Doctoral Student Handbook
2026-2027

The University of Kansas
Clinical Psychology
Doctoral Training Program

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https://psychology.ku.edu/clinical-psychology-program

For additional information or questions on the accreditation of the KU Clinical Psychology Program, contact:
Office of Program Consultation and Accreditation, American Psychological Association,
750 First Street NE, Washington, DC 20002-4242.
Web: http://www.apa.org/ed/accreditation/
Phone: 202-336-5979
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THE CLINICAL PSYCHOLOGY PROGRAM AT THE UNIVERSITY OF KANSAS

Welcome to the University of Kansas Clinical Psychological Science Program. The Clinical Program was established in the mid-1940s and was represented at the original Boulder Conference in 1949. That same year the program was accredited by the American Psychological Association, and was, in fact, among the first wave of clinical programs to be accredited by the APA. The program has continuous APA accreditation. The Clinical Program is a member of the *Council of University Directors of Clinical Training*, the *Council of Clinical Health Psychology Training Programs*, and the *Academy of Psychological Science*. Our Clinical Training Program has produced hundreds of graduates who have spread the Kansas influence throughout the world. Welcome to the long and proud tradition of Jayhawk Clinical Psychology.

As you participate in our Program, you should be mindful that we are part of a much larger institution. The University of Kansas was established in 1865 with three faculty members and 55 students. Two years later the first recognizable psychology course, "mental philosophy", was taught by newly named chancellor John Fraser. It is fitting that the Department of Psychology is currently located in Fraser Hall. Psychology was part of the Department of Philosophy until 1916 when the Department of Psychology was formed, although the first clinical course, "psycho-therapy" was offered in 1910. In 1929, two University of Kansas psychology students, Edwin B. Newman and Frederick H. Lewis, conceived of the (now) international honor society, Psy Chi. Today the Department of Psychology has more than 1000 undergraduate majors, over 30 faculty members, and offers Doctoral Programs in several areas. The University has approximately 28,000 students, over 6,000 of whom are in the Graduate School across various programs https://aire.ku.edu/ku-fact-book Accredited by the North Central Association of Colleges and Schools, the University also belongs to the select American Association of Universities, which reflects quality graduate education and research. Also, because of its emphasis on graduate education and research, the University is rated as a Carnegie I Research University.

Clinical Science Training Model

The program adheres to a clinical science model of training. We believe that competent clinical practitioners must understand, appreciate, and apply the science associated with effective clinical interventions, and that competent clinical researchers must have first-hand experience with clinical disorders that is both broad and in-depth. Accordingly, we aim to produce professionals who demonstrate mastery of knowledge in the field of scientific psychology and who will have (1) the ability to generate new scientific knowledge and theory related to the field of psychology, and (2) can make independent contributions to the evolving base of skills and scientific knowledge required for clinical practice. We thus strive to prepare students who can advance knowledge that promotes psychological well-being and health, and who are prepared to be leaders in the field who can influence psychological clinical science through research, practice, and policy. Moreover, our objective is to train graduates who approach all their work from a strong ethical foundation.

THE STRUCTURE OF THE CLINICAL PSYCHOLOGY PROGRAM

The Clinical Program is composed of the General Program and the Clinical Health Track (i.e., Major Area of Study in Clinical Health Psychology). The Director of Clinical Training (DCT) oversees the entirety of the clinical program, and administers the policies and procedures approved by the Clinical faculty and students. The DCT delegates various responsibilities, including committee appointments, to one or more members of the Clinical faculty and graduate

student body. The DCT consults with the faculty and student representatives about matters ranging from advising and colloquia to curricular decisions. Issues involving Program policy decisions are discussed in meetings of the entire Clinical faculty and the graduate student representatives. Graduate student representatives also participate on all major committees in the Program. Committee memberships are announced by the Program Director at the beginning of each fall semester or when the need arises.

It is important to note that the Clinical Psychological Science Doctoral Training Program at the University of Kansas values cultural diversity and individual differences in all manifestations (e.g., age, disability, ethnicity, sex, gender identity, national origin, race, religion, culture, sexual orientation, and socio-economic status). Not only does the program not discriminate in any aspect of educational training, it also does not restrict any aspect of program access or completion of the program based on cultural or individual diversity. Indeed, the program strongly welcomes diversity of all types.

Residency Policy
The clinical program requires that students spend a minimum of 3 full-time academic years of graduate study in residence at the University of Kansas, Lawrence.

Major Area of Study in Clinical Health Psychology

The Major Area of Study in Clinical Health Psychology at the University of Kansas functions within the clinical program and is thus designed as an option to be completed in conjunction with the requirements for the clinical program. Clinical health psychology is concerned with the contributions that psychologists can make to understanding health and illness, frequently in collaboration with other health professionals, including physicians. A number of faculty members, located within the Department of Psychology and other departments at the Lawrence campus and the University of Kansas Medical Center, provide teaching and supervisory support for the health area. Practicum in clinical health psychology, conducted during the third and fourth program year, is obtained at the University of Kansas Medical Center and other locations specializing in health service delivery. Additional coursework is also available through the Department of Preventive Medicine and its master's program in public health at the University of Kansas Medical Center.

PEOPLE

Clinical Program Faculty – Department of Psychology

- Ali Calkins-Smith, Ph.D., Assistant Professor of Practice, Associate Director of the KU Psychological Clinic (University of Kansas, 2018)
- Tera Fazzino, Ph.D., Associate Professor (University of Vermont, 2014)
- Jeff Girard, Ph.D., Associate Professor (University of Pittsburg, 2018)
- Nancy Hamilton, Ph.D., Professor, **Co-Director, Health Psychology** (Arizona State University, 2001)
- Steve Ilardi, Ph.D., Associate Professor (Duke University, 1995)
- Sarah Kirk, Ph.D., ABPP, **Associate Director of Clinical Training**; **Director KU Psychological Clinic** (University of Kansas, 1998)
- Charlene Muehlenhard, Ph.D., Professor (University of Wisconsin, 1981)
- Jessica Powers, PhD, Assistant Professor (Syracuse University, 2023)
- Melisa Rempfer, Ph.D., Professor, **Director of Clinical Training & Program Director** (University of Kansas, 1999)
- Jordan Thomas, PhD, Assistant Professor (University of California, Los Angeles, 2024)

- Amber Watts, Ph.D., Professor (University of Southern California, 2009)
- Alex Williams, Ph.D., KUPC Clinical Supervisor (University of Kansas, 2016)
- Richard Yi, PhD, Professor (Stony Brook University)

Affiliated Advising Faculty – Main Campus

- Kelsie Forbush, Ph.D., Professor (University of Iowa, 2011)

KU Medical Center Faculty

Faculty who occasionally supervise students' research or clinical activities

- Jessica Hamilton, Ph.D., Clinical Assistant Professor, Cancer Center KU Medical Center
- Linda Heitzman-Powell, Ph.D., MPH, Associate Professor, Pediatrics KU Medical Center
- Heather Kruse, Ph.D., Associate Professor, Psychiatry and Behavioral Sciences, KU Medical Center
- Monica Kurylo, Ph.D., ABPP, Professor, Psychology and Rehabilitation, Psychology and Neuropsychology, KU Medical Center
- Laura Martin, PhD, Professor, Associate Director, Hoglund Brain Imaging Center, KU Medical Center
- Jaime Perales Puchalt, PhD, MPH, Assistant Professor, Neurology, KU Medical Center
- Diego Robles Mazzotti, Ph.D. Associate Professor, Medical Informatics

Graduate Academic Advisor

Audrey McDonald

WHERE TO FIND INFORMATION: ONLINE

- CANVAS is an online course management system https://canvas.ku.edu/ that is used by instructors as a source for online tools and resources for teaching, practicum and course information. Single sign on must be used to access CANVAS
- TEAMS is a channel-based platform that has multiple channels used for delivering information about graduate training in psychology. This is an important mechanism for department and program information.
- Our website https://psychology.ku.edu/clinical-psychology-program

WHERE TO FIND INFORMATION: IN PERSON

- Questions regarding **courses** to take, academic progress, etc., should be directed to the student's **advisor or advising committee**.
- Questions and/or concerns regarding the **clinical psychology program** (e.g., program requirements, policies, practices, funding, etc.) should be directed to the Program Director, **Melisa Rempfer or** Associate Program Director **Sarah Kirk.**
- Questions and/or concerns about the Major Area of Study in Health Psychology or the **Health Certificate**, should be directed to **Nancy Hamilton.**
- Questions and/or concerns about the **Training Clinic** or any practicum should be directed to **Sarah Kirk (Director) or Ali Calkins-Smith (Associate Director)**.

Questions and/or concerns about **Graduate Studie**s should be directed to **the Graduate Coordinator** for Scheduling your Milestone Exams, Graduation Requirements, Submitting Petitions and Policy Exceptions, GTA benefits & requirements, Connecting with campus and community resources.

FUNDING

We strive to fund students in years 1 through 5. Although in rare circumstances students are funded beyond the 5th year, students should assume University/Program funding beyond year 5 is very unlikely.

Virtually all students are funded on Graduate Teaching Assistantship's (GTAs) or on Graduate Research Assistantships (GRAs). Other funding sources may be available. Students can apply for funding for research related professional development/travel or funding for research. Student awards are also accompanied by a small amount of financial support. Please note that Graduate Assistantships are generally not eligible for a remote work designations (see KU remote work policy and additional information about assistantship policies)

STUDENT RIGHTS, RESPONSIBILITIES, AND PROFESSIONAL DEVELOPMENT

We believe that students have the right to be treated with respect, and in a manner that allows them to develop as psychologists, and the responsibility to treat others with respect. Students have, with the assistance of the faculty, the responsibility to complete all requirements of the program, and to attain entry level competence by the time they graduate from the program. The processes that lead to professional development are infused throughout the curriculum and required training experiences; indeed, every program requirement and experience is designed to contribute to students' professional development.

DEGREE/PROGRAM REQUIREMENTS

For students entering the program with a B.A. or equivalent degree, the Clinical program is designed to be completed in 5 to 6 years, including a one-year predoctoral internship. For a variety of reasons, sometimes students take longer to complete the program. It is important to note that the Program requires that all degree requirements be completed by the end of the student's **8th year** in the program. The Graduate School also sets a limit on the number of semesters that a student may receive GTA funding. The chart below illustrates the expected date for various program requirements, along with the deadline in which they ***must*** be completed.

Please note that, except for courses that are graded on a Satisfactory/Fail basis, all courses must be passed with grades of B- or higher. Courses graded C+ or less must be re-taken and passed with grades of B- or higher. Receiving grades of C+ or less in two or more courses is potential grounds for dismissal from the program.

Expected Completion Dates and Deadlines

The following deadlines are set for successful completion of the doctoral training process:

	COMPLETION EXPECTED	COMPLETION DEADLINE*
First Year Project	Fall semester 2nd year	Stop day 2nd year fall semester
Master's Thesis & Oral Defense	Year 3 (Oct. 15 and petition needed if beyond this date)	Year 4 (by the end of the summer term)
Comprehensive Oral Exam	Year 4 or 5 (by the end of the summer term)	Year 7 (by September 15)
Dissertation & Final Oral Defense	Year 5 or 6 (by the end of the summer term)	Year 8 (by the end of the summer term)

All Program Requirements (Including Internship*)	Year 6 (by the end of the summer term)	Year 8 (by the end of the summer term)*

** The Program requires that all degree requirements will be completed by the end of the student's eighth year in the program but recognizes that internships that begin in the fall semester of year 8 cannot be completed until the summer or fall semester of year 9.*

The Program stays informed regarding students' progress via the Program's annual (Spring) advising and student evaluation process and informs students in writing if they are in danger of missing deadlines for completing aspects of the curriculum. Students who fail to meet a completion deadline are considered on an individual basis, with Program Faculty reserving the right to exercise the option deemed most appropriate for the given case. Students are informed, in writing, of missed deadlines and the associated consequences. In unusual circumstances, missed deadlines may be extended with petition processes, but students should anticipate that the more common outcome is dismissal from the Program. As with all adverse decisions affecting them, students terminated from the program or otherwise sanctioned for missing a deadline have the right to appeal (see section below entitled: "*Student Appeal and Grievance Rights and Procedures*").

Students Entering the Program with a Master's Degree

Students who are admitted into the Clinical Program with a Master's Degree are nonetheless required to fulfill all program requirements. If the student completed an empirical thesis for their program, the thesis may be submitted to the Director of Clinical Training (DCT) for an evaluation of its equivalency to theses that are performed by students in our program. The Program Director submits the thesis to a faculty or a subcommittee of program faculty who evaluate it. If the thesis is judged to be equivalent, the student is credited for having completed the program's empirical thesis requirement. If the thesis is not judged to be equivalent, or if the student did not do an empirical thesis, the student is required to complete an empirical thesis as a part of our program. In such a case, the same Master's Thesis and Oral Defense deadlines above apply.

Likewise, if MA or MS students have completed graduate coursework that they believe is the equivalent of the Clinical Psychology Program's required courses, they may waive up to 30 credits for this coursework. Each course substitution (for the waiver) must be approved by the instructor of a comparable KU course, a designated party, or the DCT/Associate DCT (when the instructor is not available). Comparability of the courses must be documented in a manner that is satisfactory to the course instructor, including submission of the course syllabus and grade awarded.

Students wishing to receive credit for previous courses, and the Master's degree, should use the *Course Waiver and/or Master's Thesis Waiver Form* to obtain the necessary faculty approval. This process and associated forms are available from the DCT or Associate DCT. The process is also included in the Appendix of this document.

CURRICULUM

The objectives of the KU Clinical Psychology Program are to educate students about the content issues that presently define the scientific knowledge base in clinical psychology, and the processes of learning and problem-solving, that may be used across the span of students' subsequent professional careers.

The curriculum proceeds from core courses providing an educational foundation to more specialized topics geared toward students' individual interests. Although students, depending on

their prior experience (e.g., those entering with an MA degree) sometimes take courses in a different order, typically during the first year of the program, students complete courses aimed at ensuring basic knowledge in psychopathology, research methodology and statistics, psychological assessment, and psychotherapy. Also, during the first year, students begin attending colloquia and other professional issues-related presentations designed to acquaint them with current research in the field, to orient them to current ethical and professional issues in the field, and to further the process of professional enculturation.

During their second year, students begin seeing clients in the KU Psychological Clinic, having been prepared for this by a comprehensive clinic orientation during the summer of their first year. Second-year students should be working on completing their master's theses, as well as taking other core psychology and clinical psychology courses.

The "task requirement" is a central feature of the third year. The Task typically takes the form of a literature review. Course work during the third year comprises both elective and required classes, and students continue their practicum training in the KU Psychological Clinic (or the KU Medical Center for students in the Major Area of Study in Clinical Health).

Fourth-year students generally have completed most or all of their course work and most if not all of their required practica. The focus of the 4th year is thus on the doctoral dissertation, and students may opt to participate in elective advanced practicum. Also, during the fall of the fourth or fifth year, most students complete the application process for the predoctoral internship, thereafter, spending their final year in the program at an internship site.

Discipline-Specific Knowledge and Profession-Wide Competencies
The Clinical Program is generally organized around Discipline-Specific Knowledge and Profession Wide Competencies.

Discipline-Specific Knowledge (DSK)
According to the APA, "Discipline-specific knowledge serves as a cornerstone of identity as a psychologist and orientation to health service psychology. Therefore, all students in accredited doctoral programs shall demonstrate knowledge in the discipline of psychology, broadly construed." Discipline-specific knowledge encompasses the following categories:

Category 1: History and Systems of Psychology
- History and Systems of Psychology, including the origins and development of major ideas in the discipline of psychology

Category 2: Basic Content Areas in Scientific Psychology
- Affective Aspects of Behavior
- Biological Aspects of Behavior
- Cognitive Aspects of Behavior
- Developmental Aspects of Behavior
- Social Aspects of Behavior

Category 3: Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas includes graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior).

Category 4: Research Methods, Statistical Analysis, and Psychometrics

- Research Methods
- Statistical Analysis
- Psychometrics

Course requirements that count toward DSK are noted in the description of the curriculum. It is important to note, however, that even though these count toward DSK, they do not necessarily, in and of themselves, fulfill these requirements; DSK requirements are generally fulfilled by coursework and a variety of training experiences in the program.

Profession-Wide Competencies (PWC)
The APA requires "that all trainees who complete accredited training programs, regardless of substantive practice area, degree type, or level of training, develop certain competencies as part of their preparation for practice in health service psychology".

Expected competencies in the following areas/topics encompass:
I. Research
II. Ethical and legal standards
III. Individual and cultural diversity
IV. Professional values and attitudes
V. Communication and interpersonal skills
VI. Assessment
VII. Intervention
VIII. Supervision
IX. Consultation and interprofessional/interdisciplinary skills

As with DSK competencies, courses that count toward fulfillment of these requirements are noted in the description of the curriculum. Likewise, these experiences do not necessarily, in and of themselves, completely fulfill these requirements. Moreover, not every program course or experience corresponds directly with a specific DSK or PWC requirement.

Requirements for Clinical Psychology Program

A. Quantitative Analysis of Behavior (DSK category 4)
Completion of two quantitative courses (PSYC 790 is required; 791 recommended) and multiple courses available and this is not an exhaustive list. Students may take a course in their area of interest in Psychology or Educational Psychology.

PSYC 790: Statistical Methods in Psychology I
PSYC 791: Statistical Methods in Psychology II
EPSY 812: Meta-Analysis
EPSY 905: Multivariate Statistics
PSYC 896: Structural Equation Modeling
PSYC 991: Longitudinal Data Analysis

B. Cognitive, Social, and Affective Bases of Behavior (DSK categories 2 & 3)
Completion of
PSYC 925: Seminar in Cognitive, Affective and Social Bases of Psychology or separate courses in each area

C. Developmental Bases of Behavior (DSK category 2)
Completion of:

EPSY 705: Human Development Through the Lifespan or other approved Developmental course offered in PSYC or EPSY or other department

D. Biological Bases of Behavior (DSK category 2)
Completion of the following:
PSYC 961: Biological Foundations of Psychopathology

E. Individual and Cultural Diversity
Completion of: (PWC category III)
EPSY 875: Understanding Cultural/Individual Differences in Professional Psychology, or other approved course offered in PSYC

F. History and Ethics
Completion of the following:
1) PSYC 810: History and Ethics in Psychology (DSK category 1 and PWC II)
AND
3) Attendance at least one ethics workshop.

Requirements for Clinical Science

A. Psychopathology
Completion of:
PSYC 960: Advanced Psychopathology

B. Assessment (DSK category 4 and PWC category VI)
Completion of:
PSYC 850: Assessment I: Foundations of Psychological Assessment
PSYC 855: Assessment II: Integrative Psychological Assessment

C. Psychotherapy (PWC category VII)
Completion of:
PSYC 946: Theories and Methods of Psychotherapy

D. Supervision and Consultation (PWC category VIII & IX)
Completion of:
PSYC 950: Supervision and Consultation: Theory and Research

E. Clinical Practicum Requirements

The program requires at least 475 clinical contact hours. The primary training site for students is the KU Psychological Clinic. General students must complete at least 275 hours in the clinic, while the remaining 200+ hours can be completed in the clinic or in another approved community or university setting. Health students must complete 125 hours in the clinic and at least 150 hours in a KUMC practicum. For the remaining hours, health students are required to enroll in health-related advanced practicum experiences (200+ hours).

The practicum requirement of 475 hours needs to be fulfilled by completion of at least five (semester based) courses: (PWC categories VI &VII)

PSYC 964: Clinical Practicum I -- One fall semester of supervised practicum experience within the KU Psychological Clinic.

PSYC 965: Clinical Practicum II -- One spring semester of supervised practicum experience within the KU Psychological Clinic.
PSYC 966: Clinical Practicum III -- One summer semester of supervised practicum experience within the KU Psychological Clinic.
AND
PSYC 969: Clinical Practicum IV -- One fall semester of advanced supervised practicum within the KU Psychological Clinic
OR
PSYC 835: Clinical Practicum IV: Health -- One fall semester of advanced supervised clinical health practicum at the KU Medical Center.
AND
PSYC 970: Clinical Practicum V -- one spring semester of advanced supervised practicum experience within the KU Psychological Clinic
OR
PSYC 836: Clinical Practicum V: Health-- one spring semester of advanced supervised clinical health practicum at the KU Medical Center.
AND
PSYC 977 (general) or PSYC 842 (health) Specialized Practicum courses (to complete the remaining hours required)

F. Professional Issues and Ethics

The Clinical Program maintains an active proseminar series aimed at exposing students and faculty alike to historical, current, and emerging professional issues in clinical and clinical health psychology (PSYC 898). This proseminar series consists of a variety of presentations and activities including such things as faculty colloquia, visiting speakers, student research presentations, etc. Such activities are planned to occur, on average, approximately once every two weeks during the academic year.

Students are expected to present their first-year research projects during the Fall semester of their second year.

Students e*nroll in one hour* of PSYC 898: Professional Issues in Clinical and Health Psychology *in each of 6 different semesters* and are expected to attend a minimum of 75% of scheduled proseminar activities in *each* of those semesters. Beyond these requirements, students are encouraged to attend as many proseminar activities as possible.

Ethical Principles
Our program is bound by the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct. In addition, we are bound by other ethical and professional principles promulgated by APA. Any breach of any part of these principles is grounds for dismissal from the program without further qualification. All students are expected to read the ethical principles when they enter the program. The ethical principles can be found on the APA website (http://www.apa.org/ethics/code/index.aspx).

In our APA-accredited program, we are committed to a training process that ensures graduate students develop the knowledge, skills, and professional competencies to work effectively with members of the public who have varying demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and

supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients. For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time, training, and faculty support. Ultimately, however, to complete our program successfully, all graduate students must be able to work with any client/patient placed in their care in a beneficial and non-injurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, graduate students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values and may not discriminate against clients/patients based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law or University policy.

G. Electives

In consultation with their advising committee, students are required to take a minimum of 6 credit hours of elective credits.

H. Research Requirements

The research minimum requirements fall into four categories: (1) coursework, (2) the Master's thesis (6 hours), (3) the dissertation (12 hours) (PWC I and DSK 4), and (4) dissemination of research.

Special Research Notes

a) Any thesis or dissertation document must be distributed to committee members **no later than 2 weeks** before the scheduled meeting. However, individual faculty members may require a longer period of time and thus it is the responsibility of the student to check with each committee member on the lead time required. Students may request a shorter lead time of their committee but should not assume this request will automatically be granted.

b) Students may use slides in their thesis and dissertation presentations but are encouraged to limit the number to a **maximum of 10 slides**.

c) When students begin contemplating a thesis or dissertation defense they must contact the **Graduate Academic Advisor** for official scheduling.

Research Coursework

Students must complete:
PSYC 968: Research Methods in Clinical Psychology or equivalent approved course

First-Year Project

All students must complete a first-year research project. Although students may gather data to partially fulfill this requirement, it is more usually the case that they will work with an existing data set typically provided by their advisor. Students are expected to present their project in the fall semester of their second year and do so through their enrollment in *PSYC 898: Professional Issues in Clinical and Health Psychology*.

Master's Thesis

All students are required to complete an empirical master's thesis and to defend it in an oral defense. The final document can be written in a form suitable for journal submission. The thesis is expected to be completed by the end of the second year, and unless the faculty judge that there is a compelling reason, cannot be completed after the end of the student's fourth year in the program.

Students must establish a 3-member thesis committee composed of their advisor and two additional faculty committee members. A majority of the committee (2 of 3) must be faculty from the Department of Psychology. With approval, one committee member may be from a department outside psychology

Thesis Proposal
The thesis advisor assists the student in preparing a thesis proposal and in selecting the other two faculty members comprising the Master's Thesis Committee. Once the thesis advisor judges the thesis proposal to be sufficiently developed, the student schedules a meeting of the thesis committee to review the proposal and to ensure that it is acceptable to the committee members. Only after the thesis proposal has met with the committee's approval can the student proceed to conduct the thesis research.

It is recommended that thesis proposal meetings be scheduled no later than October 31st of the student's second year in the program.

The "Thesis Rule"
Given that our program encourages students to begin the thesis process in the first year of the program, they generally are expected to complete the thesis no later than **October 1** of the third year. The "thesis rule" states that students who have not completed the oral final defense of the master's thesis by **October 1** of their third year in the program may only enroll in thesis-related or specifically required practicum coursework in subsequent semesters until such time as the thesis has been successfully defended. The intent of the rule is to encourage students to make steady progress toward completion of the thesis. If the thesis has not been defended by **October 1**, students must petition for an extension of the program's "Thesis Rule" if they wish to enroll in non-thesis related coursework in the subsequent spring and summer sessions.

Successful petitions for extension of the "thesis rule" typically involve extenuating circumstances related to equipment needs or procuring research participants. The progress of students both receiving and not receiving thesis rule extensions for the third year of the program is reviewed when the deadline arrives for completion (most typically by August of Year 4). Students whose petition requests for the third year are granted must petition again if the thesis has not been defended by the beginning (approximately August 15) of their fourth year in the program if they wish to continue enrolling in non-thesis supporting hours. Students should consider, however, that thesis rule extensions for the fourth year in the program are unlikely to be granted. Failure to complete and defend the thesis by the beginning of the student's fifth year in the program is considered grounds for dismissal from the program.

The Thesis Defense
Once the thesis project is completed, it is defended in a Thesis Defense Oral Exam. The three members of the oral exam committee are the members of the thesis committee. Should the student not pass the oral defense, the exam committee may require a new thesis project, may require the student to make specified improvements in the thesis write-up before being allowed to sit for a second (and final) thesis defense, or may recommend that the student be evaluated for dismissal from the program. Once the thesis has been successfully defended, the student is awarded the M.A. degree.

Dissertation

The dissertation is expected to be a substantial empirical project that is not only feasible but should strive to make a contribution to the literature. In undertaking this project, students work closely with their dissertation chairperson who provides constructive feedback as the student prepares the formal dissertation proposal document and orally defends the dissertation.

The dissertation process formally begins with the Comprehensive Oral Exam/Dissertation Proposal (see details below).

Composition of the Dissertation Committee

Dissertation committees must be comprised of a minimum of 4 members. The Dissertation Committee chairperson must specifically be authorized to chair dissertations. Additionally, at least two members of the dissertation committee must be from the Clinical Program graduate faculty, and 3 members must be from the regular department faculty. At least one member must be KU-Lawrence faculty from outside the department who serve as a Graduate Studies Representative (GSR).

When a Clinical Program doctoral student's potential dissertation chairperson is from a department other than Psychology or does not have at least a 50% appointment within the Department of Psychology, the potential chair must be specifically approved by the clinical program and the student must have a co-chairperson from within the clinical program research faculty. In those instances where a clinical program co-chairperson is required, the clinical program co-chairperson will be the chairperson of record (i.e., the person who signs all required forms certifying the exam outcome). Please note that students seeking program approval for a dissertation chairperson who is not a psychology department faculty member should contact the Program Director.

Comprehensive Oral Exam/Dissertation Proposal

An Oral Comprehensive Exam is required. The exam generally covers the proposed dissertation project(s), as well as any area of the major field that the program/committee wishes to hold the student responsible. Committees include a minimum of 4 members, including the chair. Students should contact the Graduate Program Coordinator to initiate the scheduling process and to complete pre-approval paperwork. In addition, students should review to the College Office of Graduate Affairs (COGA) Oral Exams policy for additional up-to-date information: https://coga.ku.edu/oral-exams-defenses

Beyond the policy outlined above, the Clinical Program Policy is that, should the student not pass the Comprehensive Oral Exam, the exam committee may fail the student and require a totally new dissertation project. The committee may require the student to make specified improvements in the dissertation proposal before being allowed to sit for a second (and final) Comprehensive Oral exam, or it may recommend to the program that the student be dismissed from the program. If a student fails the initial Comprehensive Oral Exam but is not recommended for dismissal from the program, they may schedule another (and final) Comprehensive Oral Exam date no sooner than 60 days following the original exam date. Failure to pass a second comprehensive Oral Exam results in dismissal from the program, that is, the program will not support a petition to attempt the exam a third time.

Advancing to Doctoral Candidacy

The Clinical Program at the University of Kansas enrolls students with the intent that they complete the Ph.D. However, students do not officially become doctoral candidates until they advance to doctoral candidacy. Once a student passes the Comprehensive Oral Exam, they advance to doctoral candidacy. Students may enroll in dissertation credits during the semester they anticipate completing the Comprehensive Oral Exam requirement.

Final Oral Exam

Students typically continue with the same faculty members who formed the oral exam committee. This committee is responsible for evaluating the student's write-up and oral defense of the dissertation during a required two-hour Final Oral Exam (i.e., the dissertation defense).

Final dissertation defense deadline: Please note that the program strongly recommends that students complete their dissertation before leaving for internship. Students are required to have their final dissertation defense scheduled with the Psychology Department Graduate Program Coordinator prior to the last day of spring break during their internship year. If the student cannot meet this deadline, the student may apply for an extension of the deadline until the last day of finals during spring semester of their internship year.

Important: Please note that not meeting this deadline will result in evaluation by the faculty for continuation in the program and will result in "ABD" status because **students will not be allowed to hold a final dissertation defense during internship year between the last day of finals in May until classes resume in August of the fall semester**. In this event, the student will be unable to graduate by a summer deadline (student will remain eligible to graduate in December).

The 18-hour Rule

The "18-hour rule" is a graduate school requirement relating to post-comprehensive (oral) exam enrollment. Students should review this policy carefully at: https://ogs.ku.edu/post-comprehensive-enrollment

Additional Dissertation Considerations

- Students should be thinking about dissertation topics soon after they enter the program.
- Students are strongly encouraged to complete their task on their dissertation topic. Doing so will facilitate the completion of the dissertation literature review.
- Students are also strongly encouraged to submit the project IRB before proposing their dissertation. Students cannot collect and/or work with data until they receive IRB approval. Final project approval can be delayed by virtue of the IRB meeting schedule and required revisions. If the dissertation proposal meeting requires changes to the project, submitting an IRB modification can usually be quickly acted upon.
- Students should strive to complete the dissertation before they leave for internship. Doing so is likely to confer emotional and financial benefits.
- The program does not prohibit working with an existing data set (i.e., students are not required to collect their own data for a thesis or dissertation). Use of an existing data set can facilitate the timely completion of the dissertation.

Research Dissemination

At least once during their time in the program, students must disseminate the results of their research. Dissemination can be in the form of a presentation (e.g., at a poster session) or via a peer-reviewed publication. The KU Clinical Psychological Science Research Award provides a monetary award for a first-authored publication in a peer-reviewed journal while in residence at KU. See program award information distributed annually for nomination details.

K. Comprehensive Exam: The Task Requirement

In lieu of traditional written comprehensive exams, each student in the Clinical Program must propose and demonstrate competency in one task or project. Tasks are intended to be substantial work products that demonstrate both independence and competence. Ideally, the task should be completed in the student's third year, following completion of the MA thesis. The task must be completed before the student's Comprehensive Oral Exam can be scheduled. Students typically undertake a literature review to fulfill this requirement.

Students must submit a "Task Appropriateness form" Students are encouraged to work closely with their advisors in generating a task idea and in developing their task appropriateness proposal. Once the proposal is approved, no further input or review is permitted in writing, or reading, the task by anyone. Task manuscripts should be written in APA style.

I. Internship

Students are required to complete an American Psychological Association (APA) approved pre-doctoral clinical psychology internship. Students should enroll in PSYC 974 for 1 credit hour in each for three consecutive semesters, including one summer. Note that the KU Financial Aid Office regards one hour of internship enrollment (PSYC 974) to be full-time enrollment for loan repayment deferral purposes. Note that students who do not have Kansas resident tuition classification are billed for out-of-state resident tuition rates during their internship year. Students are encouraged to plan ahead for this tuition expense during the internship year.

In order to apply for internships, students must pass their Oral Comprehensive Exam (dissertation proposal defense) by **September 15** of the year they intend to apply. This means that the students will have completed all program requirements, save their final dissertation defense and internship, prior to applying for internship.

So that you can begin the exam scheduling process and talk about post-comps policies, students are strongly encouraged to meet with the department's Graduate Academic Advisor approximately two months prior to the intended exam date. Students planning to have their oral exam by the September 15 deadline **must** meet with the Graduate Advisor no later than August 1.

If a student is unable to schedule his or her comprehensive oral exam by September 15 because of scheduling difficulties associated with getting all members of the dissertation committee together, an exception **may** be possible. Except in extremely rare circumstances, such schedule-induced delays should never extend beyond one week past September 15. Delays that are due to the student's failure to have the dissertation proposal ready in time to defend are not eligible for exception.

Students who intend to apply for internship should notify the Clinical Program Director no later than the end of September of that year. At that point the Director will distribute the Evaluation of Internship Candidate Competence and Readiness form (in Appendix) to all faculty. Student

must be rated as competent in each area represented on this form before the faculty will vote to approve the student to apply. Students **may not apply or register** with APPIC before receiving confirmation from the Program Director that they have been approved.

The Clinic Director coordinates internship matters to help students prepare for the internship application process. In yearly workshops, every aspect of applying for internships is covered, including role-plays of potential interview situations that students might encounter. Students also are counseled individually about their particular needs regarding internships. Additionally, current or former interns often conduct a workshop for aspiring interns to give their first-hand impressions about the application, recruitment, and selection process, as well as what it is like to be on internship (e.g., the hours, types of assignments, etc.).

Although it is not a program rule, the faculty strongly believes that students are best served by completing the dissertation, including the final oral defense, prior to beginning the internship. Taking this approach enables students to concentrate on maximizing the internship experience and makes it unlikely that students will fail to complete their degree in a timely manner. If students have not completed their dissertation by the time they start their internship they are required to be enrolled in at least one dissertation credit until they have successfully defended the dissertation, including the semester in which they defend. Students are not required to enroll in the summer as long as it is not the semester in which they defend.

Because students on internship will no longer be employed (e.g., as a GTA or AI) by the state of Kansas, the credits are billed at out-of-state rates (unless the student is a resident). **Not completing the dissertation before internship thus increases enrollment and doubles out-of-state tuition fees.**

Further, as noted above, students are **not permitted to schedule** their dissertation defenses during the summer at the end of their internship year (i.e., between the last day of finals in May until classes resume in August of the fall semester).

J. Responsible Scholarship Requirement

Satisfying this requirement includes completing:
PSYC 968: Research Methods in Clinical Psychology
AND
PSYC 810: History and Ethics in Psychology
AND completing
An online tutorial for IRB (institutional Review Board)
An online tutorial for HIPAA data (completed annually for the KU Psychological Clinic practicum)

A SAMPLE SEQUENCE OF PROGRAM REQUIREMENTS

The following represents **one example** of a set of courses reflecting the previous description. It is just one example of a sequence.

1st YEAR	**Credits**
Fall Semester	
•PSYC 790: Statistical Methods in Psychology I	4
•PSYC 850: Assessment I: Foundations of Psych. Assessment	3
•PSYC 898: Professional Issues in Clinical & Health Psychology	1
•PSYC 960: Advanced Psychopathology	3

•PSYC 968: Research Methods in Clinical Psychology	3

Spring Semester

•PSYC 791: Statistical Methods in Psychology I	3-4
(Or an alternative to satisfy the quant analysis requirement.)	
•PSYC 855: Assessment II: Integrative Psych Assessment	3
PSYC 961: Biological Foundations of Psychopathology	3
•PSYC 898: Professional Issues in Clinical & Health Psychology	1
•PSYC 946: Theories and Methods of Psychotherapy	3

Summer Semester

•PSYC 899: Thesis	0-1
•Elective (PSYC 977-Prep for beginning practicum)	0-1

2nd YEAR	**Credits**

Fall Semester

•PSYC 898: Professional Issues in Clinical & Health Psychology	1
•PSYC 964: Clinical Practicum I	3
•PSYC 899: Thesis	2-3
• PSYC 925: Seminar in Cognitive, Affective and Social Bases of Psychology	3
•Psychology General Core Requirement and/or Clinical Course Requirement, and/or Electives	3-6

Spring Semester

•PSYC 810: History and Ethics in Psychology	3
•EPSY 875: Cross Cultural Counseling	3
•PSYC 898: Professional Issues in Clinical & Health Psychology	1
•PSYC 965: Clinical Practicum II	3
•PSYC 899: Thesis	2-3
•Psychology General Core Requirement and/or Clinical Course Requirement, and/or Electives	3-6

Summer Semester

•PSYC 966: Clinical Practicum III	3
•PSYC 899: Thesis	0-2

3rd YEAR	**Credits**

Fall Semester

•PSYC 969: (or PSYC 835) Clinical (Health) Practicum IV	3
•PSYC 898: Professional Issues in Clinical & Health Psychology	1
•Psychology General Core Requirement and/or Clinical Course Requirement, and/or Electives	3-6

Spring Semester

•PSYC 898: Professional Issues in Clinical & Health Psychology	1
•PSYC 950: Supervision & Consultation: Theory & Research	1
•PSYC 970: (or PSYC 836) Clinical (Health) Practicum V	3
•PSYC 999: Dissertation	3-6
•Psychology General Core Requirement and/or Clinical Course Requirement, and/or Electives	3-6

Summer Semester
•PSYC 999: Dissertation 3
PSYC 977 or 82 Advanced Practicum 1-3

4th YEAR	**Credits**
Fall Semester	
•PSYC 999: Dissertation	3-6
•PSYC 977 OR 842 Advanced Practicum OR 848 Clinical Health Practicum	1-3
•Psychology General Core Requirement and/or Clinical Course Requirement, and/or Electives	3-6
Spring Semester	
•PSYC 999: Dissertation	3-6
•PSYC 977 OR 842 Advanced Practicum OR 848 Clinical Health Practicum	1-3
•Psychology General Core Requirement and/or Clinical Course Requirement, and/or Electives	3-6
Summer Semester	
•PSYC 999: Dissertation	0-3

5th YEAR	**Credits**
*Fall, Spring, & Summer Semesters	
•PSYC 974: Internship (one credit hour per semester)	3

*Plus one dissertation credit per semester if the dissertation is not complete

TEACHING AND GTA ASSIGNMENTS

Students are expected to obtain teaching experience in their time at KU and should develop a plan with their advisors to obtain this experience. Most students will serve as a Graduate Teaching Assistant (GTA) during their time in the program.

GTAs are assigned to a faculty member and specific class, and duties and responsibilities are determined by the faculty member. GTA assignments are considered half-time jobs and are thus funded for 20 hours a week. GTAs should expect to work 20 hours a week, and while efforts will be made to minimize conflicts between student class schedules and classes to which they are assigned, ultimately students must be available during those classes.

Application processes for GTAs are distributed in the Spring semester and students are expected to complete the needed steps by the posted deadline. If a student misses this deadline, they may not receive a GTA assignment. Note that these messages are generally communicated via KU email and/or Team's channels.

Students may also serve as an Assistant Instructor (AI). AIs independently teaching their own class with faculty supervision. Students wishing to serve an AI must have completed their Master's degree by the start of the semester in which they will teach. Students must also enroll in PSYC 981 - Teaching Psychology. A minimum of one credit of this course must be taken during the two semesters of the first year of their appointment as an AI or in a year prior.

ADVISING AND EVALUATION

Our goal is for each student to succeed in obtaining the Ph.D. degree. Students are evaluated and must meet performance standards, of course, but we want our students to be successful and try

to help in whatever way is best suited to the individual student's needs. This supportive stance does not preclude dismissing students from the program if their performance warrants it.

Advisor

Our model is a mentor system in which each student is matched to an advisor upon admission to the program. Students should expect to meet with their advisor on a regular basis. We attempt to match students to advisors, but sometimes interests change and, by mutual agreement, students may change major advisors. Please contact the Graduate Program Coordinator and the Director of Clinical Training to discuss any change in advising as noted in the "changing advisors" procedures below.

Advisory Committee

All students must form an advising committee by February 15 of their first year in the program. This committee consists of two or three members of the clinical faculty or contributing faculty (at least one member must be a clinical program faculty member) and is commonly, but not always, chaired by the student's thesis advisor. Advising committee members are typically selected from among those faculty who are most closely associated with the student's academic, research, and professional interests. The advising committee must meet at least yearly with the student for both advising and ongoing evaluation. Meetings are not limited to once a year; students may meet with their advising committee as many times a year as warranted.

Changing Advisors

In consultation with their advising committee chair, students may change any members of the committee, including their chair/faculty advisor, when appropriate. A change in faculty advisor will be contingent upon the identification and willingness of an appropriate new advisor. To make changes regarding their faculty advisor, students should contact the DCT and/or the Department Director of Graduate Studies and complete a Faculty Advisor Change form. In order to be in good standing, a graduate student should have an advisor at all times so they can keep progressing toward graduation. If needed, a temporary advisor may be assigned until a permanent new advisor is in place. Note that according to Psychology Department policy, if a student does not have a permanent new mentor in place after a semester, they will be placed on probation. After a year without a permanent mentor, a student may be dismissed.

Student Evaluations

During the latter half of each spring semester, the clinical program faculty meet to evaluate all students who have not yet applied for and been accepted for internship. In preparation, the Program Director sends a memo to students and faculty alerting them to the upcoming evaluations and instructing students to begin preparing by meeting with their advising committees. Students then meet with their advising committee and submit an updated current curriculum vita, a current record of courses taken and grades obtained (i.e., unofficial transcript or degree progress form), an updated GAPS form (a form for recording one's academic progress through required courses and electives and includes student progress on research and practicum goals). Students may attend the program meeting in which their performance is evaluated by the program faculty, but they are not required to do so. In this meeting they are represented by their advising committee. Following the program evaluation meeting, the student receives feedback from the meeting via a completed Annual Evaluation Form. A copy of the completed form is placed in the student's file. (Evaluation forms are in Appendix A).

A summary of some of the key issues in evaluations may help to give you an overall sense of what we expect from our students. The evaluations take into account students' grades, research progress, clinical performance, response to supervision, ethical and professional and peer

relations, and general progress through the program. Although there are no absolute markers for evaluation feedback, and the faculty members consider many aspects of the student's performance in providing feedback, the student generally is expected to (1) maintain mostly A grades and relatively few B grades; (2) have few or no incompletes; (3) make timely progress and achievement on the master's thesis and dissertation; (4) demonstrate satisfactory clinical skills and judgment in working with clients (including issues related to ethical and diversity matters); (5) maintain appropriate interpersonal relationships; (6) abide by the current APA code of ethics; and (7) maintain close contact with the advisory committee, the research mentor, and the faculty more generally so that a thorough sense of progress, openness to feedback, and personal demeanor may be accurately assessed.

Internship Evaluations

Students receive formal feedback while on internship. Internship directors and supervisors deliver quarterly or semi-annual feedback about the student's progress. Although our students routinely are evaluated positively, there may be rare instances where the student's internship performance raises serious concerns about deficiencies in skill or professional conduct. On such occasions, the clinical program meets to review input from all parties involved, with the goal of developing an appropriate course of action.

Special Student Evaluations

Any time sufficient concerns are raised about a student's performance, special Clinical Program meetings may be scheduled, sometimes with the student attending, to discuss the student's status in the program and possible remediation. In the past, remediation plans have included, first-and-foremost, intensified and/or additional advising relationships and specific skill remediation experiences. We strive for remediation plans to support students through a tailored, individualized approach.

If the concerns arising from any student evaluation are such that the faculty does not regard remediation as adequate or appropriate, the student is notified of their termination from the program, both in person (if possible) and via a formal letter from the Program Director. Through that letter, the student is also informed that she or he can request a reconsideration of the termination decision. In such an appeal meeting, the student may attend, may bring supporting written information, and may speak as to why the decision should be reversed. If the Clinical faculty does not support the appeal, the student is so notified (by letter and in person, if possible), and is given information about the next level of appeal (if appropriate).

GRADUATION

Students who will finish the dissertation **and** internship by the summer graduation deadline (usually late July) should file for summer graduation. The summer degree date is generally August 1. Students on internship who are on track for graduation are able to "walk" and participate in the hooding during internship prior to filing for summer graduation.

Students who do not complete internship prior to the summer graduation deadline will graduate at the end of the Fall Semester (i.e., December 31). Employers will typically accept a letter from the Director of Clinical Training stating that, once the internship has been completed (and the final copy of the dissertation has been submitted), the student will have (or has) completed all degree requirements. In effect, the official graduation date is a formality. This is not a problem that is unique to our program, so most potential employers have encountered it before.

LEAVE OF ABSENCE

On occasion it is necessary for a student to take some time off from the direct pursuit of the KU degree. When this happens, it is important that the student take a "leave of absence" rather than simply "dropping out." For example, a person who is on leave does not have to reapply for admission into the program in order to resume their degree pursuit.

LOA petition forms can be obtained from the Graduate Program Coordinator. The Graduate Program Director, the advisor and the Director of Clinical Training must be advised of the process. Program faculty are involved in the process if indicated.

POLICY ON PUBLIC PROFESSIONALISM AND ELECTRONIC MEDIA

As communication channels proliferate, the lines between public and private information blur. Personal websites, blogs, email signature lines, cell phone messages, social media, etc. (and even Newspaper and Television interviews), afford numerous avenues for personal expression and increasingly call for discretion and good judgment in how they are used. **As a doctoral student, you represent both the University of Kansas and the KU Clinical Training Program.**

Consider that:
· Internship programs may conduct web searches on applicants' names.
· Prospective clients may conduct web-based searches on potential therapist names.
· Clients often approach therapists via networking sites and email.
· Employers conduct on-line searches prior to interviews and job offers.
· Legal authorities review personal websites for evidence of illegal activities.

When program members reveal information about themselves or the program in various media outlets, this information becomes part of their program- and profession-related behavior and may be used in student evaluations. In particular, information relating to unethical or unprofessional behavior (e.g., disclosing confidential client or research information), will factor into program decisions regarding student probation, remediation, or termination.

Students are encouraged to carefully review and monitor their use of all electronic media. Particular attention should be addressed to what they reveal about themselves in these forums, and whether there is personal information they would not want program faculty, clients or future employers to view. What happens on the Web stays on the Web forever. A good rule of thumb is that if you do not want to see it in the headlines of a newspaper, don't post it.

RECORD RETENTION POLICY

Current student records are digitally stored with the Graduate Program Coordinator and the Director of Clinical Training. Archived paper records (if applicable to year of creation) are stored in 310A Fraser Hall.

STUDENT APPEAL AND GRIEVANCE RIGHTS AND PROCEDURES

Whenever the Program makes decisions regarding a student's progress, the student is encouraged to talk with the Director of Clinical Training and the student's advisory committee. Students have the right to appeal any adverse decisions and to ask the Clinical faculty to reconsider. The student is informed that they can attend the appeal meeting and present their material orally, in writing, or both. If a student's appeal is not upheld at this stage, the student is informed in person (if possible) and via letter/digital email of the decision and the reasons for it. Such students also are informed of their next level of appeal. This usually involves contacting

the University Ombuds Office, although the student may choose to immediately move to a higher appeal level.

If the Ombuds Office is recruited by the student, the Ombuds Office reviews the case and speaks with those who may be involved. The role of the Ombuds is to find solutions that are agreeable to both the student and the Program. If no compromise can be reached, the student is informed by the Director of Clinical Training that an appeal may be made to the Psychology Department Chairperson. The specific procedure for that appeal can be obtained from the Director of Clinical Training or the Psychology Department Chairperson. Descriptions of these procedures, in the form of this program description, are given to all graduate students when they first enter the program. Basically, the Psychology Department Chair establishes a special committee formed of uninvolved Psychology Department faculty. If the decision of this Committee is adverse to the student, the Psychology Chairperson apprises the student of the reasons for the decision and the subsequent appeals procedures that may be available. (A full exposition of students' rights and responsibilities is contained in each semester's university timetable of classes.)

To summarize, the steps available to students who appeal academic decisions made about them are:

(1) If the Clinical Psychology faculty makes a decision about a student, that student is apprised of the decision and any available appeal process in both written form and in person by the Director of Clinical Training.

(2) The student can present an appeal in person, via a written document, or both, to a full meeting of the Clinical Psychology Faculty members. The student can attend that meeting.

(3) If the student's appeal at the Clinical Program level is not upheld, the student is informed of the reasons (in writing and in person) and of the next step in the appeal process -- mediation by the University Ombuds Office. The student may bypass this step and go directly to step #4.

(4) If mediation is unsuccessful or is not pursued, the student may appeal to the Psychology Department Chairperson who appoints an appeals committee comprised of uninvolved faculty from other programs in the Department.

(5) The Psychology Department Appeals Committee conveys its written decision to the student. If the decision is adverse, the student is informed of appeal steps available at the University level.

In the instance of other grievances brought by students, the steps outlined in the Department of Psychology Grievance Procedure would be taken. If students are dissatisfied with the outcome of this process, or wish to move immediately to a higher level, they may file a grievance with the College of Liberal Arts and Sciences. Psychology and CLAS Grievance procedures are contained in the Appendix.

STUDENT SUPPORT SERVICES

The first line of students' support comes from their advisors, course instructors, and Clinical Program Director(s). At the Program level, there is a fund that can provide modest amounts of financial support to help students defray professional and travel expenses.

For students who might seek mental health services, they may contact

Counseling and Psychological Services (CAPS; http://www.caps.ku.edu/) at Watkins Health Center--864-2277 (students must have paid the student health fee and be enrolled). In addition, the Clinic Director is a source of information and referrals for other options available.

The KU Endowment Association also will supply short-term, no-interest loans to students.

For students with disabilities, the Student Access Center assists students with disabilities by facilitating accommodations that remove barriers to their academic success.

There are a variety of additional Support services available to students on campus. Additional information is available online: Resources for Students | University Academic Support Centers (ku.edu)

FINANCIAL AID

Various types of financial assistance are available to students in the Clinical Psychology Program. These include University Fellowships administered through the Graduate School, teaching assistantships funded through the Department of Psychology, and research assistantships. Although the Clinical Program has been able to offer financial assistance to all of its entering students and nearly all of its continuing graduate students in recent years, we cannot guarantee this in the future. However, it is expected that a reasonable supply of paid, part-time positions of a psychological nature in various programs of the University and surrounding areas will be available for advanced students, along with research assistantships on faculty grants. Students are encouraged to explore other sources of financial aid for their graduate education as well.

LICENSURE

The Clinical Psychology Program meets the educational requirements for licensure in the state of Kansas. If you plan to obtain a license or certification in a state other than Kansas or a US territory after completion of your program, it is highly recommended that you seek guidance from the appropriate licensing agency to ensure that you can obtain a license in your home state or home territory. The website https://nc-sara.org/professional-licensure-directory provides resources for licensure and certification boards outside of Kansas. Relocation to another state during the program is generally not allowed and relocation may impact a student's ability to obtain licensure in their new state. You are required to discuss with your advisor and the DCT prior to making any decision to relocate to determine your options.

Over the last 10 years, over 90% of our graduates have become licensed, and 100% of graduates who sought licensure were granted it. Our graduates are licensed in most states in the country, and we also have students licensed in various locations outside of the U.S.

Appendix A
Evaluation Forms

ANNUAL ADVISING SUMMARY FORM

KU Clinical Psychology Program

Student: _____ **Track:** *Gen* *Hlth* **Yr in Prog:** ____ **Date:** _____

Advisory Committee Members Present:

_____

1. PROGRAM REQUIREMENTS (in #7 provide comments for any problems noted)

	Completed?			
I. Quantitative Analysis of Behavior	☐ Yes	☐ No (Progress Satisfactory)	☐ No (Problems Noted)	
II. Basic Psychological Science Coursework	☐ Yes	☐ No (Progress Satisfactory)	☐ No (Problems Noted)	
III. Clinical Psychological Science Coursework	☐ Yes	☐ No (Progress Satisfactory)	☐ No (Problems Noted)	
IV. Clinical Practicum				
Psych Clinic Requirements Completed?	☐ Yes	☐ No (Progress Satisfactory)	☐ No (Problems Noted)	
Health Clinic Requirements Completed?	☐ NA	☐ Yes	☐ No (Progress Satisfactory)	☐ No (Problems Noted)
Minimum of 475 Contact Hours Completed?	☐ Yes	☐ No (Progress Satisfactory)	☐ No (Problems Noted)	
V. Clinical Research				
First Year Project Completed?	☐ Yes	☐ No (Progress Satisfactory)	☐ No (Problems Noted)	
Thesis Completed?	☐ NA	☐ Yes	☐ No (Progress Satisfactory)	☐ No (Problems Noted)
Dissertation Completed?	☐ NA	☐ Yes	☐ No (Progress Satisfactory)	☐ No (Problems Noted)
Research Disseminated?	☐ Yes	☐ No (Progress Satisfactory)	☐ No (Problems Noted)	
VI. Comprehensive Examinations				
Task Completed?	☐ NA	☐ Yes	☐ No (Progress Satisfactory)	☐ No (Problems Noted)
Oral Comps Completed?	☐ NA	☐ Yes	☐ No (Progress Satisfactory)	☐ No (Problems Noted)
VII. Teaching Requirement Completed?	☐ NA	☐ Yes	☐ No (Progress Satisfactory)	☐ No (Problems Noted)
VIII. Electives	☐ NA	☐ Yes	☐ No (Progress Satisfactory)	☐ No (Problems Noted)
IX. Health Requirements	☐ NA	☐ Yes	☐ No (Progress Satisfactory)	☐ No (Problems Noted)

2. PRACTICUM PLAN FOR NEXT YEAR? (Note - Advising Committee Permission needed for practicum beyond requirements)

Permission required? ☐ Yes ☐ No
Permission granted? ☐ Yes ☐ No

3. COMMUNICATION, INTERPERSONAL SKILLS, & SELF-PRESENTATION
☐ Progress Satisfactory ☐ Problems Noted

4. RELATIONSHIPS (Peers, faculty, staff):
☐ Progress Satisfactory ☐ Problems Noted

5. TIME MANAGEMENT (progress through program):
☐ Progress Satisfactory ☐ Problems Noted

6. PROFESSIONAL DEVELOPMENT, VALUES AND ATTITUDES
☐ Progress Satisfactory ☐ Problems Noted

7. PROBLEMS NOTED (Use additional pages if necessary)

☐ List of Publications/Presentations provided by Student
☐ Updated GAPS Form Provided by Student
☐ Updated Review of Student Progress and Preparation
☐ Updated Practicum Activities Record Provided by Student
☐ Updated Progress to Degree form provided by Student
☐ Updated Curriculum Vitae Provided by Student

Advisor: _____
Print Name Signature Date

Student: _____
Print Name Signature Date

Evaluation of Internship Candidate Competence and Readiness

Student Name: _____ Faculty Rater: _____

Date: _____

The above named student has indicated his/her intention to apply for internship. Please use the following scale to rate this internship candidate on the listed training objectives:

NB = No Basis; 1 = deficient; 2 = marginal; 3 = competent

A. Fundamental understanding and knowledge base regarding the *broad field of psychology*.

____ 1. Demonstrates entry-level competence and knowledge base regarding *Biological Aspects of Behavior*.

____ 2. Demonstrates entry-level competence and knowledge base regarding *Cognitive Aspects of Behavior*.

____ 3. Demonstrates entry-level competence and knowledge base regarding *Affective Aspects of Behavior*.

____ 4. Demonstrates entry-level competence and knowledge base regarding *Social Aspects of Behavior*.

_____ 5. Demonstrates entry-level competence and knowledge base regarding *Developmental Aspects of Behavior*.

____ 6. Demonstrates entry-level competence and knowledge base regarding *History and Systems of Psychology*.

____ 7. Demonstrates entry-level competence and knowledge base regarding *Individual Differences in Behavior*.

____ 8. Demonstrates entry-level competence and *advanced integrative knowledge of Basic Discipline –Specific Content Areas* (e.g., in at least two areas – Biological, Cognitive, Social Affective or Developmental).

_____ 9. In sum, demonstrates a fundamental understanding and knowledge base regarding the *broad field of psychology*.

B. Fundamental Understanding of Research, Statistical Analyses, and Psychometrics

____ 1. Demonstrates entry-level competence and knowledge base regarding psychological measurement and psychometrics.

____ 2. Demonstrates entry-level competence and knowledge of data analytic concepts and procedures.

____ 3. Demonstrates entry-level competence and knowledge of major research designs and approaches

_____ 4. Demonstrates entry-level competence and knowledge of ethical considerations involved in research with human subjects.

C. Knowledge and Skills in Clinically Relevant Research

____ 1. Demonstrates entry-level competence and ability to write an integrated summary of clinically relevant literature and research.

____ 2. Demonstrates entry-level competence in the ability to generate and test clinically relevant research hypotheses.

____ 3. Demonstrates entry-level competence and knowledge regarding the role of human diversity in clinical research settings.

_____ 4. Overall, demonstrates the substantially independent ability to formulate and conduct research that is of sufficient quality and rigor to potentially to contribute to the clinical scientific knowledge base.

D. Ethical and Legal Standards

____ 1. Demonstrates knowledge of the APA ethical principles and laws relevant to psychology.

____ 2. Conducts self in an ethical manner in all professional activities.

____ 3. Demonstrates freedom from behavioral and/or personal problems that limit the ability to function effectively as a clinical psychologist.

E. Individual and Cultural Diversity

____ 1. Demonstrates an understanding of how his/her own personal/cultural history, attitudes, and biases may affect understanding, and interact with, people from different individual and cultural backgrounds.

____ 2. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities.

____ 3. Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles

____ 4. Demonstrates the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in professional work.

F. Professional Values and Attitudes

____ 1. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

____ 2. Engages in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness

____ 3. Actively seeks and demonstrates openness and responsiveness to feedback and supervision

____ 4. Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training

G. Communication and Interpersonal Skills

____ 1. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services

____ 2. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts

____ 3. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

H. Clinical Assessment

____ 1. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors,

____ 2. Demonstrates entry-level knowledge of the major facts and theories, and knowledge base of psychopathology.

____ 3. Demonstrates the ability to interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations

____ 4. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

____ 5. Selects and applies assessment methods that draw from the best available empirical literature and that reflects the science of measurement and psychometrics

____ 6. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.

____ 7. Demonstrates entry-level competence in the use of major tests of intelligence, achievement, and ability, and the major objective measures of personality

____ 8. Demonstrates entry-level competence in and knowledge of ethnic, cultural, linguistic and sexual diversity as they relate to psychological assessment

I. Clinical Intervention

____ 1. Establishes and maintain effective relationships with the recipients of psychological services.

____ 2. Develops evidence-based intervention plans specific to the service delivery goals.

____ 3. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. This includes knowledge of empirically supported therapeutic interventions.

____ 4. Demonstrate the ability to apply the relevant research literature to clinical decision making.

____ 5. Modifies and adapt evidence-based approaches effectively when a clear evidence-base is lacking.

____ 6. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.

____ 7. Demonstrates entry-level competence in case presentations.

J. Supervision

____ 1. Demonstrates knowledge of supervision models and practices.

____ 2. Demonstrates entry-level competence in supervision skills.

K. Consultation and interprofessional/interdisciplinary skills

____ 1. Demonstrate knowledge and respect for the roles and perspectives of other professions.

____ 2. Demonstrates entry-level competence in consultation and intervention with referral sources, agencies and social systems.

G. OVERALL of CLINICAL COMPETENCIES

____ 1. Demonstrates overall entry-level competence, knowledge base, and skills in the field of Clinical Psychology.

Overall, based on my familiarity with this student, I judge him / her to be:

_____ Ready for Internship

_____ Not Ready for Internship

<u>Comments/Remarks:</u>

Revised July 2018

Task Appropriateness Form

Student Name: Click here to enter

Date Submitted: Click here to enter

Advising Committee Members: Click here to enter all members

Name of Proposed Task: Click here to enter

Type of Task Demonstration: Check one

☐ **Area A: Clinical Demonstration--** A client intervention demonstrating a particular theoretical model and its application.

□**Area B: Review Paper Demonstration--** A review article about a topic directly relevant to clinical psychology.

□**Area C: Program Evaluation Demonstration--** Develop or expand a clinical or community program or service.

Task Guidelines: Check to indicate agreement

I have read the task requirements and guidelines in the Student Handbook:
Yes ☐ No☐

Summary of Proposed Task (use additional pages as needed – suggested two page single spaced limit):

enter text here

This proposed task (check one)
☐ is appropriate
☐ is not appropriate
☐ needs revision (provide comments below)

Approval/disapproval of the content of the task as being appropriate does not relate to the subsequent approval/disapproval of the quality of the finished task.

Task Review Committee Member: Date
Click here to enter name Click here to enter date

Comments for revision Click here to enter

University of Kansas Clinical Psychology Ph.D. Program
Request for Course Substitution Process

Students may need to request a substitution for a course from time to time the Clinical Science Ph.D. program at the University of Kansas.

The student must contact the Director of Clinical Training (DCT). The contact must be in the form of an email. The student must copy their advisor on the email to the DCT.

The DCT will ask the student to provide a electronic course catalogue description (including course number) and the rationale for requesting a substitution. The DCT will then circulate the request to at least two faculty members (may include clinical faculty who has taught course or similar courses and/or DCT or other).

Common rationales include: No course available during semester or year of need for student. New course is being taught that appears equivalent and of interest to student.

Course Substitution Form
To: DCT of KU Clinical Psychology Clinical Science Ph.D. Program

From: [Student Name]

RE: [Student Name] has presented information regarding course (s) and has requested course substitution(s) **[Number of credit hours].**

___ Course equivalency has been demonstrated and agreed upon by two faculty members and a course substitution is recommended for all courses listed

Director of Clinical Training or Associate Director of Clinical Training must sign:

Signature: _____Date: _____

cc: Faculty Advisor
cc: Doctoral Student
cc: Graduate Program Coordinator for Psychology department

Appendix B

THE UNIVERSITY OF KANSAS

http://www.policy.ku.edu
CATEGORY: Grievance and Appeals
POLICY STATUS: Active

POLICY TITLE: **Department of Psychology Grievance Procedure**

POLICY PURPOSE: To articulate the procedure for hearing grievances arising within the Department of Psychology

APPLIES TO: Faculty, staff, and students within the Department of Psychology

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POLICY STATEMENT:

Pursuant to Article XIV of the University Senate Code and Articles V and VI of the University Senate Rules and Regulations of the University of Kansas, Lawrence, the Department of Psychology establishes the following procedure to hear grievances arising within the Department. Appeal of a grievance heard at a subordinate unit level is to the Judicial Board, not to the College. This procedure shall not be used to hear disputes assigned to other hearing bodies under USRR Article VI, Section 4.

For disputes involving alleged academic misconduct, see the College of Liberal Arts and Sciences' policy on academic misconduct. For alleged violations of student rights, the initial hearing normally will be at the unit level. There is an option to hold an initial hearing at the Judicial Board level if both parties agree, or either party petitions the Judicial Board chair to have the hearing at the Judicial Board level and the petition is granted. The petition must state why a fair hearing cannot be obtained at the unit level; the opposing party has an opportunity to respond to the petition (USRR 6.4.3.1).

Except as provided in USRR 6.5.4, no person shall be disciplined for using the grievance procedure or assisting another in using the grievance procedure.

The Department of Psychology shall provide a copy of this procedure to anyone who requests it.

1. To start the grievance process, the complainant must submit a written grievance to the Chairperson of the Department of Psychology. The complaint shall contain a statement of the facts underlying the complaint and specify the provision(s) of the Faculty Code of Conduct, University Senate Code, the University Senate Rules and Regulations, the Code of Student Rights and Responsibilities, or other applicable rule, policy, regulation, or law allegedly violated. The complaint shall also indicate the witnesses or other evidence relied on by the complaining party, and copies of any documents relevant to the complaint shall be attached to the complaint.

2. At the time the complaint is submitted to the Department of Psychology, the complaining party shall provide a copy of the complaint, with accompanying documents, to the respondent(s).

3. Upon receipt of the complaint, the Department shall contact the respondent to verify that the respondent has received a copy of the complaint and to provide the respondent with a copy of these procedures.

4. Pursuant to University Senate Code 14.2.d, a respondent has the privilege of remaining silent and refusing to give evidence in response to a complaint. The respondent also has the right to respond and give evidence in response to the complaint.

5. The respondent shall submit a written response to the Department within 14 calendar days of receiving the complaint. The response shall contain the respondent's statement of the facts underlying the dispute as well as any other defenses to the allegations in the complaint. The response

shall also identify the witnesses or other evidence relied on by the respondent and shall include copies of any documents relevant to the response. The respondent shall provide a complete copy of the response to the complaining party.

6. Upon receipt of the response, the Department shall contact the complaining party to verify that a copy of the response has been provided.

7. Upon receiving the complaint and response, or if the respondent fails to respond within the 14-day time period, the Department Chairperson shall appoint a faculty committee selected from the current members of the Department to consider the complaint. The committee members shall be disinterested parties who have not had previous involvement in the specific situation forming the basis of the complaint.

8. Pursuant to USRR 6.8.4.2, the chair of the committee may contact other hearing bodies within the University to determine whether a grievance or complaint involving the underlying occurrence or events is currently pending before or has been decided by any other hearing body.

9. Time limits. To use this procedure, the complainant must file the written complaint with the Department within six months from the action or event that forms the basis of the complaint. The six-month time period shall be calculated using calendar days (including weekends and days during which classes are not in session).

10. Upon receiving the complaint, if the chair of the committee determines that any of the following grounds exist, he or she may recommend to the Department Chairperson that the complaint be dismissed without further proceedings. The grounds for such dismissal are: (a) the grievance or another grievance involving substantially the same underlying occurrence or events has already been, or is being, adjudicated by proper University procedures; (b) the grievance has not been filed in a timely fashion; (c) the Department Chairperson lacks jurisdiction over the subject matter or any of the parties; (d) the grievance fails to allege a violation of a University rule; (e) the party filing the grievance lacks standing because he or she has not suffered a distinct injury as a result of the challenged conduct and has not been empowered to bring the complaint on behalf of the University; or (f) the party filing the grievance has been denied the right to file grievances pursuant to USRR 6.5.4.

11. If the chair of the committee determines that a grievance on its face properly should be heard by another body, the chair will recommend that the Department Chairperson send the grievance to the appropriate hearing body without further proceedings in the Department of Psychology. The Department Chairperson will send a copy of the referral to the complainant(s) and any responding parties.

12. Prior to scheduling a hearing, the parties shall participate in mediation of the dispute unless either party waives mediation. Mediation shall be governed by USRR 6.2.3.

13. If mediation is successful, the mediator will forward to the Department Chairperson, the committee chair, and all parties a letter describing the outcome of the mediation and the terms upon which the parties have agreed to resolve the dispute. This letter shall be a recommendation to the Department Chairperson. The Department Chairperson will notify the

mediator, the committee chair, and the parties that the recommendation has been accepted, modified, or rejected.

14. If mediation is not successful, the mediator will notify the Department Chairperson, the committee chair, and the parties that mediation has terminated. If mediation is not successful, or if it is waived by either party, the grievance committee will schedule a hearing no later than 30 calendar days from the written submission of the complaint. The 30-day period may be extended for good cause as determined by the chair of the committee. The 30-day period shall be suspended during the mediation process. The hearing will be closed unless all parties agree that it shall be public.

15. Each party may represent himself or herself or be represented by an advisor or counsel of his or her choice.

16. Each party has the right to introduce all relevant testimony and documents if the documents have been provided with the complaint or response.

17. Each party shall be entitled to question the other party's witnesses. The committee may question all witnesses.

18. Witnesses other than parties shall leave the hearing room when they are not testifying.

19. The chair of the committee shall have the right to place reasonable time limits on each party's presentation.

20. The chair of the committee shall have the authority and responsibility to keep order, rule on questions of evidence and relevance, and shall possess other reasonable powers necessary for a fair and orderly hearing.

21. The hearing shall not be governed by the rules of evidence, but the chair of the committee may exclude information he or she deems irrelevant, unnecessary, or duplicative. Statements or admissions made as part of the mediation process are not admissible.

22. The committee will make an audiotape of the hearing but not of the deliberations of the committee. The audiotape will be available to the parties, their authorized representatives, the committee and the Department Chairperson. If a party desires a copy of the audiotape or a transcript of the tape, that party will pay for the cost of such copy or transcript. In the event of an appeal, the audiotape will be provided to the appellate body as part of the record of the case.

23. After the presentation of evidence and arguments, the committee will excuse the parties and deliberate. The committee's decision will be a written recommendation to the Department Chairperson. The committee shall base its recommendations solely upon the information presented at the hearing.

24. The committee will send its written recommendation to the Department Chairperson and the parties as soon as possible and no later than 14 calendar days after the end of the hearing.

25. Within 14 calendar days of receiving the committee recommendation, the Department Chairperson will notify the parties of the acceptance, modification, or rejection of the recommendation. The Department Chairperson will advise the parties of the procedure available to appeal the decision.

THE UNIVERSITY OF KANSAS

POLICY LIBRARY

http://www.policy.ku.edu

CATEGORY: CLAS: Grievance & Appeals

POLICY STATUS: Active

POLICY TITLE: Grievance Procedure for the College of Liberal Arts and Sciences

POLICY PURPOSE: To articulate the procedures for hearing grievances arising within the College of Liberal Arts and Sciences.

APPLIES TO: Faculty, staff and students within the College of Liberal Arts & Sciences

POLICY STATEMENT:

Pursuant to Article XIV of the University Senate Code and Articles V and VI of the University Senate Rules and Regulations of the University of Kansas, Lawrence, the College Office establishes the following procedure to hear grievances arising within the College of Liberal Arts and Sciences. Certain subordinate units that report to the College must establish unit grievance procedures. Other subordinate units may do so. If a subordinate unit has a grievance procedure, grievances arising within the subordinate unit or its subunits must be heard under the subordinate unit's grievance procedure unless exceptional circumstances, as determined by the College, make it more appropriate for those grievances to be heard at the College level. Appeal of a grievance heard at a subordinate unit level is to the Judicial Board, not to the College. This procedure shall not be used to hear disputes assigned to other hearing bodies under USRR Article VI, Section 4.

For disputes involving alleged academic misconduct, see the College of Liberal Arts and Sciences policy on academic misconduct. For alleged violations of student rights, the initial hearing normally will be at the unit level. There is an option to hold an initial hearing at the Judicial Board level if both parties agree, or either party petitions the Judicial Board chair to have the hearing at the Judicial Board level and the petition is granted. The petition must state why a fair hearing cannot be obtained at the unit level; the opposing party has an opportunity to respond to the petition (USRR 6. 4.3.1).

Except as provided in USRR 6.5.4, no person shall be disciplined for using the grievance procedure or assisting another in using the grievance procedure.

The College Office shall provide a copy of this procedure to anyone who requests it.

1. To start the grievance process, the complainant must submit a written grievance to the College Office. The complaint shall contain a statement of the facts underlying the complaint and specify the provision(s) of the Faculty Code of Conduct, University Senate Code, the University Senate Rules and Regulations, the Code of Student Rights and Responsibilities, or other applicable rule, policy, regulation, or law allegedly violated. The complaint shall also indicate the witnesses or other evidence relied on by the complaining party, and copies of any documents relevant to the complaint shall be attached to the complaint.

2. At the time the complaint is submitted to the College, the complaining party shall provide a copy of the complaint, with accompanying documents, to the respondent(s).

3. Upon receipt of the complaint, the College Office shall contact the respondent to verify that the respondent has received a copy of the complaint and to provide the respondent with a copy of these procedures.

4. Pursuant to University Senate Code 14.2.d, a respondent has the privilege of remaining silent and refusing to give evidence in response to a complaint. The respondent also has the right to respond and give evidence in response to the complaint.

5. The respondent shall submit a written response to the College Office within 14 calendar days of receiving the complaint. The response shall contain the respondent's statement of the facts underlying the dispute as well as any other defenses to the allegations in the complaint. The response shall also identify the witnesses or other evidence relied on by the respondent and shall include copies of any documents relevant to the response. The respondent shall provide a complete copy of the response to the complaining party.

6. Upon receipt of the response, the College Office shall contact the complaining party to verify that a copy of the response has been provided.

7. Upon receiving the complaint and response, or if the respondent fails to respond within the 14-day time period, the Dean shall appoint a faculty committee selected from the current members of standing committees of the College to consider the complaint. The committee members shall be disinterested parties who have not had previous involvement in the specific situation forming the basis of the complaint.

8. Pursuant to USRR 6.8.4.2, the chair of the committee may contact other hearing bodies within the University to determine whether a grievance or complaint involving the underlying occurrence or events is currently pending before or has been decided by any other hearing body.

9. Time limits. To use this procedure, the complainant must file the written complaint with the College Office within six months from the action or event that forms the basis of the complaint. The six-month time period shall be calculated using calendar days (including weekends and days during which classes are not in session).

10. Upon receiving the complaint, if the chair of the committee determines that the any of the following grounds exist, he or she may recommend to the Dean that the complaint be dismissed without further proceedings. The grounds for such dismissal are: (a) the grievance or another grievance involving substantially the same underlying occurrence or events has already been, or is being, adjudicated by proper University procedures; (b) the grievance has not been filed in a timely fashion; (c) the Dean lacks jurisdiction over the subject matter or any of the parties; (d) the grievance fails to allege a violation of a University rule; (e) the party filing the grievance lacks standing because he or she has not suffered a distinct injury as a result of the challenged conduct and has not been empowered to bring the complaint on behalf of the University; or (f) the party filing the grievance has been denied the right to file grievances pursuant to USRR 6.5.4.

11. If the chair of the committee determines that a grievance on its face properly should be heard by another body, the chair will recommend that the Dean send the grievance to the appropriate hearing body without further proceedings in the Dean's Office. The Dean will send a copy of the referral to the complainant(s) and any responding parties.

12. Prior to scheduling a hearing, the parties shall participate in mediation of the dispute unless either party waives mediation. Mediation shall be governed by USRR 6.2.3.

13. If mediation is successful, the mediator will forward to the Dean, the committee chair, and all parties a letter describing the outcome of the mediation and the terms upon which the parties have agreed to resolve the dispute. This letter shall be a recommendation to the Dean. The Dean will notify the mediator, the committee chair, and the parties that the recommendation has been accepted, modified, or rejected.

14. If mediation is not successful, the mediator will notify the Dean, the committee chair, and the parties that mediation has terminated. If mediation is not successful, or if it is waived by either party, the grievance committee will schedule a hearing no later than 30 calendar days from the written submission of the complaint. The 30-day period may be extended for good cause as determined by the chair of the committee. The 30-day period shall be suspended during the mediation process. The hearing will be closed unless all parties agree that it shall be public.

15. Each party may represent himself or herself or be represented by an advisor or counsel of his or her choice.

16. Each party has the right to introduce all relevant testimony and documents if the documents have been provided with the complaint or response.

17. Each party shall be entitled to question the other party's witnesses. The committee may question all witnesses.

18. Witnesses other than parties shall leave the hearing room when they are not testifying.

19. The chair of the committee shall have the right to place reasonable time limits on each party's presentation.

20. The chair of the committee shall have the authority and responsibility to keep order, rule on questions of evidence and relevance, and shall possess other reasonable powers necessary for a fair and orderly hearing.

21. The hearing shall not be governed by the rules of evidence, but the chair of the committee may exclude information he or she deems irrelevant, unnecessary, or duplicative. Statements or admissions made as part of the mediation process are not admissible.

22. The committee will make an audiotape of the hearing but not of the deliberations of the committee. The audiotape will be available to the parties, their authorized representatives, the committee and the Dean. If a party desires a copy of the audiotape or a transcript of the tape, that party will pay for the cost of such copy or transcript. In the event of an appeal, the audiotape will be provided to the appellate body as part of the record of the case.

23. After the presentation of evidence and arguments, the committee will excuse the parties and deliberate. The committee's decision will be a written recommendation to the Dean. The committee shall base its recommendations solely upon the information presented at the hearing.

24. The committee will send its written recommendation to the Dean and the parties as soon as possible and no later than 14 calendar days after the end of the hearing.

25. Within 14 calendar days of receiving the committee recommendation, the Dean will notify the parties of the acceptance, modification, or rejection of the recommendation. The Dean will advise the parties of the procedure available to appeal the decision.

CONTACTS:

Responsible Office:
College of Liberal Arts and Sciences Dean's Office
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785-864-3661

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