

Graduate Student Handbook

2026-2027

Department of Psychology | University of Kansas
1415 Jayhawk Blvd., Fraser Hall, Room 426
psychology@ku.edu | 785-864-4131 | [Department Website](#)

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Department Directory

Department Chair

Dr. Jonathan Brumberg | Fraser Hall, Room 426B | brumberg@ku.edu

Concentration Directors:

- Brain, Behavior, & Quantitative Science: Dr. Jonathan Brumberg | Fraser Hall, Room 426B | brumberg@ku.edu
- Clinical: Dr. Melisa Rempfer | Fraser Hall, Room 306 | mrempfer@ku.edu
- Social: Dr. Ludwin Molina | Fraser Hall, Room 525 | ludwin@ku.edu

Director of Graduate Studies

Dr. Monica Biernat | Fraser Hall, Room 405 | biernat@ku.edu

Graduate Program Coordinator

Audrey McDonald | Fraser Hall, Room 438 | amcdonald@ku.edu

Office Staff

Office Manager: Cindy Gilkey | Fraser Hall, Room 426C | cjsexton@ku.edu

Communications Specialist: Liz Florence | Fraser Hall, Room 426A | eflorence@ku.edu

Shared Service Center

- Finance Requests: [Finance Service Portal](#)
- HR General Questions: hrdept@ku.edu

Award Management Services (Research)

- awardmanagement@ku.edu

Key Offices at KU

The Department of Psychology's Graduate Program Coordinator is your first stop for any questions related to graduate study. If you would like to research an issue in advance of speaking with your department or if you still have questions, the following offices can provide assistance:

[College Office of Graduate Affairs](#) (COGA)

COGA oversees graduate affairs and administers University policy for programs within the College of Liberal Arts & Sciences. The COGA website contains comprehensive information on requirements and processes pertaining to graduate education at KU. Most common questions can be answered with the information provided there, including questions regarding University policies regarding [exams](#) and committee requirements, and University [graduation requirements](#). The College of Liberal Arts & Sciences' [Master's Hooding Ceremony](#) is coordinated by COGA.

COGA reviews all [student petitions](#) of University and College policy, issuing decisions on behalf of the College or referring as required to a faculty committee and/or the Office of Graduate & Postdoctoral Affairs. The more common student petitions relate to [Enrollment](#), [Graduate Credit](#), [Leave of Absence](#), and [Time Limit Extensions](#).

COGA is a resource if you have questions about petitions or graduation requirements that your department is unable to answer. Refer to the COGA website for current staff contact information.

[Graduate & Postdoctoral Affairs \(GPA\)](#)

GPA is the office of the Vice Provost for Graduate and Postdoctoral Affairs at KU. The Executive Council of Graduate Studies sets policies and regulations governing graduate study and offers various programs for graduate students throughout the year. While COGA should be your first stop for any questions your department cannot answer, you may be referred to GPA for certain matters, especially for questions about [GTA/GRA/GA appointments and policies](#). The University's [Doctoral Hooding Ceremony](#) is coordinated by GPA.

[Graduate Admissions](#)

Contact Graduate Admissions for questions regarding, KU Online Application for Graduate Study, Slate Admission system, English proficiency requirements, and official transcripts.

[Office of the Registrar \(OUR\)](#)

Contact OUR for questions related to enrollment (if the question cannot be resolved via the enrollment changes link provided above under COGA), tuition, campus fees, the Academic Calendar, and fee petitions.

[Financial Aid](#)

Contact Financial Aid for questions related to the disbursement of scholarships, loans, and FAFSA.

[International Student Services \(ISS\)](#)

Contact ISS for questions related to international students, including enrollment requirements, international student insurance, obtaining a social security card, I-20 questions, and any issue related to student visas. While other offices on campus such as the AEC, Human Resources, or the Registrar may also handle related matters, because the students' legal status in the country may be affected, it is recommended that students contact ISS first.

[Center for Teaching Excellence \(CTE\)](#)

The Center for Teaching Excellence (CTE) is a University office dedicated to assisting instructors, including GTAs, to develop effective instructional techniques. The expert staff of CTE can introduce instructors to the pedagogical technology available at the University and help instructors develop new approaches to teaching. CTE specialists work with instructors

individually, and also offer a diverse array of workshops and discussions. They also can guide instructors to useful scholarly literature on the subject of college teaching and learning.

General Department Policies and Procedures

Admission

All students enter the department with the expectation of earning the Ph.D., as the department does not admit students seeking a terminal master's degree.

Minimum Requirements and Prerequisites

In addition to the University Requirements for admission described in the University Policies and Degree Requirements section of this handbook, the Department also has the following prerequisites for graduate admission:

- An undergraduate or master's degree in the field of study or related field OR at least 15 credit hours in psychology or related field, including a first course in statistics and a course in experimental psychology or psychological research methods*

*Applicants to the Brain, Behavior, and Quantitative Science concentration are exempt from this requirement. Students to this concentration should provide details in their statement of purpose to provide context that they are prepared to earn a Ph.D. in Psychology.

Deadlines

To apply for admission into our graduate program, please submit all application materials no later than December 1st (or the closest available date set by Graduate Admissions) to the [KU Graduate Admissions Portal](#). The Department does not admit new students for the spring or summer terms.

Application Materials & Procedure

Applicants to our program should complete the KU [Application for Graduate Study](#).

Please be aware that the following items will need to be prepared in advance and uploaded with the online application:

- A current C.V. (Curriculum Vitae) or resume
- A Statement of Purpose
- Name and email for 3 references, preferably from those who have worked with you and know your research interests and abilities
- Copies of official transcripts from all institutions from which a degree was obtained and from all institutions attended post-bachelor's. Please note, if admitted, you will need to request all transcripts be sent from previous institutions directly to KU's Graduate Admissions Office:

By mail:
Graduate Admissions

By email:
graduateadm@ku.edu

University of Kansas
1502 Iowa St.
Lawrence, KS 66045

Non-Native Speakers of English

The Office of Graduate & Postdoctoral Affairs requires applicants, international or domestic, whose native language is not English to demonstrate English proficiency. See “[Admission](#)” under the University Requirements and Policies section of this document for more information regarding the University’s requirements for providing proof of English proficiency.

Admissions Contact Information

For technical questions regarding the online application or general questions regarding required documentation, please contact the Graduate Program Coordinator, Audrey McDonald, at 785-864-3331 or amcdonald@ku.edu. If you have academic programmatic questions, please reach out to one of our concentration directors:

- Brain, Behavior, and Quantitative Science: Dr. Jonathan Brumberg (brumberg@ku.edu)
- Clinical Psychology: Dr. Melisa Rempfer (mremper@ku.edu)
- Social Psychology: Dr. Ludwin Molina (ludwin@ku.edu)

General Guidelines

Grading

See “[Grading](#)” under the University Policies and Degree Requirements section for further information regarding the University’s minimum grading requirements.

Academic Integrity & Misconduct

In the Department of Psychology, we consider academic integrity essential to our work and we expect students to adhere to its principles in conducting research. This means that students acknowledge the sources they use in their academic work and cite them fully and correctly; not acknowledging a source constitutes plagiarism. Students should consult with faculty well before due dates if they are not sure about how to handle a source. Academic integrity also means that work on examinations and assignments must be carried out by authorized means. Students are subject to sanctions by the University for Academic Misconduct if they violate these principles. Definitions are provided in the [University Senate Rules and Regulations](#).

Good Standing

To be considered in “good standing” in any graduate program, the University requires graduate students to maintain a minimum GPA of 3.0 (or “B” average) and be making timely progress toward meeting their degree requirements. Students should refer to their concentration’s specific handbook or faculty director to ensure they are making timely progress towards their degree. For additional information on good standing, as well as probation and

dismissal procedures for those students that do not meet the requirements for good standing, see the [University Policies for Degree Requirements](#) section of this document.

Advising & Mentorship

Each student in the graduate program is generally admitted to the program to work with a particular Faculty Advisor, or a Faculty Advisor is assigned on arrival. The advisor provides guidance regarding course selection, research, developing and articulating career goals, and designing experiences consonant with career goals. The Faculty Advisor will be responsible for involving the student in initial research activities and eventually providing support for the master's thesis, oral comprehensive exam, and dissertation projects. The Faculty Advisor will be requested to provide information regarding the student's progress toward completing their graduate program requirements. Students and faculty advisors are encouraged to complete a mentoring agreement with their advisor and to collaboratively revisit that agreement annually (see [Appendix E](#)).

Regular & Timely Feedback

"Regular and timely feedback" refers to advisor responses and guidance that are sufficiently frequent, prompt, and substantive to allow students to make steady progress on their research, writing, and major milestone projects.

At the beginning of the advising relationship, advisors and mentees should discuss their expectations regarding availability, feedback, preferred communication style, and meeting frequency. Because these may change over the course of the year and student's stage in the program, these expectations should be revised and updated as needed, per conversation between the advisor and student. For example, during summer months or when a student is on clinical internship, meeting frequency is likely to be less, and timelines for feedback may be lengthened. The following are minimum expectations:

Advisor Responsibilities

Turnaround Time for Written Feedback

During the academic year, advisors are expected to provide constructive and substantive feedback on drafts (e.g., proposals, study materials, manuscripts) within 2 weeks for shorter documents (≤ 15 pages), and 3–4 weeks for longer documents. If circumstances prevent meeting these timelines, the advisor should communicate a revised timeline as soon as possible.

Meeting Frequency

Advisors and graduate students should hold scheduled face-to-face meetings (or virtual meetings, as needed) at least once per month during active research/writing periods, and more frequently (e.g., weekly or biweekly) during the first year and during critical phases (proposal development, data analysis, final writing). Meetings will be less frequent with students on

Clinical Internship, but it is still expected that mentors and students will continue to meet regularly (at least monthly) until the dissertation is completed.

Availability and Communication

Advisors should maintain reasonable availability (e.g., responding to emails within 3–5 business days), and should notify students in advance of extended absences (e.g., sabbatical, travel) that might lengthen response times and set the expectation for what communication will look like during this period.

Student Responsibilities

To facilitate timely feedback, students are expected to:

- Submit work for review that meets agreed-upon expectations for completeness and deadlines. Any missed deadlines should be renegotiated
- Provide clear requests for feedback (e.g., “focus on results section”)
- Allow adequate time for advisor review (see above) prior to submission deadlines and agreed upon milestone timelines
- Maintain regular communication via agreed upon channels
- Come prepared to scheduled meetings

Addressing Concerns

If a student believes feedback is not regular or timely, they should first speak with the faculty advisor before pursuing other resolution options. If they do not believe they can comfortably or safely perform this action, they may request the Director of Graduate Studies or the Concentration Director for assistance. They may also consult with the DGS or Concentration Director if problems persist or cannot be resolved. In the case where the DGS or Concentration Director is the advisor in question, the student should consult the department Chair.

Change in Faculty Advisor Policy

Under some circumstances, it is beneficial for a graduate student to be paired with a new faculty advisor. These situations may come about for a variety of reasons, including changes in thematic focus, need for additional expertise, departure or retirement of the faculty advisor, or incompatibility between student and advisor. Successful change in mentorship will be contingent upon the identification of an appropriate new advisor and the willingness of the prospective new advisor to assume the responsibilities. Proposed changes in advisor assignments will be ultimately approved by the Concentration Director and must be signed by both the student and the new advisor(s).

Students can initiate this process any time by contacting their Concentration Director and/or the Director of Graduate Studies and filling out a Faculty Advisor Change Form ([see Appendix F](#)).

Psychology department leadership is available to help guide the student through the change, which can include help in identifying a new advisor, communicating with the original advisor, and assisting in the transition. Consent of the previous advisor is not required or expected. In addition to completing the Faculty Advisor Change form, the student and new advisor are strongly encouraged to complete a Mentoring Agreement (see [Appendix E](#)) outlining the details of the new mentoring partnership. This mentoring agreement should outline consequences for not meeting degree and research milestones and be re-evaluated yearly by the advisor and student. Upon completion, the Faculty Advisor Change form and Mentoring Agreement should be submitted to the Graduate Program Coordinator to be saved in the student's file.

If the student must change advisors due to a faculty member's departure or retirement, the original faculty advisor should work with the student to identify a new appropriate faculty advisor to the best of their ability. Additionally, the original advisor should outline what their future involvement in the student's research will entail, including serving as a co-chair or member on the student's thesis or dissertation committee.

Students may also consult extra-departmental resources such as the [University Ombuds](#), who can provide support in the process. If a student wishes to continue a project that was initiated with the original mentor, details of transferring the project should be worked out with the original advisor, and Director of Graduate Studies if mediation is required.

Timeline: To be in good standing a graduate student should have an official faculty advisor at all times so they can keep progressing toward graduation. Ideally, the process of change toward a new advisor should be instigated while work continues with the original advisor. If this is not the case and the student leaves or loses their advisor, a temporary advisor should be nominated until a relationship with a new permanent advisor is arranged. A student should not be without a temporary mentor for more than a month and without a new permanent mentor for more than a semester. Concentration directors can assume this role or assign a temporary advisor. A department representative is available to help students with this process (e.g., collecting signatures, negotiating, and providing extension based on student petition). If after a semester a student does not have a new mentor, they will be placed on academic probation. After a year without a new mentor, a student may be dismissed from the program.

Annual Review

The Psychology Department engages in a process of annual evaluations for each graduate student. Depending on the concentration, these are conducted by a subcommittee of faculty members or the concentration faculty as a whole. These reviews are intended to give students helpful guidance as they progress through the program. Advisors should provide students ongoing advice and support that identifies both challenges and means of overcoming them. The annual review is intended to provide a concise evaluation of students' progress in the program from a more macro-level viewpoint.

Students' annual evaluations will be developed based on feedback from their advisor, information from professors about performance in classes, students' professional activities during the year, students' performance feedback from their funding source (GTA, GRA, fellowships), progress toward degree, and professional development.

These annual reviews are internal documents. Students should feel free to meet with the DGS, concentration director, and their advisor to discuss the annual reviews.

Professional Development

The Department of Psychology encourages students to attend professional development opportunities on- and off-campus, including proseminars, workshops, and research talks. Students should join professional societies, read relevant professional journals, and attend and present their research locally and at regional and national conferences.

Grievance Procedures

The Department of Psychology advises that graduate students make an attempt to resolve issues, especially matters concerning grades, directly with the instructor or party involved. The department Chair may be consulted if needed. Any concerns with faculty advisors should be discussed directly with the advisor as a first step. The student may also reach out to their Concentration Director or the Director of Graduate Studies. If a grievance arises that cannot be resolved directly, or if the student does not feel comfortable attempting to resolve the issue with the department chair or other administrators, the student should then follow the department's official grievance procedure, which has been approved by the University and may be found by following the link: [Department of Psychology Grievance Procedure](#).

Petitions

If a graduate student has a compelling reason to seek exemption from a program requirement or University policy, they may submit a petition to the graduate faculty.

In certain circumstances, petitioners should write a letter addressed to the Concentration Director, explaining the reasons why the student is seeking exemption from specific rules, as well as how the educational goals the rules reflect will still be fulfilled. Where applicable, this petition should be accompanied by a letter of support from the student's advisor and/or the appropriate supporting materials.

In cases where the policy or requirement is a departmental requirement (for example, a course requirement for degree) the Concentration Director will issue a final decision (for example, that the student may be exempt from a Ph.D. course requirement based on coursework taken at the M.A. level at a previous institution). If the petition is approved, the student should submit the document to the Graduate Program Coordinator for record keeping.

In cases where the policy or requirement being petitioned is a University policy, the Concentration Director and DGS will decide whether to support the student's petition. If the faculty is in support, the department will submit a petition form to the College Office of Graduate Affairs accompanied by supporting materials as required. The petition form specifies the supporting material needed for each kind of petition. These materials must accompany the petition sent to COGA. COGA's [petitions web page](#) provides additional information regarding University petitions, including supplemental documentation that may be required by the University. Additional information regarding the more common University petitions, such as Leave of Absence, Enrollment requirements, and Time Limit Extensions may also be found in the [University Policies and Degree Requirements](#) section of this document.

In cases where the graduate faculty declines to support a University petition, no paperwork may be submitted to COGA. COGA only accepts student petitions in cases where there is documented departmental support and when the petition itself is submitted by a representative of the department.

Students should always consult with their Concentration Director or DGS prior to submitting a petition to ensure that a petition is necessary and that all the appropriate supporting documentation is accounted for.

Information for Graduate Assistants

For GTAs

The Department of Psychology appoints Graduate Teaching Assistants (GTAs) to serve as Teaching Assistants (TAs), who assist the instructor of record, or Assistant Instructors (AIs), who serve as the instructor of record, for either in-person or online courses. To be appointed an AI position, a student must have their Master's degree, or intend to complete their thesis defense on or before September 15th (Fall) and February 15th (Spring). TAs are mentored by the instructor of record, and AIs by faculty supervisors of teaching teams and/or online courses. GTAs should work closely with their teaching mentor to establish duties and expectations for their appointment. Please see [Appendix A & B](#) for evaluation and observation form templates. Evaluations can and are encouraged to be completed using the [Qualtrics form](#).

Those holding a 0.50 FTE assistantship for the 2026-2027 academic year benefit from a \$20,084.01 stipend, 100% remission of tuition, sponsorship of up to 3 hours of student fees, and 100% sponsorship of the Student Wellness fee. All applicants to the doctoral program will be considered for a GTA appointment. All offers of financial assistance are contingent on approval by the College and the University, and on the availability of funds from the state. The [Memorandum of Agreement](#) made between the University of Kansas and the Board of Regents with the Kansas Association of Public Employees (representing the Graduate Teaching Assistants) limits the duration of the GTA contract to a total of ten years for all graduate

students. However, the department has historically granted funding for a maximum of five years.

The department will provide information to students when summer AI and TA appointments are available. The availability of summer teaching is subject to the administration and varies from year to year, but the Department is generally unable to fund all those interested. Criteria for selection include seniority, past experience with teaching (especially as part of the PSYC 104 and PSYC 210 teaching teams), and completion of graduate course work on teaching pedagogy (e.g., PSYC 981). Limited summer teaching opportunities are available; these courses are all on-line.

Access to Required Resources

Workspace & Instructional Resources

MOA [Article 8, Section 1](#): All hiring units must provide the following instructional resources to GTAs free of charge:

- a copying machine
- access to an Internet-enabled computer with printing capability
- access to adequate software
- office space
- physical mailbox space
- access to a device(s) for individual and conference communication

For GRAs

Graduate Research Assistantships within the Department are overseen by specific faculty members or regulated by the terms of certain fellowships. GRAs should consult with their faculty supervisor regarding their responsibilities and duties. While students are encouraged to work with their faculty supervisor to resolve any issues with the appointment, GRAs may also contact the Director of Graduate Studies to help mediate if necessary.

Resources

- [Memorandum of Agreement \(PDF\)](#)
 - All GTA appointments are governed by the MOA between the University of Kansas, Lawrence, the Kansas Board of Regents, and the Kansas Association of Public Employees.

Resources continued

- [GRA, GTA, and GA Appointments: General Guidelines and Eligibility](#)
- [Full list of GTA/GRA/GA Benefits](#)
- [GTA/GRA/GA Health Insurance Information](#)
- [HR/Pay System](#)

GTA/GRA/GA Paychecks are available to view in HR/Pay the Monday before a pay day. If using the system for the first time, the system will need to register the login and then go through an update before any information is accessible. Log in and then log out. Wait

a few hours and then log in again. Navigate to KU Payroll Dashboard → Paychecks. Current deductions and direct deposit information may also be viewed and updated via the HR/Pay system.

Degree Requirements

Master's Degree Requirements

Each concentration within the department has different requirements for the Master's degree. Refer to your [concentration's degree requirements](#) for specifics.

Students should also carefully review the University's Master's Degree Requirements, found under Degree Requirements in the [University Policies and Degree Requirements](#) section of this document.

Thesis Defense Procedures

A defense of the thesis is required by the Office of Graduate & Postdoctoral Affairs. When a student is ready to assemble their 3-person committee, they should contact the Graduate Program Coordinator to begin the defense scheduling process. The Graduate Program Coordinator will communicate on behalf of the student to schedule the defense, reserve a room (for in-person exams), and complete pre-approval paperwork prior to the exam. The thesis defense scheduling process should begin 4-6 weeks prior to the earliest possible defense date.

The student should send the final draft of their thesis to each committee member via email (or in hard copy by request) at least 2 weeks (14 calendar days) prior to the scheduled date of the thesis defense to enable committee members to examine it fully. Committees may request the document sooner, and students are encouraged to work directly with their committee to determine when the final document should be distributed to their committee. The grade (Satisfactory, Honors, or Unsatisfactory) for the defense is determined by majority vote of the three-member thesis committee.

The department prohibits students from providing food or drink to their committee at their thesis defense.

For more information regarding requirements for formatting and submitting your thesis, please see [Graduation Requirements](#) under the University Policies and Degree Requirements section of this document. Students should also carefully review the [Required University Milestones](#) policies, found in the University Policies and Degree Requirements section of this document.

Ph.D. Degree Requirements

Admission

All admitted students enter with the intention of completing their Ph.D. Students who have earned an empirical thesis-based Master's degree at another university or within another KU

program may be admitted to the graduate program at the Ph.D. level if they completed a thesis which, according to the program, meets the standards for such work at the University of Kansas. Once admitted, students should consult with their concentration's director to have the Master's requirement waived. If the waiver is approved, the student should submit the documentation to the Graduate Program Coordinator to change the student's academic plan.

Course Requirements

Each Psychology concentration within our department has different programmatic requirements for the Doctoral degree. Refer to your [concentration's degree requirements](#) for specifics.

Students should also carefully review the University's [Doctoral Degree Requirements](#), found in the University Policies and Degree Requirements section of this document.

Research Skills and Responsible Scholarship Requirement

Research skills are important elements of any graduate program and should complement the student's research topic. Coursework necessary to meet this requirement should commence early in the program, but must be completed at minimum prior to the oral comprehensive exam. If a student and faculty advisor wish to request for another course to count, they should submit a petition to their Concentration Director and file the approved petition with the Graduate Program Coordinator. For all online tutorials, students should send a .pdf of their certificate of completion to the Graduate Program Coordinator. Refer to your program's [degree requirements](#) for specifics.

Oral Comprehensive Exam Procedures

Each Psychology concentration within our department has different programmatic requirements for the Oral Comprehensive exam. Refer to your [concentration's degree requirements](#) for specifics.

An oral comprehensive examination is required by the Office of Graduate & Postdoctoral Affairs. A student must assemble a committee of at least 4 members to serve on their committee consisting of a majority of members from the Psychology Department, and one member outside the department who serves as the Graduate Studies Representative. Once members are identified and agree, the student should contact the Graduate Program Coordinator to begin the exam scheduling process. The Graduate Program Coordinator will communicate on behalf of the student to schedule the exam, reserve a room (for in-person exams), and complete pre-approval paperwork prior to the exam. The oral comprehensive exam scheduling process should begin no later than 4-6 weeks prior to the earliest possible exam date.

The student should send the final draft of their written document to each committee member via email (or in hard copy by request) at least 2 weeks prior to the scheduled date of the exam to enable committee members to examine it fully. Committees may request the document sooner,

and students are encouraged to work directly with their committee to determine when the final document should be distributed to their committee. The grade (Satisfactory, Honors, or Unsatisfactory) for the exam is determined by majority vote of the exam committee. See [Appendix C: Oral Comprehensive Examination Rubric](#) for more information regarding grading criteria.

The department prohibits students from providing food or drink to their committee at their oral comprehensive examination.

Students should also carefully review the [Required University Milestones](#) policies, in the University Policies and Degree Requirements section of this document.

Post-Comprehensive Enrollment

After passing the comprehensive oral examination, the Office of Graduate & Postdoctoral Affairs requires that doctoral candidates must be continuously enrolled in at least six hours each fall or spring semester, including at least one dissertation hour, until 18 hours have been completed or until graduation, whichever comes first. After the 18 hours are completed, the student must enroll in at least one dissertation hour per semester until all requirements for the degree are met. Post-comprehensive enrollment may include enrollment during the semester or summer session in which the comprehensive oral examination has been passed provided that the exam is taken on or before December 31st (Fall), May 31st (Spring), or July 31st (Summer).

Post-comprehensive students are not required by the Office of Graduate & Postdoctoral Affairs to enroll during summer session, unless the dissertation defense occurs during the summer session. Doctoral students should consult with their faculty advisor and graduate program coordinator to determine whether any other policies or programmatic requirements require them to enroll during the summer.

Students are responsible for abiding by University enrollment requirements during the post-comprehensive period. For more information, see the [Post-Comprehensive Enrollment](#) section under Doctoral Degree Requirements. Please contact the Graduate Program Coordinator with any questions about post-comprehensive enrollment.

Final Defense Procedures

A final examination on the dissertation is required by the Office of Graduate & Postdoctoral Affairs. A student must assemble a committee of at least 4 members to serve on their committee consisting of a majority of members from the Psychology Department and one outside-department Graduate Studies Representative. Once members are identified and agree, the student should contact the Graduate Program Coordinator to begin the defense scheduling process. The Graduate Program Coordinator will communicate on behalf of the student to schedule the defense, reserve a room (for in-person exams), and complete pre-approval paperwork prior to the exam. The dissertation defense scheduling process should begin 4-6 weeks prior to the earliest possible defense date.

The student should send the final draft of their dissertation to each committee member via email (or in hard copy by request) at least ten calendar days prior to the scheduled date of the dissertation defense to enable committee members to examine it fully. The grade (Satisfactory, Honors, or Unsatisfactory) for the defense is determined by majority vote of the dissertation committee (the members of the dissertation committee plus a Graduate Studies Representative who is recommended by the dissertation committee chair and/or the department and approved by the Office of Graduate & Postdoctoral Affairs). See [Appendix D: Dissertation Defense Rubric](#) for more information regarding grading criteria.

The department prohibits students from providing food or drink to their committee at their dissertation defense.

After completing the Dissertation Defense, the student must complete all departmental checkout procedures before the department will approve their application for graduation. For more information regarding requirements for formatting and submitting your dissertation, please see [Graduation Requirements](#) under Doctoral Degree Requirements. Students should also carefully review the [Required University Milestones](#) policies, in the University Policies and Degree Requirements section of this document.

Graduate Certificate in Health Psychology Requirements

Courses

The KU Health Psychology Graduate Certificate requires 12 hours of coursework including one of three primary Health Psychology courses: PSYC 832: Health Promotion and Disease Prevention, PSYC 833: Acute and Chronic Illness, OR PSYC 834: Physical Aspects of Health and Disease; and three 3-hour elective courses chosen from a list of approved courses. To request a list of all approved courses, contact the Health Psychology Certificate Program Director or the Graduate Program Coordinator. Students may also petition to take an alternative course offered and not listed here (Example: Pediatric Psychology, courses at KUMC in MPH or other program areas). If a student wishes to petition to take an alternative course, they should contact the certificate director, Dr. Nancy Hamilton (nancyh@ku.edu), and send their syllabus via email. Then file the course approval with the Graduate Program Coordinator.

Admission to the Graduate Certificate Program

Psychology department graduate students who wish to pursue a Health Psychology Graduate Certificate should consult with Dr. Hamilton. The Department will then request that the College/school add a certificate to a graduate degree-seeking student's plan. All others will need to complete an [application for admission](#).

Application Deadlines:

- Applications are accepted on a rolling basis.

Application Materials:

Current non-psychology department KU graduate students should include the following materials in their application to the certificate program:

- A statement of one's interest in Health Psychology
- A current KU advising report
- Letter of support from home department

Applicants who are not enrolled in a KU graduate program must have completed a bachelor's degree with a 3.0 or higher. These applicants should include the following materials in their application to the certificate program:

- A copy of all official transcripts from all previous post-secondary educational institutions
- A letter of recommendation from persons familiar with their academic work or potential for graduate school

Non-Degree Seeking

Students who complete a Bachelor's degree with a demonstrated academic competence in psychology or a related discipline and wish to take an upcoming graduate-level course in the Department of Psychology may apply as a non-degree seeking (NDS) student. Please note that undergraduate prerequisite course completion is typically necessary to succeed in graduate-level coursework. NDS applicants should specify in which courses they are interested in the personal statement. Not all courses in our department are open to NDS students; please see the course selection section below or contact our graduate program coordinator before applying to receive a list of courses closed to NDS students.

Admissions

If you intend to use completed NDS coursework to strengthen your profile for graduate study, please contact the Director of Graduate Studies to determine your options. Completion of NDS coursework to fulfill prerequisites will not guarantee admission to the KU graduate program in psychology. However, students who have studied psychology and/or gained appropriate experience via self-study and who lack fulfillment of academic area prerequisites may consider applying to the department as NDS students to make up any gaps in academic study.

Application Deadlines:

- Applications are accepted on a rolling basis.

Application Materials:

- A Brief Personal Statement indicating your academic preparedness and personal or professional motivation for taking coursework in the Department of Psychology
- Official Transcripts from undergraduate and post-baccalaureate institutions
- Applicants who indicate English is not their native language: [Proof of English proficiency](#), as required by the Office of Graduate & Postdoctoral Affairs.

Course Selection

Students admitted to the NDS program are encouraged to contact the Director of Graduate Studies to discuss course selection. Please be aware the department does not allow NDS students to enroll in the following courses:

- PSYC 835: Clinical Practicum IV: Health
- PSYC 836: Clinical Practicum V: Health
- PSYC 850: Assessment I: Foundations of Psychological Assessment
- PSYC 855: Assessment II: Integrative Psychological Assessment
- PSYC 898: Proseminar: Professional Issues in Clinical and Health Psychology
- PSYC 899: The Thesis
- PSYC 903: Proseminar in Social Psychology
- PSYC 946: Theories and Methods of Psychotherapy
- PSYC 951: Clinical Supervision Practicum
- PSYC 964: Clinical Practicum I
- PSYC 965: Clinical Practicum II
- PSYC 966: Clinical Practicum III
- PSYC 968: Research Methods in Clinical Psychology
- PSYC 969: Clinical Practicum IV
- PSYC 970: Clinical Practicum V
- PSYC 974: Clinical Psychology Internship
- PSYC 977: Specialized Clinical Practicum
- PSYC 999: The Dissertation

University Policies and Degree Requirements

This section contains information on requirements and policies of the Office of Graduate & Postdoctoral Affairs, hereafter referred to as “the University”. It is not a complete list of all policies pertaining to graduate students. Only those policies that most commonly affect graduate students are included.

Policies are described in general terms and are intended to help students understand what is expected. They do not reflect the exact language of the official policy and should not be confused with official policy. Specific information and restrictions as well as links to relevant forms may be accessed by clicking on the policy headings. Links to the official policies in the KU policy library are found at the bottom of each policy description. Students are accountable to and should familiarize themselves with the University's official policies.

General Policies

The following University policies apply to ALL graduate students regardless of degree, program, or department. These are minimum general requirements. Your department or program may have more restrictive policies in any of these areas.

Admission

Degree or non-degree seeking applicants must have a bachelor's degree (as evidenced by an official transcript from the institution the degree was obtained).

Related Policies and Forms:

- [Admission to Graduate Study](#)

English Proficiency Requirements

The University requires all applicants, international or domestic, to demonstrate English proficiency for admission to any graduate program at KU. There are multiple ways to prove English proficiency:

- Declaration of native or native-like speaker status on the online application for graduate study.
- Official scores from an English proficiency standardized test (e.g. TOEFL, IELTS-Academic, or PTE), sent by the testing agency to the University of Kansas. Official scores must be less than two years old. Scores must be reported to KU directly by the testing service. Self-reported scores or unofficial scores are not accepted. TOEFL scores should be sent by ETS to KU institution code 6871. IELTS should be sent to KU Graduate Admissions via the e-delivery service. PTE score sheets containing the Score Report Code and Registration ID should be emailed to graduateadm@ku.edu for verification.
- Graduation with a baccalaureate degree (or higher) earned in residence from an accredited English-medium college or university or an accredited college or university in the United States. Degrees earned online may not be used to verify English proficiency. Note: this option is not sufficient for employment as a Graduate Teaching Assistant.
- AEC Curriculum: Students who haven't taken one of the listed tests may complete coursework through the KU [Applied English Center](#) (AEC) to demonstrate English proficiency.
- US Military Employment: If you are employed as an officer in the U.S. military with documentation of selection or promotion to the rank of Major or higher (or the equivalent U.S. Navy or Coast Guard rank), then you will be considered fully proficient and will not be required to complete AEC testing.

Additional English Competency Requirements for GTAs:

English proficiency requirements for GTAs are governed by the Kansas Board of Regents and must be met separately from the English proficiency requirement for admission to a KU graduate program. Detailed information on English proficiency requirements for GTAs may be found on Graduate & Postdoctoral Affairs' [Spoken English Competency](#) page.

Related Policies and Forms:

- [English Proficiency Requirements for Admission to Graduate Study](#)
- [Spoken English Language Competency of Faculty and Graduate Teaching Assistants, Kansas Board of Regents Policy](#)

Enrollment

For graduate students, advising on enrollment and course selection take place at the department level. While individual units may have additional enrollment requirements, for students who are required to enroll full-time (e.g. students holding a GTA/GRA/GA appointment, international students on an F-1 or J-1 visa, students receiving federal financial aid, etc.) the University defines full-time enrollment as follows:

Fall and Spring semesters:

- Enrollment in 9 credit hours;
- Enrollment in 6 credit hours plus a GTA, GRA, or GA appointment, regardless of percentage of appointment;
- Enrollment in 6 credit hours for graduate students using the Montgomery GI Bill – Active Duty (MGIB-AD) and Post-9/11 GI Bill – Active Duty;
- Doctoral candidates enrolled in dissertation hour(s). *See Doctoral post-comprehensive enrollment.
- Enrollment in 6 competencies for students in a Competency-Based Education (CBE) program

Summer sessions:

- Enrollment in 6 credit hours;
- Enrollment in 3 credit hours plus a GTA, GRA, or GA appointment, regardless of percentage of appointment;
- Enrollment in 3 credit hours for graduate students using the Montgomery GI Bill – Active Duty (MGIB-AD) and Post-9/11 GI Bill – Active Duty;
- Doctoral candidates enrolled in dissertation hour(s).
- Enrollment in 6 competencies for students in a CBE program

Graduate students are not normally permitted to enroll for more than 16 hours a semester or more than 8 hours in summer session.

While these are KU's definitions of full-time enrollment, other institutions may have different definitions. Be sure to consult with your financial aid and/or health insurance providers before making enrollment decisions.

Students not enrolled by 11:59pm the day before the first day of classes will be assessed a late enrollment fee. The University Registrar then deactivates the KU ID of any not enrolled by the last Friday in October (for Fall) or last Friday in March (for Spring). Students who wish to enroll after that must submit a [Permit to Re-Enroll](#) to be reactivated.

Students who wish to leave their graduate program should inform the department of such plans in writing so that a Voluntary Withdrawal form may be submitted on their behalf. Please note that voluntarily withdrawing from your program does not automatically withdraw you from coursework. You must also withdraw from all classes in Enroll & Pay via the “Withdraw from the University” option.

Deadlines for adding, changing, dropping, or withdrawing from all courses, as well any fines associated with the change, are set by the University. Deadlines vary from year to year. Students should carefully review the current [Academic Calendar](#).

You may also wish to consult the Registrar's page on [Effects of Dropping or Withdrawing on your Transcript](#).

Your graduate program coordinator (or similar title) is available to guide you through any enrollment scenarios or questions that come up. In order to avoid problems on your record, please consult with them prior to dropping or changing enrollment.

Related Policies:

- [Discontinued Enrollment](#)
- [Enrollment](#)
- [Full-time Enrollment for Graduate Students](#)
- [Graduate Coursework Expiration Dates](#)
- [Master's Degree Requirements](#)

[Graduate Credit \(Including Transfer Credit\)](#)

The University's Graduate Credit policy defines KU's conditions for the following:

- Definition of graduate credit for the purposes of a course “counting” towards a graduate degree or graduate certificate at KU;
- Transfer of graduate credit to KU from an outside institution;
- Reduction in the required number of graduate hours for Master's students;
- Counting credit hours taken as non-degree seeking student towards a later graduate degree at KU;
- Counting credit hours taken as a certificate seeking student toward another graduate degree.

Transfer Credit

The transfer credit option allows master's students to add graduate-level coursework completed at another institution to their KU transcript to count toward their KU degree. Upper-level coursework taken as an undergraduate, even courses numbered at the graduate level, is not eligible for transfer in any case. Additional restrictions apply to what non-KU graduate courses and the number of credit hours that can be counted toward a KU master's degree, so students should carefully review the information provided in the link above and the related policies below, as well as consulting with their DGS. In all cases, transfer credit must first be approved at the department or program level. To begin the transfer process, students should consult with their DGS to submit the required transfer materials. These include a transcript reflecting the courses to be transferred and descriptions and/or syllabi for the courses in question.

No transfer of credits is allowed for the Ph.D. In circumstances where students enter the Ph.D. program with an M.A. from another institution or other relevant graduate coursework, it may be possible for students to request a reduction in the number of hours required for the Ph.D. Students should consult with their DGS about their enrollment plan.

Reduced Credit Hour Degree

KU policy defines 30 hours as the minimum for master's degrees. Departments may petition for a reduced hour degree master's degree for individual students in cases where they may provide evidence that the student entered the program especially well-prepared to complete a graduate-level degree and the student is able to maintain a superior grade point average. Reduced credit hour degrees must be based on coursework or experiences that can be objectively measured, such as coursework or qualifying internship or study abroad programs. Professional or life experience does not qualify. A reduction in hours is distinct from a transfer of credit and is reserved for students whose prior coursework doesn't qualify for transfer credit (e.g. was already used to fulfill requirements towards a completed degree) and there are no modifications on the transcript.

Restrictions apply to the number of credit hours that can be reduced for a master's degree, so students should carefully review the information provided in the link above and the related policies below.

In all cases, a reduction in hours must first be approved at the department or program level, so to begin the process for approval, students should consult with their DGS. Students must also provide documentation of the coursework or experience being used to justify the reduced hours (e.g. transcripts, program descriptions).

Because there is no minimum number of required hours for the Ph.D., reduction of required hours based on prior degrees or experience is determined solely at the program level. Doctoral students should consult with their DGS about their enrollment plan.

Related Policies:

- [Graduate Credit](#)
- [Co-enrollment](#)
- [Master's Degree Requirements](#) (on Reduced Hour Master's Degree)

[Credit/No Credit](#)

The University supports and encourages interdisciplinary study, which may include graduate students enrolling in coursework at the graduate level that is outside of their primary discipline. The Credit/No Credit (CR/NC) is an option for graduate students who are taking a course that is not required for their degree or certificate and who do not wish to have the course grade reflected in their cumulative graduate GPA. Rather than a grade appearing on the transcript, the student receives a designation of CR or NC, which does not factor in the GPA.

No course graded CR/NC will count toward the satisfaction of any graduate degree or certificate requirement. This includes, but is not limited to, courses taken to fulfill the Research Skills and Responsible Scholarship requirement for doctoral students.

Students make the CR/NC election via the Registrar's CR/NC [online request form](#). Elections and changes to elections can only be made during the specific CR/NC period. For regular semester courses, this period begins after the last day to add a class and extends for approximately two weeks. Exact dates may be found on the current KU Academic Calendar. Please keep in mind, short courses may have alternate dates.

The student should consult with their own program advisor about the appropriateness of the course prior to enrolling; however, in cases where CR/NC is elected, the course instructor is not informed of the election unless the student chooses to share this information.

Additional restrictions apply. Students should carefully review the information in the link above.

Related Policies and Forms:

- [University Senate Rules and Regulations \(USRR\), Section 2.3.8](#)

Probation & Dismissal

Probation is an academic status that can be assigned to a graduate student that is not making satisfactory progress toward completing their degree. The department initiates the probation

process and will inform the student of why they are not making satisfactory progress, what they must do to return to good standing, and the deadline for doing so.

Students are most commonly placed on probation due to their graduate cumulative GPA dropping below a B average (3.0 on a 4.0 scale). In these cases, on the student's record for the semester following the semester in which the student's GPA drops below 3.0. If the student's cumulative GPA is raised to 3.0 by the end of the probationary semester, the student will be automatically returned to good academic standing.

Individual Schools/the College may set more stringent GPA requirements.

Students may also be placed on probation by their departments for other reasons that constitute a failure to make satisfactory progress towards degree. These may include, but are not limited to:

- Lack of progress on the thesis, dissertation, or capstone project
 - Unacceptable academic performance on program milestones outside of coursework (e.g. exams)
 - Unsatisfactory grades or GPA within foundational required courses (despite the overall cumulative GPA)
 - An unsatisfactory result in their department's annual progress evaluation
- Nearing or going beyond their maximum time to degree. See the Time Limits section below for more information.

Students should carefully review the [Good Academic Standing](#) policy for graduate students at KU for more information on what constitutes making satisfactory academic progress.

Individual programs may also have additional measures of progress. Students should also consult the Annual Review section of their department graduate handbook or the degree requirements section and with their program advisor for more information.

If a student is unable to raise their cumulative GPA or otherwise meet the communicated terms of the academic probation, the department will reconsider their continuation in the program, and in most cases will recommend the student for dismissal. Once dismissed, a student is no longer able to be enrolled in coursework and cannot complete their degree. Students dismissed from any graduate program may not be admitted to any other graduate program at the University of Kansas.

A student on probation or facing dismissal should discuss their status with their advisor.

Related Policies:

- [Academic Probation](#)

- [Dismissed Enrollment](#)
- [Good Academic Standing policy](#)

Grading

The Office of Graduate & Postdoctoral Affairs' (GPA) [Grading policy](#) governs requirements for the grading of graduate students above those described in [Article II](#) of the University Senate Rules and Regulations. Additionally, individual schools, departments, or programs may have grading policies that are more stringent than those of GPA.

Students should also consult their advisor and the departmental grading section of this handbook for additional information that may affect them.

At minimum, for all graduate students at KU, at least a B average is required on course work counted toward any of the master's degrees at KU, and only courses graded A, B, or C (excluding C-) may be counted. Course work counted toward a doctorate, including that for a master's degree if obtained at KU, should average better than a B.

Related Policies:

- [University Senate Rules & Regulations](#)
- [Grading](#)
- [Academic Probation](#)
- [Dismissed Enrollment](#)

Time Limits

The University expects that master's degree should typically be completed in two (2) years of full-time study, the doctorate degree in five (5) years of study, and both the master's and doctorate together in six-seven (6-7) years of study.

Students who anticipate exceeding these targets should review the information in the policies below, as well as consult with their program advisor to create a timeline for degree completion. In order to support this process, students are encouraged to use a Mentoring Agreement Template and/or adapt to their own needs to support effective mentoring and a positive mentoring relationship.

Note that individual schools/the College/degree programs may require Mentoring Agreements for students who are nearing their maximum time to degree.

Related Policies and Forms:

- [Master's Degree Program Time Constraints](#)
- [Engagement and Enrollment in Doctoral Programs](#)

- [Doctoral Degree Comprehensive Oral Exams](#) (on exam expiration and recertification)
- [Doctoral Program Profiles with Time to Degree Information](#)
- [KU CLAS Mentorship Agreement Template](#)
- [Univ. Michigan Rackham Graduate School Mentoring Plan Templates](#)
- [KU Graduate & Postdoctoral Affairs IDP template](#)

Leave of Absence

In exceptional circumstances (e.g. cases of illness, emergency, financial hardship, military leave, to pursue family responsibilities, or to pursue full-time activities related to long-range professional goals) it may be necessary for graduate students to take a break from their program temporarily, without having to withdraw entirely from the program. An approved leave of absence allows a student to take a temporary break from enrolling in graduate coursework while remaining in good standing with the University and the department and while “stopping the clock” on their time to degree. When a student is on Leave of Absence status it is understood that they have temporarily suspended their graduate work and therefore will not make use of University resources, including faculty time.

Requesting a Leave of Absence is done through a University petition. University petitions must first be approved and supported at the program level, so students wishing to initiate the petition process should first consult with their Director of Graduate Studies and review their department’s internal petition procedures. Units or the Director of Graduate Study may request documentation to support the student’s need for a leave of absence.

In order for a Leave of Absence to be approved, the student must be withdrawn from all active and/or future enrollment. Withdrawal for the purposes of Leave of Absence is still subject to all Registrar deadlines, required forms, and applicable tuition and fees.

Students on Leave of Absence are automatically reactivated after their leave is over and are eligible to enroll for their intended semester back during the normal enrollment periods. See the KU [Academic Calendar](#) for exact dates that enrollment begins.

If at any time plans change and a student wishes to return and enroll before leave was supposed to end, they may contact their department to be reactivated early.

Related Policies and Forms:

- [Leaves of Absence](#) (policy)
- [Leave of Absence](#) (GPA website, form linked at bottom of page)

Required University Milestones

All graduate students must complete one or more exams as part of their degree requirements. In addition to department or program guidelines, the following milestones are required for all students and specific regulations apply:

- Master's Final Culminating Exam (written or oral)/Thesis Defense for Master's degree
- Doctoral Comprehensive Oral Exam
- Doctoral Final Exam/Dissertation Defense

*A final culminating effort is not required for departments with an approved coursework-only master's degree option in the Academic Catalog (note that programs with a capstone are considered coursework only).

Before a student is allowed to complete any of these three exams, pre-approval from the school/College is required in advance of the exam date. This pre-approval request will be submitted on the student's behalf by their department after the exam date has been scheduled. The school/College reviews the student record and verifies all University requirements have been fulfilled. The full list of these requirements may be found via the link in the heading above. Students should work with their departments well in advance of their planned exam date, to schedule their exams in a timely fashion and to ensure that all University policies relating to oral exams are being followed.

There are additional policies requirements for oral exams. The following are University policies pertaining to oral exams:

Oral Exam Committee Composition

All voting committee members must be appointed members of the Graduate Faculty of KU. Additionally, a majority of committee members serving on a graduate student oral examination committee must be tenured/tenure-track faculty in the candidate's department or program of study.

Many additional restrictions apply, especially for doctoral exam committees. Master's and doctoral students should carefully review the University policies pertaining to exams, as well as consult with their Director of Graduate Studies when forming an exam committee. Your graduate program coordinator can assist with confirming the qualifying status of any faculty member at KU, or outside of KU.

Oral Exam Attendance

Oral Exams may be conducted in-person, remotely, or a hybrid of both. There are no University level requirements for physical presence; however, there are strict regulations on participation.

In all cases, all committee members must be present, either physically or via phone/video conference, for an exam to commence. If a committee member does not arrive or appear, the exam may not begin and if a committee member leaves or loses connection such that they cannot fully participate, the exam may not proceed. Oral examinations that do not meet these attendance requirements are not valid.

Master's and doctoral students should carefully review the policies below, as well as consult with their Director of Graduate Studies in the formation of an oral exam committee.

Related Policies and Forms:

- [Master's Student Oral Exam Committee Composition](#)
- [Doctoral Student Oral Exam Committee Composition](#)
- [Oral Exam Attendance](#)
- [Graduate Faculty Appointments](#)

Doctoral Degree Requirements

In addition to the student's individual Ph.D. program's degree requirements, the following are University requirements for graduation with a Ph.D. at KU.

Enrollment Requirement

Prior to the semester in which the comprehensive exam is held, all doctoral students must complete a minimum program engagement equivalent to two full-time semesters. This may be accomplished through either of the following:

- Two semesters (fall and/or spring) of full-time enrollment in KU coursework, as defined by University policy
- At least 18 hours of enrollment in KU coursework spread out over several part-time semesters

Related Policies and Forms:

- [Engagement and Enrollment in Doctoral Programs](#)

Continuous Enrollment for Post-Comprehensive Students

During the semester in which the doctoral oral comprehensive exam is completed and each fall and spring semester follows, doctoral students must adhere to very specific enrollment requirements. These requirements may be different than enrollment requirements prior to the oral comp exam.

Failure to properly comply with the enrollment requirements may cause delays to graduation or additional enrollment requirements to make up what was missed, increasing tuition expenses near the end of your degree program.

To avoid delays or additional costs, you are also strongly advised to meet with your graduate program coordinator the semester before your oral comprehensive exam. Your graduate coordinator will work with you to develop an enrollment plan that meets all policy requirements, while also preventing unnecessary or avoidable fees.

Post-comprehensive enrollment requirements also apply to students with GTA/GRA/GA appointments, but these students must be certified to drop their enrollment levels. Departments are responsible for tracking student enrollment and will submit the certification form on the student's behalf at least two weeks prior to the beginning of the semester in which the enrollment will drop below 6 hours. Students who are certified to reduce hours continue to meet the University's definition of full-time enrollment, as well as the enrollment requirements of their employment contract.

Related Policies and Forms:

- [Full-time Enrollment for Graduate Students](#)
- [Doctoral Candidacy](#)

Graduate Certificate Requirements

The University offers a variety of [Approved Graduate Certificate Programs](#) to encourage current graduate students to pursue interdisciplinary study, gain a credential for expertise in an outside area of study, or provide an option for a coherent course of advanced study for those not ready to commit to a full degree program. Note that students must be fully admitted to a graduate certificate by the end of the last course that will count to fulfill the certificate. Students wishing to complete the certificate should apply as early as possible. Students whose interests or career goals may be served by a Graduate Certificate should familiarize themselves with the University's policies relating to Certificate programs (found below) early in their graduate career, in addition to individual certificate program requirements.

Related Policies and Forms:

- [Graduate Certificate Programs: Eligibility and Admission Criteria](#)
- [Policies & Procedures for Graduate Certificate Programs](#)

Graduation Requirements (Master's & Ph.D.)

In addition to all program requirements, students [planning to graduate](#) must complete all University graduation requirements prior to the published Graduation Deadline in a given

semester. Students should consult the current [Academic Calendar](#) for the published Graduation Deadline, which varies by semester.

Graduate & Postdoctoral Affairs Graduation Checklists ([Master's](#) | [Doctoral](#))

These graduation checklists provide a comprehensive list of all University requirements for graduation and should be consulted by every graduating master's or doctoral student as soon as graduation is expected. Submission of the final draft of the thesis or dissertation is done electronically. Students must comply with all University requirements for formatting and electronic submission of the thesis or dissertation. There is no University requirement that students provide a bound or printed copy of the draft.

We strongly encourage students to submit an Application for Graduation as early as possible; ideally prior to the 20th day of classes of the semester they intend to graduate.

Graduate & Postdoctoral Affairs Funding Opportunities

The Office of Graduate & Postdoctoral Affairs (GPA) offers funding opportunities in several different categories. Students interested in applying should direct inquiries to the department's Director of Graduate Studies or to GPA. Some of the available funding includes:

[Summer Research Scholarships](#): intended primarily for post-comp doctoral students.

[Graduate Student Travel Fund](#): intended for graduate students presenting a paper at a national or regional meeting of a learned or professional society. A student may receive an award (max \$750) only once per academic year, with priority given to students who have not received the fund previously. Funds are available on a first-come, first-served basis.

[Doctoral Student Research Fund](#): Designed to support KU doctoral students who need assistance to carry out research that advances progress toward the degree. Applications for this fund are accepted only for a limited time as funding is available. Students are eligible to receive one award from this fund during their doctoral career. Students should check the link above for additional information and restrictions.

Policies Regarding Freedom of Expression on Campus

Kansas State Law (HB2333) requires postsecondary educational institutions in Kansas to publish in their handbooks and orientation programs the institution's policies, regulations, or expectations of students regarding free expression on campus.

Per KU General Counsel, this includes the following two policies:

- [KU Public Assembly Policy](#)

- [Kansas Board of Regents Statement on Free Expression](#)

Note that the two policies listed above apply to ALL members of the campus community; they are not specific to graduate students.

Appendices

Appendix A: GTA Evaluation Form ([now available through Qualtrics](#))

Department of Psychology GTA Evaluation Form

Please complete this form for each GTA you supervised over the past semester. Once completed, a signed copy will be sent to you (the evaluator), the GTA, and the Graduate Program Coordinator.

Any questions regarding this form should be directed to Audrey McDonald, Graduate Program Coordinator (amcdonald@ku.edu).

Part I: General Information

Name of GTA (First & Last name)

GTA's Email

Name of Evaluator

Evaluator's Email

Review Period (e.g., Fall 2024)

Course(s) to which GTA was assigned in this review period

Did the supervisor or faculty advisor complete at least one in-class teaching observation evaluation that was also provided to the GTA?

- ☐ Yes
☐ No

Primary Duties of GTA (check all that apply)

- ☐ Text selection
- ☐ Contact with students via office hours/email
- ☐ Syllabus development
- ☐ Running review sessions
- ☐ Lecturing/leading class sessions
- ☐ Assisting with in-class activities
- ☐ Running labs/discussions
- ☐ Creating rubrics
- ☐ Developing tests/assignments
- ☐ Assisting with classroom technology (iclickers, CATME, Gradescope)
- ☐ Developing content for class sessions
- ☐ Managing undergraduate TAs
- ☐ Developing/posting Canvas content

- ☐ Attending instructor/team meetings
- ☐ Grading exams/papers/assignments
- ☐ Attending class sessions
- ☐ Maintaining records (ie, gradebooks)

Part II: Evaluation

Please rate the performance of the GTA in this review period only, in each of the following five areas.

Teaching and Presentation

Regular attendance at other related lectures and course meetings as specified by supervisors; able to monitor and evaluate student progress and assignments; able to develop and organize relevant teaching materials; able to utilize approved texts or other instructional materials; capable of preparing and administering assessments; provides opportunities for student engagement; team-oriented attitude; knowledge of student perspectives.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Satisfactory
- ☐ Exceeds Expectations
- ☐ Outstanding

Quality of Work

Completes work thoroughly and accurately; pays attention to details; well-organized; completes work on time; provides prompt responses to supervisors, colleagues and students; consistent and high level of performance; accepting of constructive criticism by demonstration of the ability to listen and incorporate the critique of others; understands the importance of confidentiality and the academic and privacy rights of students (e.g., FERPA, University Rules and Regulations); able to provide clear assignment instructions; uses provided tools to facilitate learning in class and through feedback on assessments.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Satisfactory
- ☐ Exceeds Expectations
- ☐ Outstanding

Oral and Written Communication

Able to communicate with a diverse range of people; provides accurate information and teaches course content with enthusiasm; manages workload effectively and professionally; active listening skills; handles diverse student needs with empathy and understanding; provides clear and constructive feedback to students; clarity in both oral and written skills with the ability to talk/write at the appropriate level.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Satisfactory
- ☐ Exceeds Expectations
- ☐ Outstanding

Accountability and Self-Management

Possesses organizational and time management skills; holds office hours at the specified time and location; maintains on-going communication regarding workload to supervisor; able to prioritize and respond promptly to requests of supervisors (e.g. the submission of grades, meetings to review work, updating of Canvas, etc.); takes responsibility for all aspects of their work; willing to ask for help and to help others; able to adhere to the course outline and schedule on the syllabus; able to meet the department and university criteria for holding a GTA position; punctual and reliable.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Satisfactory
- ☐ Exceeds Expectations
- ☐ Outstanding

Subject Knowledge and Learning

Demonstrates the ability to learn new content quickly especially new scholarship in the field as it relates to the course; interested in learning more than the basics of teaching pedagogy; capable of responding to student questions in a timely manner; open to teaching technology related to the implementation of the course (e.g., Canvas, PowerPoint, Excel, iclicker, Gradescope, CATME, etc.); able to develop appropriate assessments of learning.

- ☐ Unsatisfactory
- ☐ Needs Improvement
- ☐ Satisfactory
- ☐ Exceeds Expectations
- ☐ Outstanding

Evaluator's Comments: Please indicate things the GTA does well.

Evaluator Comments: Please indicate challenges/areas in which the GTA could improve.

Evaluator's Signature

GTA's Signature

Appendix B: GTA Observation Form

University of Kansas – GTA Course Observation Form				
Department of Psychology				
GTA/Al: _____		Class: _____		
Observer: _____		Date: _____		
Rating Scale:				
1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree				
<i>The GTA actively engages students with the course material(s) and subject matter.</i>				
1	2	3	4	5
<i>The GTA uses whole class, group, and/or individual activities effectively.</i>				
1	2	3	4	5
<i>The GTA asks questions or makes comments that generate a high level of critical thinking.</i>				
1	2	3	4	5
<i>The GTA interacts well with students and addresses students' needs and questions.</i>				
1	2	3	4	5
<i>The GTA is knowledgeable in key terms, concepts, ideas, and theories and conveys them in a manner that is understandable to the average student.</i>				
1	2	3	4	5
<i>The GTA is professional, appropriately dressed, punctual, and prepared for class.</i>				
1	2	3	4	5
<i>The GTA adheres to the course schedule and syllabus.</i>				
1	2	3	4	5
<i>The GTA makes appropriate use of (technology/instruments/texts/readings).</i>				
1	2	3	4	5
<i>Overall Assessment of in-class instruction:</i>				
Unsatisfactory	Needs Improvement	Satisfactory	Exceeds Expectations	Outstanding
<i>Comments:</i>				
_____		_____		
GTA/Al Signature/Date		Observer's Signature/Date		
<i>Provide one copy to the GTA. Retain original in departmental files. New GTAs should be observed a minimum of once a semester, and continuing GTAs once a year.</i>				

Appendix C: Oral Comprehensive Examination Rubric

Oral Comprehensive Examination: Written document (dissertation proposal, written preliminary examinations, etc.)

	OUTSTANDING	VERY GOOD	ACCEPTABLE	UNSATISFACTORY
Mastery of Field	☐ Interdisciplinary and/or novel synthesis of relevant literature ☐ Demonstrates mastery of the relevant literature and critical insight	☐ Shows some mastery of relevant literature ☐ Offers some critical synthesis of relevant literature	☐ Adequate literature review but review is uncritical ☐ Displays limited understanding of the field	☐ Plagiarizes or misreads or misuses sources
Mastery of Research Methods	☐ Develops new techniques, tools, methods, or analyses ☐ Methodologically sophisticated	☐ Demonstrates strong technical competence with regards to design and methods	☐ Demonstrates technical competence ☐ Demonstrates ability to do research ☐ Uses standard methods and analyses	☐ Inappropriate or incorrect design or methods
Presentation/Communication Skills	☐ Well written and organized ☐ Compelling and coherent argument	☐ Generally well written and organized	☐ Writing is pedestrian and plodding ☐ Writing lacks originality or creativity	☐ Poorly written ☐ Spelling and grammatical errors ☐ Poorly organized
Analysis and Interpretation	☐ Demonstrates mature, independent thinking ☐ Argument is focused and logical ☐ Imaginative or insightful argument	☐ Generally coherent, logical argument	☐ Sustained argument but lacks synthesis and innovation ☐ Argument lacks imagination or insight ☐ Argument is narrow in scope	☐ Weak, inconsistent, or invalid theoretical argument ☐ Wrong, inappropriate, incoherent, confused, uninformative analyses
Significance and Impact	☐ Original and significant ☐ Importantly advances knowledge	☐ Some original ideas, insights, and observations ☐ Programmatic extension of prior research	☐ Question or problem is highly derivative of prior work	☐ Limited or no impact

Appendix D: Dissertation Defense Rubric

Final Oral Examination Rubric

	OUTSTANDING	VERY GOOD	ACCEPTABLE	UNSATISFACTORY
Mastery of Field	☐ Demonstrates thorough mastery of the relevant literature ☐ Demonstrates ability to critique and synthesize the relevant literature	☐ Demonstrates familiarity with the relevant literature	☐ Limited mastery of the relevant literature ☐ Narrow understanding of the field ☐ Knows the literature, but unable to critique or synthesize it	☐ Demonstrates weak or incomplete mastery of the relevant literature ☐ Demonstrates failure to understand key theoretical arguments ☐ Reveals lack of adequate preparation
Mastery of Research Methods	☐ Demonstrates thorough understanding of relevant research designs, data analytic methods, and quantitative methods	☐ Demonstrates understanding of relevant research designs, data analytic methods, and quantitative methods	☐ Demonstrates technical competence ☐ Demonstrates ability to conduct research ☐ Demonstrates basic competencies for research design, data analytic methods, and quantitative methods	☐ Demonstrates limited understanding of key methodological issues ☐ Demonstrates limited understanding of key quantitative analyses
Presentation/ Communication Skills	☐ Clear, concise and logical ☐ Confident, mature and articulate ☐ Can rebut criticisms	☐ Communicates effectively ☐ Can respond to criticisms, but counter-arguments are incomplete or unconvincing	☐ Weak or incomplete response to criticisms ☐ Defense is nervous or hesitant	☐ Defense is confused or unresponsive ☐ Cannot respond to criticisms ☐ The presentation is sloppy, disorganized or incomplete
Analysis and Interpretation	☐ Insightful and original ☐ Develops a thorough, logical argument	☐ Develops a logical argument	☐ Misses connections and implications	☐ Arguments are illogical ☐ Reveals lack of critical insight ☐ Arguments are not supported with relevant citations and data
Significance and Impact	☐ Proposes novel research questions ☐ Proposes programmatic line of research ☐ Candidate will make significant contributions to the field	☐ Proposes important research questions ☐ Proposes productive line of research ☐ Candidate will make important contributions to the field	☐ Solid effort ☐ Competent ☐ Candidate will make modest contributions to the field	☐ Candidate will not contribute to field

Appendix E: Mentoring Agreement ([Word Document](#))

Department of Psychology University of Kansas College of Liberal Arts and Sciences

Mentoring Agreement

Purpose

This Agreement is a tool that may be used by department faculty to support mentoring relationships with graduate students who have reached the thesis/dissertation stage of their program.

The Agreement should:

- Be part of an extended and ongoing conversation between the student and their advisor(s). It should be discussed and agreed upon by all parties to that conversation.
- Clearly outline expectations for the student's performance.
- Clearly outline expectations for the advisor(s). It should make clear to the student what the advisor(s) agree(s) to do (e.g., turnaround time on feedback, frequency of meetings, nature and extent of comments/suggestions for revision).
- Establish a realistic timeline for completion that takes into account past performance, the work that remains, the amount of time the student can reasonably dedicate to thesis/dissertation work, and any extenuating circumstances that might impact progress.
- Be revisited on a regular basis (each semester or annually) and adjusted as appropriate.

The use of this Mentoring Agreement is at the discretion of the graduate student. Graduate student requests for a Mentoring Agreement should be honored by the department faculty.

This Mentoring Agreement should not be confused with the Graduate Degree Completion Agreement or a Program "Contract". While similar in content, these are more extensive documents and address additional concerns of the student's progress.

1. Student Name: _____
2. Department: Psychology_____Concentration: _____
3. Advisor Name(s): _____
4. Meeting Schedule: Please indicate in the box below the current meeting expectations (Duration, Frequency, Location, Format, etc.)

5. Communication Expectations: How often is it expected that an advisor and the graduate student will check their work-related messages (email, Teams, etc.)? What is the expected response time for both parties, and when is it appropriate to follow up?

6. Milestones and Timeline: Please provide detailed information on the expected steps toward program completion, including the various stages of research, drafts, revisions, and final submission of milestone documents.

Tasks to be completed by the student	Due Date

7. Feedback and Revisions: Please explain who will provide detailed feedback on papers, projects, presentations or other work to the student and with what frequency. If a committee will provide feedback and review of student progress, please explain what the student should expect of this process.

8. Professional Practice: What is expected of the student in terms of professional practice? How should he or she prepare for meetings with the advisor and/or committee? What else should the student know about expectations (sometimes implicit) of a student at the thesis or dissertation stage?

9. Conflict Resolution & Change of Advisor: Sometimes conflicts occur. Advisors and advisees are encouraged to discuss and identify strategies to resolve conflict should it arise. Advisors & Advisees are encouraged to follow the general guidelines for conflict resolution outlined below.
- Advisor & Advisee should attempt to resolve the conflict together first. The APA Ethical Standards should be used in this initial attempt.
 - If the informal attempt to resolve is not effective, the advisee and/or the advisor should elevate the issue to their area program director.
 - If the program director attempt is also not effective, the next step is to elevate the issue to the Director of Graduate Studies in the department.
 - If a grievance or formal complaint is to be filed by the advisee, the department chair should be contacted. This should be a last resort effort, once all other efforts are unsuccessful.

Changing of Primary Advisor: The advisor/advisee relationship is one built on mutual agreement. At anytime either may request termination of the relationship during a advisees graduate career. If the decision to terminate is mutual by both parties, they should inform the concentration director, the Director of Graduate Studies and the Graduate Program Coordinator. No further discussion between the advisor and advisee is necessary.

If a mutual agreement cannot be reached, the advisor and/or advisee should contact their concentration director for assistance. If necessary, the director will elevate the issue to the Director of Graduate Studies & the Graduate Program Coordinator.

In either case, the Psychology Department Change of Advisor form will be submitted and signed by the advisee, the previous advisor, the new advisor and the Director of Graduate Studies. A copy will be saved in the student's file with the Graduate Program Coordinator.

By signing below, all parties acknowledge that they understand and agree to adhere to the expectations outlined in this Agreement.

Student Name: _____

Signature: _____

Date: _____

Advisor Name: _____

Signature: _____

Date: _____

OPTIONAL: Additional Advisors

Advisor Name: _____

Signature: _____

Date: _____

Advisor Name: _____

Signature: _____

Date: _____

Received by the Graduate Program Coordinator:

Signature: _____

Date: _____

Appendix F: Change in Faculty Advisor Form ([Word Document](#))

Department of Psychology Change in Faculty Advisor Form

Please fill out the form and obtain the signatures of all faculty members before submitting to the Program Director and the Graduate Program Coordinator. This document will remain in your student file.

Department of Psychology Advisor Change Policy, edited Spring 2024:

Under some circumstances, it is beneficial for a graduate student to be paired with a new faculty advisor. These situations may come about for a variety of reasons, including changes in thematic focus, need for additional expertise, departure or retirement of the faculty advisor, or incompatibility of student and advisor. Successful change in mentorship will be contingent upon the identification of an appropriate new advisor and the willingness of the prospective new advisor to assume the responsibilities. Proposed changes in advisor assignments will be ultimately approved by the Program Director and must be signed by both the student and the new advisor(s).

Students can initiate this process any time by contacting their Program Director and/or the Director of Graduate Studies and filling out a Faculty Advisor Change Form (see Appendix F). Psychology department leadership is available to help guide the student through the change, which can include help in identifying a new advisor, communicating with the original advisor, and assisting in the transition. Consent of the previous advisor is not required or expected. In addition to completing the Faculty Advisor Change form, the student and new advisor are strongly encouraged to complete a Mentoring Agreement (see Appendix E) outlining the details of the new mentoring partnership. This mentoring agreement should outline consequences for not meeting degree and research milestones and be re-evaluated yearly by the advisor and student. Upon completion, the Faculty Advisor Change form and Mentoring Agreement should be submitted to the Graduate Program Coordinator to be saved in the student's file.

If the student must change advisors due to a faculty member's departure or retirement, the original faculty advisor should work with the student to identify a new appropriate faculty advisor to the best of their ability. Additionally, the original advisor should outline what their future involvement in the student's research will entail, including serving as a co-chair or member on the student's thesis or dissertation committee.

Students can also consult extra-departmental resources such as the University Ombuds, who can provide support in the process. If a student wishes to continue a project that was initiated with the original mentor, details of transferring the project should be worked out with the original advisor, and Director of Graduate Studies if mediation is required.

Timeline: To be in good standing a graduate student should have an advisor at all times so they can keep progressing toward graduation. That means that once they lost or left their previous advisor, a temporary advisor should be nominated until a permanent new one is agreed upon. Both the student and the current advisor (if possible) should report on the end of the mentoring agreement. A student should not be without a temporary mentor for more than a month and without a new permanent mentor for more than a semester. Program directors can assume this role or assign a temporary advisor. A department representative is available to help students with this process (e.g., collecting signatures, negotiating, and providing extension based on student petition). If after a semester a student does not have a new mentor,

they will be put on probation. After a year without a new mentor, a student can be dismissed from the program.

Student Name: _____

Signature: _____

Date: _____

Current Advisor Name: _____

Signature: _____

Date: _____

Program Director/DGS Name: _____

Signature: _____

Date: _____

Mentoring Agreement Completed? ☐ Yes ☐ No

Once you've received all signatures, please submit this form along with your mentoring agreement (if applicable) to the graduate program coordinator.