▶Number of awards available: variable
- ▶Levels of graduate study supported: all levels and programs
- ▶Duration of award: 9 months; competitively renewable
- ▶Stipend: \$9,000 per academic year
- ▶Tuition: tuition is paid
- ▶Fees: recipient pays \$168/semester fees

In-state Tuition Scholarships

- ▶Number of awards available: variable
- ▶Levels of graduate study supported: all levels and programs
- ▶Duration of award: one year
- ▶Stipend: payment of in-state tuition

Minority Fellowships¹

- ▶Number of awards available: variable
- ▶Eligibility: only racial/ethnic minority students
- ▶Duration of award: 9 months; competitively renewable
- ▶Stipend: \$10,000 per academic year
- ▶Tuition: tuition is paid
- ▶Fees: recipient pays \$168/semester fees

¹Minority students in Psychology have also been supported by the Patricia Roberts Harris Fellowship program and the Ford Foundation Fellowship program.

Dissertation Support

Some funds are available to support doctoral dissertation research. These funds may be used for equipment, supplies, postage, or other expenses incurred in gathering dissertation data.

Graduate Student Travel

Some funds are available to support graduate student travel to professional and scientific meetings to present the results of student research. Travel required for the collection of research data may also be supported.

Other Sources of Funding

In addition to the above awards, advanced graduate students are permitted to teach undergraduate laboratories, and in some instances independent courses. The number of these awards varies according to the needs of the Department and the capability of the student. The appointment is for the semester and carries a prorated stipend. Recipient pays for all fees, but some tuition scholarships are available. Deadlines are the same as for other awards.

In cases in which the above forms of financial assistance have been exhausted, all efforts are made to place students in part-time jobs which are consistent with their particular interests and talents. Placements have included research assistantships at the University Medical Center; psychological testing positions at local psychiatric facilities and school districts; and teaching assignments in nearby community colleges.

It should be noted that in the past all Psychology graduate students in good standing have been fully supported.

Facilities

The Department of Psychology is housed in Kastle Hall, a classic three story building which is centrally located on the University of Kentucky campus. Kastle Hall is adjacent to buildings housing physical science, biological science, and a well-equipped computing center. Computing center facilities are available to graduate students without charge. A complete psychology library is located in the main library (about 100 yards from Kastle Hall).



The first floor of Kastle Hall is devoted mainly to research, with facilities for animal experimentation occupying one-half of the research space on this floor and facilities for human experimentation and clinical research occupying the other half; sophisticated videotaping facilities support clinical supervision and observational research. The second and third floors of Kastle Hall contain faculty and student offices, classrooms, and additional space for human research. Technical and computer support is provided by technical staff employed by the Department.

Graduate students also have access to the facilities of the Departments of Behavioral Science, Pharmacology, Physiology, Pediatrics, and Psychiatry in the College of Medicine. Students have also been engaged in projects at Sanders-Brown Center on Aging. The Veterans Administration Hospital, Eastern State Hospital, and local schools are within 20 minutes of the University and have been generous in providing special subject populations and facilities.

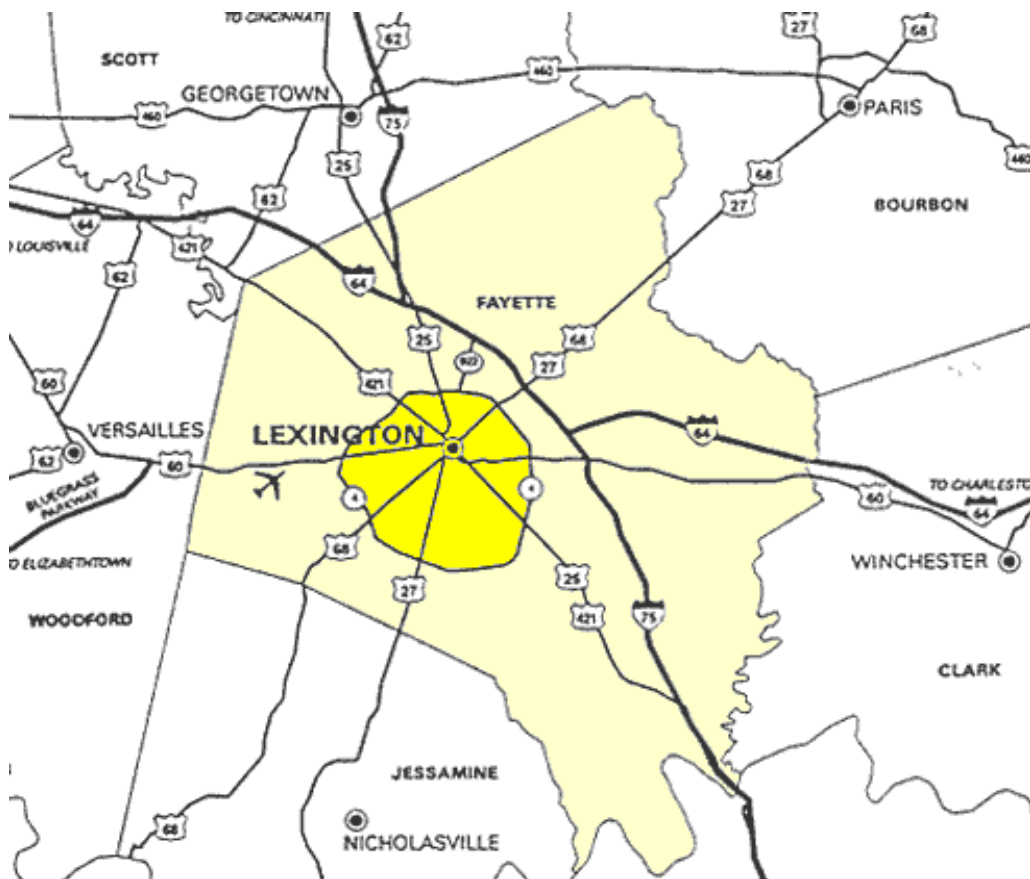
UK & Lexington

Founded as a land grant institution in 1865, U.K. began as part of Kentucky University (now Transylvania University). UK has grown from an Agricultural and Mechanical College to a major university with 17 academic colleges and a graduate school spreading over 718 beautifully landscaped acres. In 1916, the institution received its present name, the University of Kentucky. Enrollment has grown from 190 students in 1866 to currently over 24,000, and this year includes 77 National Merit Scholars in the freshman class. Of the 1,600 full-time faculty (which translates to a 15:1 student-ratio), 98% hold their doctorate or highest degree in their discipline. There are currently about 70 graduate students in the Psychology Department.

Lexington has much to offer in the way of cultural and performing arts. The Singletary Center for the Arts, on the U.K. campus, serves as a bridge between the University and the Lexington community. The Center regularly schedules recitals by faculty, students and guest artists and concerts by the University and community groups, throughout the year. In addition, Lexington's Opera House is nationally recognized as the most intimate theater in the country to host Broadway touring companies. Actor's Guild of Lexington, Lexington Ballet, Lexington Philharmonic, Studio Players, Inc., and Syncopated, Inc. are a few of the performing arts organizations active in the community.

Horses are synonymous with Kentucky, and Lexington proudly boasts the title of "Horse Capital of the World." Thoroughbred racing takes place at Keeneland Race Track, while harness racing is at the Red Mile.

A few of the historical sites in Lexington include Ashland (the Henry Clay Estate), Mary Todd Lincoln House, and Shaker Village of Pleasant Hill. Lexington's scenic setting in the heart of the Bluegrass offers abundant opportunities for all types of recreation—from hiking to horseback riding, from bicycling to bird watching and from fishing to `fitnessing'! Raven's Run Nature Area is about 15 minutes away and is a great place for hiking. Learn more about Lexington and the surrounding area at <http://www.visitlex.com/>.



Faculty Directory

The complete list of psychology faculty members associated with one or more of the research clusters within Experimental Psychology appears below. In addition, there are 20 Joint and Adjunct appointments (http://www.uky.edu/AS/Psychology/oth_fac.html).

Faculty Member	E-mail @pop.uky.edu	Kastle Hall	Telephone 859-257-	Home page http://www.uky.edu/AS/Psychology/faculty/
Akins, Chana	ckakin1	219	1103	cakins.html
Bardo, Michael	mbardo	110-A	6456	mbardo.html
Barron, Susan	sbarron	208	5401	sbarron.html
Bhatt, Ramesh	rbhatt	012-C	6835	rbhatt.html
Carswell, Melody	cmcars00	205	4468	carswell.html
Fillmore, Mark	mtfill2	220-B	4728	mfillmore.html
Giancola, Peter	peter	207-K	4502	giancola.html
Golding, Jonathan	golding	118	4395	jgolding.html
Harris, Monica	harris	220-A	6842	mkern.html
Hoyle, Rick	rhoyle	106-C	6827	rhoyle.html
Kim, Sung Hee	shkim00	012-J	4643	shkim.html
Lorch, Elizabeth	elorch	220-C	6850	elorch.html
Lorch, Robert	rlorch	209-A	6826	rlorch.html
Lynam, Donald	dlyna1	207-Q	8662	dlynam.html
Milich, Richard	milich	202-A	4396	rmilich.html
Monteith, Margo	mjmont1	207-N	8105	monteith.html
Prendergast, Mark	prender	012-I	5847	mprender.html
Smith, Richard	rhsmi00	123	4473	rsmith.html
Taylor, Ronald	psyront	104	4132	rtaylor.html
Zentall, Thomas	zentall	202-B	4076	zentall.html