

# STUDENT HANDBOOK

The University of Kansas  
Child Language Doctoral Program

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## Unit Directory

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**Liaison to Graduate School**

**Alicia Vanatta**

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**HR and financial**

**Suzanne Scales**

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**Course listings, enrollment assistance, assistance with administrative documents and  
processes, assistance with program reviews, assistance with oversight of student progress**

## **1. Mission**

The mission of the Child Language Program is to provide basic and advanced graduate training in theory and research on child language acquisition and impairments. The aim is to prepare students for an independent program of scholarship in child language acquisition and impairments.

## **2. Purpose of this document**

This is an official document, supplementing---and giving additional details to---the Graduate Catalog and the Catalog of the College. Any needed changes should be brought to the attention of the CLDP.

The document is intended to provide information about rules, procedure, and requirements for the students, and to provide information useful in faculty advising.

Requirements are a means to maintain standards and to ensure that students reach the level of competence associated with the M.A. and Ph.D. Degrees.

## **3. Overview of the degree requirements**

For the M.A. and Ph.D. in Child Language, the student must complete all requirements established by Graduate Studies and by the Graduate Division of the College of Liberal Arts and Sciences. These include: residency, research skills, comprehensive oral examination, preparation of a dissertation, and the final oral examination.

## **4. General Department Policies and Procedures**

### **4.1 Admission**

**4.1.1** General admissions procedures are those established by the Office of Graduate Studies (see "Admission" in the University Policies and Degree Requirements section of this document for more information). Procedures within the CLDP are given in the following sections.

**4.1.2** Applicants to our program should complete the KU [Application for Graduate Study](#). Please be aware that the following items will need to be prepared in advance and uploaded with the online application:

- A current C.V. (Curriculum Vitae) or resume
- A personal statement describing the applicant's interest in studying child language and professional goals
- A list of all courses taken in relevant areas such as child development, linguistics, psychology, special education, speech and hearing sciences, genetics, statistics
- Official score report from the Graduate Record Examination (GRE). Although the online application will ask you to self-report your scores, official scores

must also be sent directly from GRE. KU's University code is 6871. (Note: GRE scores are used by Research and Graduate Studies in awarding of Graduate Fellowships).

- Scores from the Test of English as a Foreign Language if your first language is not English
- 3 letters of recommendation

**4.1.3 Non-native Speakers of English:** The Office of Graduate Studies requires applicants, international or domestic, whose native language is not English to demonstrate English proficiently. See "Admissions" under the University Requirements and Policies section of this document for more information regarding the University's requirements for providing proof of English proficiency.

**4.1.4 Admissions Contact Information:** Department Chair Mabel Rice for academic program questions; Suzanne Scales for questions regarding the online application and required documentation.

## **4.2 Grading**

**4.2.1** A grade of "B-" or higher must be achieved for a course to count for a degree in the CLDP; however, only the grades of A or B are normally taken as indications that a graduate student has done satisfactory work in the courses in which he or she received them.

**4.2.2** Students should also carefully review the University's grading policy, found under Grading in the University Policies and Degree Requirements section of this document.

## **4.3 Academic Integrity and Misconduct**

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

## **4.4 Good Standing**

**4.4.1** Graduate students in the CLDP are considered in good academic standing when two conditions are met: (1) a minimum cumulative GPA of 3.0 is maintained and (2) the most recent departmental annual evaluation rating was "satisfactory with warning" or better. If a student fails to meet one of these two criteria, she or he will not be considered in good academic standing, and, according to University regulations, the student will not be eligible for a GTA, GRA, or CA appointment.

## **4.5 Advising and Mentorship**

**4.5.1** Upon admission to the CLDP an incoming student will be assigned an advisor from among the faculty affiliated with the CLDP, based on the preferences stated in the application essay and a willingness of the faculty member to serve as advisor.

**4.5.2** Each student should select a three-person Program Support committee, chaired by the student's Advisor, to be formed by the end of the first year of study. Members of the Program Support Committee must hold appointments on the KU Graduate Faculty (see "Oral Exams" in the University Policies and Degree Requirements section of this document for more information on faculty appointments and committee requirements) and be affiliated with the Child Language Doctoral Program. Typically, the committee is composed of faculty distributed across different academic affiliations that align with the student's research interests.

**4.5.3** The Program Support Committee will advise the student with regards to enrollment, research experiences, and other professional training activities as well as procedures for fulfilling the research skills (FLORS), Written Preliminary, Comprehensive Oral, and Final Oral examinations.

**4.5.4** The Program Support Committee may recommend to the CLDP Director that the student be exempt from a course requirement based on coursework taken at a previous institution. Such exemptions must be within an appropriate time frame such that the course content of the previous course is likely to be current and relevant to the CLDP PhD requirements.

**4.5.5** Typically, the Advisor also serves as the student's research supervisor, directs the Master's thesis for students entering with a bachelor's degree, and advises for the dissertation study.

**4.5.6** Students can elect to change their advisor and/or members of the Program Support committee at any time during their studies, following consultation with the CLDP Department Chair. Advisors and members of the Program Support committee must be selected from among the faculty affiliated with the Child Language Doctoral Program.

**4.5.7** The student should work with and through her/his advisor and keep the advisor informed as to the student's plans, the program of study and research activities.

## **4.6 Annual Review**

**4.6.1** Each student must schedule an annual meeting with his/her Program Support Committee.

**4.6.2** For the annual meeting, each student will provide a summary of progress to date and planned coursework and research projects. This will include the courses and research projects completed and grades received, as well as a plan for future coursework and research experiences within the distributional requirements of the CLDP (see following section).

**4.6.3** The Program Support Committee will evaluate the student's annual performance as "Satisfactory," "Satisfactory with warning," or "Unsatisfactory."

**4.6.4** In the event of a "Satisfactory" evaluation, the student will prepare a final summary of the Program Support Committee meeting outcomes and submit to the Advisor for a signature on the document which is then submitted to the CLDP department administrator

for inclusion in the student's official folder.

**4.6.5** In the event of an evaluation of "Satisfactory with warning" or "Unsatisfactory" by the Program Support Committee, the committee will inform the Director of the CLDP and the outcome will be communicated by the Director in writing to the student along with recommendations the Program Support Committee chooses to make. The CLP Director will meet with the student to provide counsel as to possible or recommended courses of action. This may include a recommendation for academic probation. (See "Probation & Dismissal" in the University Policies and Degree Requirements section of this document for more information.)

## **4.7 Professional Development**

**4.7.1** The CLDP is committed to providing a consistent focus on professional development as an important element of preparation for a career in research and academic scholarship and teaching.

**4.7.2** A 3-hour core course in Professional Development (SPLH/PSYCH/CLDP 982 Issues in Scientific Conduct) is required. The course includes topics such as the process of getting a job (development of an academic curriculum vita, job search process, interviewing, promotion and tenure), establishing a competitive record of research and scholarship (submitting papers and panels to conferences, convention presentations, preparing a grant proposal), dissemination of research (reviewing scholarly articles, preparing research reports), scientific ethics and integrity and multiple career pathways.

**4.7.3** Continuous enrollment is required in the Child Language Proseminar (ABS 797, LING, SPLH/PSYC/CLDP799, 2 hours). The course consists of guest speakers on topics of interest to the students in the CLDP. The speakers include doctoral students in the CLDP and other departments, faculty, and external guest speakers across various departments. The course provides opportunities for students to give research presentations or practice for job talks or convention presentations, as well as attendance at job presentations by external candidates for positions at KU. The atmosphere is collegial, with constructive interactions and feedback from the audience. Advanced students in the CLDP have experience as the organizer of the Proseminar, thereby gaining skills in recruiting speakers and in facilitating discussion.

**4.8 Grievance Procedure** The CLDP Grievance Procedure is under development and will be inserted as soon as it is available.

## **4.9 Petitions**

**4.9.1** If a student has compelling reason to seek exemption from program requirements or University policy, they may submit a petition to the CLDP Director.

**4.9.2** Petitioners should write a letter explaining the reasons the student is seeking exemption from specific rules, as well as how the educational goals the rules reflect will still be fulfilled. Where applicable, this petition should be accompanied by a letter of support from the



student's advisor and/or the appropriate supporting materials. The letter should be sent to the Director of the CLDP, who will evaluate the request and consult with faculty as needed.

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

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

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

## **5.0 Information for Graduate Assistants**

**5.1** Graduate teaching assistantships (GTAs) are awarded to the CLDP and assigned by the Director, such that each student has at least a semester experience as a GTA.

**5.2** In consultation with faculty affiliated with the CLDP and with the student in line for a GTA position, the Director identifies an appropriate faculty member and course for a GTA position with consideration of the student's interests and career goals.

**5.3** Excellent support services can be found at the following sites: [Mandatory GTA training](#), [KU Center for Teaching Excellence](#) (CTE), and the [CTE Guide to Teaching at KU: A Handbook of Resources](#), [Graduate Studies' Resources Guide](#), [Benefits information for GTA/GRAs](#)

**5.4** Students in the CLDP are eligible for positions as Graduate Research Assistants (GRA). Such positions are supported by external research funds to an investigator/lab group. Opportunities vary from time to time dependent on funding and turn-over in the positions. The scope of work, expected outcomes, and time commitment depend on the particular position. GRA appointments typically bring mentorship from the lab director/supervisor, with the specifics dependent on the particular appointment. Opportunities for cross-disciplinary research and professional development are often available with a GRA appointment, dependent on the investigator/lab group.

**5.5** GTA and GRA appointments are consistent with the overall aims of the CLDP to prepare students for a career in research and scholarship. The plan for each student is worked out with the student, Director, Program Support committee, and affiliated faculty.

## **6.0 Degree Requirements**

**6.1 Degree sequences and timelines.** Typically, students enter the CLDP having completed a Master's degree in a related area that includes an empirical research study or thesis. Students planning to complete a PhD in CLDP can enter the program without an acceptable master's degree. In this case students must complete a M.A. in Child Language prior to the Ph.D. Students are normally expected to complete the M.A. degree in two to three years. It is normally expected that all requirements for the doctoral degree will be completed within 6 years of entering the program with an M.A. degree or within 6 years of completing the M.A. degree in Child Language. Individual students work with their Advisor and the Program Committee to design a sequence of courses and milestones for progress toward the degree.

### **6.2 Courses**

**6.21** The CLDP M.A. and Ph.D. course requirements are based on a distribution of course enrollments intended to prepare the student to graduate with core knowledge of children's language acquisition and language impairments, empirical research methods, and supplemental content courses.

**6.22** The supplemental courses are intended to provide students with content information relevant to the written comprehensive requirement.

**6.23** Each student designs a sequence of course enrollment with guidance from the Program Committee that is relevant for the student's interests and career plan.

**6.24** A current listing of courses is provided in Appendix 1. The availability of certain courses may vary from time to time dependent on transitions in faculty or departmental offerings.

**6.3 Master's Degree Requirements.** For students entering without the master's degree, a total of 30 graduate credit hours are required for the M.A. in Child Language, distributed as follows:

- At least 8 hours of core courses in language acquisition
- 10 hours of supplemental courses in linguistics, psycholinguistics, developmental psychology, genetics, and/or language intervention
- 6 hours of statistics

- 6 or more hours of thesis, in which the student prepares an M.A. thesis and passes a final general oral examination and defense of the thesis project before a committee of three members of the CLDP faculty
- Continuous enrollment in the Child Language Proseminar (ABS797 or CLDP/LING/PSYC/SPLH 799)

**6.4 Master’s Thesis.** The characteristics of the master’s thesis are as follows:

- Typically, the thesis will include an empirical research component
- Format and style are to be appropriate for journal publication, following either APA or JAMA style guidelines
- The topic should be approved by the student’s Advisor and Program Support committee (See “Exams” in the University Policies and Degree Requirements section for further detail on committee requirements, including committee member composition and attendance)
- A timeline will be established by the Advisor and student for completion of the thesis, including the following:
  - Approval of a suitable research project
  - Formation of the thesis committee (which is usually the same as the Program Support committee but can be adjusted as appropriate for the project)
  - Completion of the research project
  - Preparation of a draft of the thesis, with an assumed length of 20-40 pages as appropriate for the study and related materials
  - Draft to be sent to the Advisor for feedback
  - Completion of the final version of the document with Advisor consent to schedule the oral defense
  - Student will contact members of the Thesis committee to identify a time of the defense and schedule the room
  - Student will provide an electronic file of the thesis document to members of the committee and inquire if members prefer to receive a hard copy of the thesis for review prior to the oral defense and provide such copies as requested.
  - The thesis is evaluated as “Honors”, “Satisfactory”, or “Unsatisfactory” by the thesis committee at the time of the oral defense.
  - Following a successful oral defense, the student will prepare the final electronic version of the document with signatures from the Advisor and faculty members of the committee, for submission to COGA (see University Policies and Degree Requirements section of this document for information on University requirements for electronic formatting and submission).

**6.5 PhD Degree Requirements.** The Ph.D. requirements (post-master’s) involve a minimum of 36 additional graduate credit hours, distributed as follows:

- At least 8 hours of additional core courses
- 13 hours of additional supplemental courses
- 9 hours of additional statistical and methodological courses
- A minimum of 6 hours of dissertation.
- Continuous enrollment in the Child Language Proseminar

**6.6 Research Skills and Responsible Scholarship.** Training in research skills and responsible scholarship is woven throughout the course requirements of the CLDP, in the research design and methods courses and in content courses that highlight research outcomes and methods. In addition, specific Research Skills and Responsible Scholarship (RSRS) are required by CLAS and Graduate Studies. This requirement must be completed prior to the oral comprehensive exam; approval for taking the oral comprehensive exam will not be awarded until a student meets this requirement.

**6.6.1 Research Skills** Selection of a particular Research Skills option must be approved by the student’s advisor and Program Support Committee. A student’s Research Skills requirement can be met by 1 of the following 2 options:

1. Language Option

a. Demonstrated competence in a spoken language other than English that is relevant to research in Child Language. Fluency in sign language may be used to fulfill this requirement.

- i. Native competence in a language other than English, or
- ii. Undergraduate major in a language other than English, or
- iii. Completion of a fourth course in a language other than English, or
- iv. Satisfactory performance on an examination administered by a member of the University Graduate Faculty

**OR**

b. Demonstrated reading proficiency in two languages other than English that are relevant to research in Child Language

- i. Satisfactory performance on examinations administered by language departments, or
- ii. Satisfactory performance on language examinations administered by Educational Testing Service, or
- iii. Satisfactory performance on examinations administered by members of the University Graduate faculty

**OR**

c. Demonstrated competence in the structural analysis of two languages other than

English. If coursework will be used to fulfill this option, the courses may not be used to fulfill other course requirements.

**OR**

2. Research Skills Option: A record of professional experience, publication, or presentation at professional meetings may be used to demonstrate research skills. If coursework will be used to fulfill this option, the courses may not be used to fulfill other course requirements. A master's thesis, in and of itself, will not suffice.

- d. Research skills in speech and language assessment, remediation, and intervention, or
- e. Research skills in experimental design or instrumentation, or
- f. Research skills in related areas such as neuroscience, education and special education, cognitive or behavioral science.

#### **6.6.2 Responsible Scholarship.**

Every doctoral student is required to have training in the responsible conduct of scholarship pertinent to the study of child language. Responsible scholarship encompasses professional behaviors and practices in the design, implementation, and reporting of research. Students are required to take SPLH/PSY 982: Issues in Scientific Conduct in order to fulfill this requirement.

#### **6.7 Written Preliminary examination**

After completing the Research Skills and Responsible Scholarship requirements and a major portion of the coursework and with permission from the student's Program Support Committee to proceed to this level, the doctoral student must pass a Written Preliminary Examination prior to the Comprehensive Oral Examination.

**6.7.1 Content** The Examination is comprised of four written documents that will cover four areas that the student selects from the following 6 options:

1. Core theoretical and experimental work on language acquisition
2. Relevant methods and theories in linguistics and psycholinguistics
3. Theoretical perspectives on developmental psychology
4. Language impairments in children, which can include the nature of language disorders in children, or methods and techniques for language intervention or a combination of the two
5. Genetics of language impairment in children
6. Statistical methods in studies of language acquisition or language impairments

**6.7.2 Oversight of the process.** The student's Program Support Committee will monitor students' progress towards fulfilling the Written Preliminary examination requirement. The Director of the CLDP will coordinate the Written Preliminaries, assign reviewers, distribute students' responses to the reviewers, and report the outcome of the review to students and their advisors.

**6.7.3 Format of the written comprehensives.** Students are expected to be familiar with the major research and theoretical literature of each area prior to beginning the Written Preliminary Examinations. For each comprehensive paper, a student will prepare a question to be addressed. See Appendix 2 for the format and examples. The intent is that the questions will be designed to align with a student's research interests, special expertise, and possible dissertation study. The four question topics should be complementary but representative of a range of theoretical and empirical issues in Child Language. The set of questions taken as a whole should address multi-disciplinary perspectives to the study of Child Language. Students may attempt questions from the four areas in any order. If revisions of responses are required, the student may choose to prepare the revision immediately or to attempt other questions before preparing the revision. The student's Program Support Committee will review and approve questions for students to use for Written Comprehensives.

#### **6.7.4 Preparation of the written comprehensives**

A 30-day time limit has been set for the preparation of each written response or revision. The student will notify the chair of the CLDP when the student begins preparing each response and the date when the paper is due. The student will submit the completed response via email to the chair of the CLDP. The Program Support Committee may grant extensions to the time limit under special circumstances such as sickness or personal emergencies. If no extensions are granted, and the paper is late, it will be graded "Fail."

The response is to be prepared according to the standards of the *APA Publications Manual*. These standards specify page and reference formats. Each response should be limited to 15 pages excluding references.

The response is expected to be original work that provides a summary of current research and scholarship pertinent to the question. Although responses should review and summarize the relevant literature, a literature review, no matter how extensive, is itself insufficient. The response should, in addition to reviewing and summarizing the literature, discuss and evaluate it. This discussion may be an original synthesis of current theoretical positions, offer an integration of research findings, or suggest a reformulation or consolidation of theoretical models and assumptions. The discussion may include a resolution of theoretical disputes or outline future research to evaluate methodological differences. The discussion may present and defend the student's own position with reference to a major theoretical issue. The discussion should evaluate the significance and relevance of the theoretical and empirical work. Whenever appropriate, the response should take a multi-disciplinary perspective and be

representative of the paradigmatic diversity of research and scholarship in Child Language. The response should be well written, well organized, and intelligible to reviewers from different disciplines.

### **6.7.5 Evaluation of the written comprehensives**

Each response will be evaluated by three faculty members of the Child Language Program. Faculty members may designate which questions they wish to review. A student's advisor will not normally be among the three reviewers of the student's response. The CLDP Chair will forward copies of each response and evaluation forms to the reviewers. Evaluations should be returned to the Chair within two weeks.

Reviewers will follow the Review Template for Child Language Doctoral Program Written Comprehensives. See Appendix 3. Reviewers are expected to evaluate the adequacy of the student's literature review as well as the quality of the suggested theoretical synthesis, research integration, or theoretical reformulation or consolidation. The adequacy of the literature review should be judged on the basis of the reviewer's familiarity with the general area and the specific topic. The suggested new research directions should be consistent with research precedents in the literature. The quality of the student's discussion should be judged on the basis of its logical coherence and organization as well as on its content. The discussion should be evaluated in light of what is firmly established and what is unresolved in the field of Child Language.

Responses will be graded as "PASS" or "REVISE" or "FAIL." To Pass a question, a response must be graded as "Pass" by two of the three reviewers. Responses graded as "Revise" by two or three reviewers will be returned to the student along with the reviewers' recommendations for preparing a revision. In case of significant disagreements among the reviewers, the Chair of the CLDP may request additional reviews.

In all cases, the reviewers' comments and evaluations will be distributed to the student, the advisor, and the three reviewers. Reviewers may request that their identities be kept confidential.

When a response has been prepared, it will be sent to three reviewers for re-evaluation; in most cases, the revision will be returned to the original reviewers. Copies of the reviewers' original evaluations and recommendations will be included with the revision. Revisions will be graded only as "PASS" or "FAIL." A student may not submit a response a third time but must attempt a new question from the area.

A student who fails two questions from one area or one question from any of two areas will be advised to consult with her or his advisor and Support Committee regarding educational goals and academic preparation. A student may attempt no more than three questions from a single area.

## **6.8 COMPREHENSIVE ORAL EXAMINATION**

When a doctoral aspirant has completed all course requirements and the requirements for residency, research skills, responsible scholarship, the program may request the Graduate Division to schedule the Comprehensive Oral Examination. It is expected that the student will propose provisional dates for the Comprehensive Oral Examination, in consultation with faculty committee members, when the final written exam commences. The Oral Examination cannot be conducted until all written exams are approved. The intent of the preliminary scheduling is to have a timely date for the Comprehensive Oral Examination and a reserved date on the schedules of the faculty committee members. Once a provisional time for the Oral Examination is determined the program will submit a request to the Graduate Division to schedule the Oral Examination. This preapproval request must be submitted to the graduate division at least two weeks in advance of the proposed exam date. The examination request shall be submitted in advance of the examination date by at least the period specified by the Graduate Division, normally a minimum of two weeks. The Graduate Division will ascertain whether all pertinent requirements have been satisfied and if reports of any previously scheduled comprehensive oral examinations have been properly submitted and recorded.

The committee for the comprehensive oral examination must consist of at least five members, all of whom must be members of the Graduate Faculty. Its members will be appointed by the Graduate Division of the school or college on the basis of nominations submitted by the CLDP. The committee must be chaired by a member of the Graduate Faculty who has been authorized by Graduate Studies to chair dissertations. At least one of the members must be from a program other than the Child Language Program. This member represents Graduate Studies and must be a regular or dissertation status member of the Graduate Faculty. The Graduate Studies representative is a voting member of the committee, has full right to participate in the examination, and reports to the Graduate Division any unsatisfactory or irregular aspects of the examination. See "Oral Exams" in University Policies and Degree Requirements section for more information.

The comprehensive oral examination covers the major field of Child Language. The program has specified that the comprehensive oral examination will take one of five forms: (a) a defense of the written preliminary examinations, (b) a defense of a completed research project, (c) a prospectus for a future research project, (d) a discussion of a major review paper, or (e) a review of a research grant proposal and a simulated site visit defense of the proposal. The examination is public; interested students and faculty may attend and question the candidate. The program will report a grade of "honors," "satisfactory," or "unsatisfactory" for every scheduled examination. If the aspirant receives a grade of "unsatisfactory" on the



comprehensive oral examination, it may be repeated upon the recommendation of the program, but under no circumstances may it be taken more than three times. In any case, the examination may not be repeated until at least 90 days have elapsed since the last unsuccessful attempt.

### **6.9 Post-comprehensive Enrollment**

After passing the comprehensive oral examination, the candidate must be continuously enrolled each fall and spring semester until completing the degree. Students enroll in dissertation hours and maintain continuous enrollment in the Child Language Proseminar. Students are strongly advised to carefully review Post-Comprehensive Enrollment as failure to properly comply with the policy could result in additional enrollment requirements and tuition expense near the end of your degree program.

### **7.0 Preparation of the Dissertation**

Upon passing the comprehensive oral examination, the student becomes a candidate for the doctorate. The dissertation committee must consist of at least three members of the CLDP. The committee must be chaired by a member of the Graduate Faculty who has been authorized by Graduate Studies to chair dissertations and who is affiliated with the CLDP. This person is typically the Advisor of the student. The student selects the Advisor for the dissertation, who usually is the advisor who has worked with the student previously, although the student may change advisors for the purpose of the dissertation if appropriate. Approval of the topic and/or proposal will be from the dissertation committee or the Comprehensive Oral Examination committee if the student chooses that format for the oral comprehensive. See the University Policies and Degree Requirements section for further detail on committee requirements, including committee composition and attendance (i.e. physical presence at the exam).

Dissertations are expected to have a clear, well-written statement of the problem to be grounded in a comprehensive critical analysis of the theoretical and research literature, to utilize a well-conceived analytic methodology and sophisticated quantitative and/or qualitative techniques, to draw strong, insightful, and concise conclusions while acknowledging weaknesses and limitations of the dissertation research.

The dissertation is developed by the student under the mentoring and advice of the student's advisor. Completion of the dissertation normally is the culminating academic phase of the doctoral program. In the discipline the dissertation forms the basis for the student's entry into the academic job market. It serves as evidence of the student's ability to carry out independent research under an advisor's mentoring. It also serves as evidence of interest to other scientists and scholars, in the dissertation's timeliness to current topics of inquiry in the discipline and in

the quality of the study. It is expected that the dissertation will lead to an original publication for the student, as an entry level of participation as an independent scientist/scholar.

Typically, the format for the dissertation follows APA style. For some topics and anticipated academic audiences the AMA style is appropriate. Selection of the format should be determined by the student and advisor.

Early in the development of the dissertation project it is expected that the advisor and student discuss authorship roles for dissemination of the dissertation study. In the discipline sometimes an advisor is a co-author and sometimes not, depending on the role and contributions of the advisor and the advisor's lab to the completion of the dissertation. The student can expect the advisor to be available for regular meetings about the dissertation as the study is underway and in the final preparations of the written document. The student is expected to enroll in dissertation hours with the advisor to reflect the time commitment.

The time required for completion of a dissertation varies considerably depending on the research project. At the outset it is expected that the advisor and student develop a mutually agreed upon timeline for completion and an understanding of how to handle unexpected delays. Usually a dissertation project requires 1-2 years, and includes the proposal, approval of the proposal by a committee (see above), committee selection, chapter submissions, and submission of the complete draft. Advisors and/or committee members typically provide feedback within two weeks at each stage. It is important that the student keep the advisor well informed about progress of the dissertation project and provide a warning when documents are likely to be submitted. It is recommended that students and advisors consider use of a Mentoring Agreement (see Appendix 4) for working with an advisor and developing the timelines.

Some advisors prefer a hard copy of the dissertation prior to the defense and a bound copy after the defense. The student should inquire about such preferences prior to the defense and provide hard copies if needed. The CLDP does not require a bound copy for each dissertation for the departmental library although the student may wish to do so as part of the CLDP legacy.

The Program evaluates all doctoral dissertations as outstanding, very good, acceptable, or unacceptable using an assessment rubric. The evaluation is based on the written dissertation only, rather than the oral defense. The rubric will be provided to committee members at least two weeks in advance of the defense, and will be collected from each committee member prior to the defense and then forwarded to Graduate Studies by the dissertation committee chair. The score is intended for internal departmental tracking purposes only. It does not appear on the student's record or impact their graduation. Completion of the rubric is optional for the Grad Studies Representative committee member. Students may reference the Graduate Learner Outcome Rubric in Appendix 5. Faculty should complete the form electronically via Graduate Studies' [Learner Outcome Rubrics links page](#).

## **Final Defense**

Three weeks prior to the expected time of final defense the final version of dissertation should be sent to committee members for review. This version of the dissertation should have been approved for submission to the committee by the dissertation Advisor. The student should have reviewed the University [Doctoral Degree Checklist](#) in advance.

At the final defense of the dissertation, the committee will evaluate the student's ability to describe the purpose, methods, outcomes, and interpretations of the dissertation project, as well as the quality of the study. At the time of the final defense the dissertation is evaluated as "Honors", "Satisfactory" or "Unsatisfactory" by the Committee. Members of the committee may suggest revisions to the final document. Such suggestions are usually overseen by the student's Advisor for the development of a relevant timeline for completion and for determination of the extent to which the student completed the expected revisions.

The student is responsible for submission of all University graduation requirements. The student will notify the advisor and administrative staff of the CLDP of the electronic submission of the final form of the dissertation to UMI/ProQuest and confirm when all other University graduation documents have been submitted.

See the University Policies and Degree Requirements section for more information regarding University graduation requirements and document submission.

## UNIVERSITY POLICIES AND DEGREE REQUIREMENTS

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

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

### GENERAL POLICIES

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

#### Admission

Degree or non-degree seeking applicants must have a bachelor's degree (as evidence by an official transcript from the institution the degree was obtained) and a minimum GPA of 3.0 in the most recent degree that was obtained.

Students not meeting these requirements *may* be admitted provisionally upon recommendation by the department; however, restrictions on certain type of funding, including GTA/GRA/GA funding, apply to students on provisional admission status. Students should consult the program admissions advisor or Director of Graduate Study (DGS) on their eligibility for funding with admission.

#### **Related Policies and Forms:**

- [Admission to Graduate Study](#)

## English Proficiency Requirements

The University requires applicants, international or domestic, whose native language is not English to demonstrate English proficiency for admission to any graduate program at KU. There are two ways to prove English proficiency:

- Graduation with a baccalaureate degree or higher from an accredited U.S. institution of higher education, or from such an institution in an English-speaking country where the medium of instruction is English. This first option is not sufficient, however, to be appointed as a Graduate Teaching Assistant.
- Submitting results of the TOEFL iBT examination taken no more than two years prior to the semester of admission. A score of at least 20 in each part is required for regular admission. A score of 24 on the speak section is required to receive a Teaching Assistantship.

Applicants that do not meet the minimum scores should review the English Proficiency Chart, provided via the link above, for information about provisional admission.

Applicants should submit their scores directly to the Office of Graduate Studies:

Office of Graduate Studies  
213 Strong Hall  
1450 Jayhawk Blvd.  
Lawrence KS 66045-7535

### **Related Policies and Forms:**

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

## Enrollment

For graduate students in the College, advising on enrollment and course selection take place at the department level. While units within the College may define full-time enrollment more stringently, the University defines it as follows:

Fall and Spring semesters:

- Enrollment in 9 credit hours;
- Enrollment in 6 credit hours plus a GTA, GRA, or GA appointment, regardless of percentage of appointment;

- Enrollment in 6 credit hours for graduate students using the Montgomery GI Bill – Active Duty (MGIB-AD) and Post-9/11 GI Bill – Active Duty;
- Doctoral candidates enrolled in dissertation hour(s). \*See Doctoral post-comprehensive enrollment.

Summer sessions:

Enrollment in the Summer term is now optional for doctoral students, including those who are post-comp. Some exceptions apply:

- Students who hold a Summer GRA appointment must enroll in a min of 1 graduate hour.
- Students who will meet the July graduation deadline must enroll in a min of 1 graduate hour
- Students who hold a fellowship or scholarship that requires enrollment (such as a Graduate Studies Summer Fellowship)
- Students who hold a student hourly appointment in the summer may be required to enroll. See the Student Employee Eligibility Requirements policy for more information. COGA's post-comp enrollment page has a full breakdown of the 18 hour rule

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

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

**Students not enrolled by the first day of classes will be assessed a late fee. Students not enrolled by the 60<sup>th</sup> of classes will be automatically discontinued in Enroll & Pay.**

Students who wish to leave their graduate program should inform the department of such plans in writing so that a Voluntary Discontinue form may be submitted on his or her behalf.

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

The College Office of Graduate Affairs' (COGA) website has a very useful [Enrollment Changes Guide](#), which provides comprehensive guidance on the forms and endorsements required for different enrollment situations, including late enrollment changes after the published deadlines.

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

**Related Policies:**

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

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

The Office of Graduate Studies [policy](#) on Graduate Credit defines KU's conditions for the following:

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

**Transfer Credit**

The transfer credit option allows master's students to count graduate-level coursework completed at another institution toward their KU degree. Restrictions apply to what non-KU graduate courses and the number of credit hours that can be counted toward a KU master's degree, so students should carefully review the information provided in the link above and the related policies below, as well as consulting with their DGS. In all cases, transfer credit must first be approved at the department of program level. To begin the transfer process, students should consult with their DGS to submit the required transfer materials. These include a transcript reflecting the courses to be transferred and descriptions and/or syllabi for the courses in question.

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

the Ph.D. Students should consult with their DGS about their enrollment plan.

### **Reduced Credit Hour Degree**

Kansas Board of Regents policy defines 30 hours as the minimum for master's degrees at KU. Departments may petition for a reduced hour degree Master's degree for individual students. A reduction in hours is distinct from a transfer of credit and is reserved for those students especially well-prepared to complete a graduate-level degree and able to maintain a superior grade point average. Reduced credit hour degrees are also distinct from transfer credit in that they may be based on non-coursework (e.g. internships, work experience, study abroad, previously completed degrees) and there are no modifications on the transcript.

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

In all cases, a reduction in hours must first be approved at the department or program level, so to begin the process for approval, students should consult with their DGS.

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

### **Count Toward Degree**

The [Count Toward Degree form](#) is an Office of the Registrar Form that allows graduate credit hours taken at KU as a non-degree seeking student to count towards a later degree at KU.

As with transfer credit and reduced hour degrees, restrictions apply, so students should carefully review the information in the link above and the related policies below, and consult with their DGS.

#### **Related Policies:**

- [Graduate Credit](#)
- [Count Toward Degree Form](#)
- [Co-enrollment](#)
- [MA and MS Degrees](#) (on Reduced Hour Master's Degree)

### **[Credit/No Credit](#)**

The University supports and encourages interdisciplinary study, which may include



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

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

If a student elects to take the CR/NC option, they must make this election during the CR/NC time frame, which can be found in the Registrar's current [Academic Calendar](#). This period typically begins after the last day to add a class and extends for approximately two weeks. This process must be initiated in the COGA office.

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

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

**Related Policies and Forms:**

- [University Senate Rules and Regulations \(USRR\), Section 2.2.7](#)

**[Probation & Dismissal](#)**

Probation is an academic status that can be assigned to a graduate student if he or she is not making [satisfactory progress](#) toward completing his or her degree. The department initiates the probation process and will inform the student what he or she must do to return to good standing.

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

Students may also be placed on probation by their departments for other reasons that constituting a failure to make satisfactory progress towards degree. These may include, but are not limited to; failure to make adequate progress on a thesis or dissertation,

unacceptable academic performance on program components outside of coursework (e.g. exams), an unsatisfactory result in their department's annual evaluation, or as a result of going beyond their official time to degree. Students should carefully review the [Good Academic Standing policy](#) for graduate students at KU for more information on what constitutes making satisfactory academic progress.

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

If a student is unable to raise his or her GPA or otherwise meet departmental expectations for adequate academic progress by the end of the probationary period, he or she may be dismissed from the graduate program. Once dismissed, a student will no longer be able to be enrolled in coursework and cannot complete his or her degree. Students dismissed from any College graduate program may not be admitted to any other graduate programs in the College.

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

**Related Policies:**

- [Academic Probation](#)
- [Dismissed Enrollment](#)
- [CLAS Regulations on Probation and Dismissal](#)
- [Good Academic Standing policy](#)

## **[Grading](#)**

The Office of Graduate Studies' [Grading policy](#) governs requirements for the grading of graduate students above those described in [Article II](#) of the University Senate Rules and Regulations. Additionally, individual schools, departments, or programs may have grading policies that are more stringent than those of Graduate Studies. Students should review the [College-specific grading information](#) and consult their adviser and the departmental section of this handbook for additional information that may affect them.

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

for the [Credit/No Credit Option](#), [Incomplete Grades](#), and [Graduate GPA](#).

**Related Policies:**

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

**Time limits**

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

Students who anticipate exceeding these targets should review the information in the link above and in the policies below, as well as consult with their program advisor to create a timeline for degree completion. In order to support this process, COGA offers DGSs and advisors a [Mentoring Agreement Template](#) to use and/or adapt to their own needs. The template may be used with students in danger of going beyond the program's expected time limits, or simply as an advising tool for all their students. It is especially useful for doctoral students in the dissertation phase.

**Related Policies and Forms:**

- [Master's Degree Time Constraints](#)
- [Doctoral Degree Time Restraints](#)
- [Doctoral Program Profiles with Time To Degree Information](#)
- [Graduate Degree Completion Agreement](#) (PDF)
- [Mentoring Agreement Template](#) (Doc)

**Leaves of Absence**

In exceptional circumstances (e.g. cases of illness, emergency, financial hardship, military leave, to pursue family responsibilities, or to pursue full-time activities related to long-range professional goals) it may be necessary for graduate students to take a break from their program temporarily, without having to withdraw entirely from the program. An approved leave of absence allows a student to take a temporary break from enrolling in graduate coursework while remaining in good standing with the University and the department and while "stopping the clock" on their time to degree.

Requesting a Leave of Absence is done via a University petition. University petitions must first be approved and supported at the program level, so students wishing to

initiate the petition process should first consult with their Director of Graduate Studies and review their department's internal petition procedures. Units or the Director of Graduate Study may request documentation to support the student's need for a leave of absence; however, the only document that COGA requires for the petition is the Leave of Absence Petition form, linked below.

#### **Related Policies and Forms:**

- [Leaves of Absence](#)
- [Leave of Absence Petition Form](#) (PDF)

#### **Oral Exams**

All graduate students must complete one or more exams as part of their degree requirements. In addition to department or program guidelines, the University has several policies pertaining to the following exams:

- Master's Exam/Thesis Defense for Master's degree
- Doctoral Comprehensive Oral Exam
- Doctoral Final Exam/Dissertation Defense

Before a student is allowed to sit for any of these three exams, pre-approval from COGA is required. This approval must be sought by the department at least two weeks prior to the exam date. COGA checks to ensure that the student has fulfilled certain University requirements. The full list of requirements that COGA checks for may be found via the link in the heading above. Students should work with their departments well in advance of their planned exam date, to schedule their exams in a timely fashion and to ensure that all University policies relating to oral exams are being followed.

In many cases, programs may have additional exams, such as a written pre-qualifying exam. Exam pre-approval by COGA applies ONLY to the oral portions of the three exams listed above.

The following are University policies pertaining to these oral exams:

#### **Oral Exam Committee Composition**

For all oral exams, the committee members must be appointed members of the Graduate Faculty of KU. In addition, a majority of committee members serving on a graduate student oral examination committee must be tenured/tenure-track faculty holding regular graduate faculty or, in the case of doctoral committees, dissertation faculty status in the candidate's department/program of study.

Many additional restrictions apply, especially for doctoral exam committees. Master's and doctoral students should carefully review the University policies pertaining to exams, as well as consult with their Director of Graduate Studies when forming an exam committee.

### **Oral Exam Attendance (Physical Presence)**

The Oral Exam Attendance policy describes rules for physical versus mediated attendance (e.g. Skype or phone) at oral exams.

In all cases, a majority of committee members must be physically present with the student for an exam to commence. Both the chair and outside member (for doctoral exams) must form part of this majority. In cases where the student prefers that all committee members are physically present, the student's preference shall be honored.

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

#### **Related Policies and Forms:**

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

## **DOCTORAL DEGREE REQUIREMENTS**

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

### **Residency Requirement**

Two semesters, which may include one summer session, must be spent in full-time resident study at the University of Kansas. During this period of residence, fulltime involvement in academic or professional pursuits may include an appointment for teaching or research if the teaching/research is directed specifically toward the student's degree objectives.

#### **Related Policies and Forms:**

- [Doctoral Program Time Constraints](#)

### Continuous Enrollment for Post-Comprehensive Students

During the semester in which the comprehensive exam is completed and each semester or session that follows, doctoral candidates must enroll in at least 6 credit hours per semester and 3 credit hours per summer session until all requirements for the degree are completed OR until 18 post-comprehensive hours have been completed, whichever comes first. At least one of these credit hours each semester must be a dissertation hour (or an approved dissertation equivalent).

During the semester in which the student will complete this requirement, enrollment may be dropped to only the number of hours required to complete the 18. For example, if a student is entering the Fall semester having completed 15 post-comprehensive hours, he or she need only enroll in 3 credit hours.

After fulfilling the post-comprehensive enrollment requirement, enrollment may be reduced to as little as 1 dissertation hour per semester or summer session up to and including the semester of graduation.

Students are strongly advised to closely review the University regulations on continuous enrollment for post-comprehensive students (found in the above heading or the policy links below). Failure to properly comply with the policy could result in additional enrollment requirements and tuition expense near the end of your degree program.

Post-comprehensive enrollment requirements also apply to students with GTA/GRA/GA appointments, but these students must be certified to drop their enrollment levels. To become certified, the student or department staff should complete and submit to COGA the Certification of Eligibility to Enroll in Fewer Than Six Hours form (found below) **prior** to the beginning of the semester in which the enrollment will drop below 6 hours.

#### **Related Policies and Forms:**

- [Doctoral Program Time Constraints](#)
- [Doctoral Candidacy](#)
- [GTA/GRA Certification of Eligibility to Enroll in Fewer than Six Hours](#)

### **GRADUATE CERTIFICATE REQUIREMENTS**

The University offers a variety of [Approved Graduate Certificate Programs](#) to encourage current graduate students to pursue interdisciplinary study. Certificate programs also provide an option for a coherent course of advanced study for those not ready to commit to a full degree program. There are certain restrictions on the timing of admissions to a Graduate Certificate program and the granting of credit for courses completed. Students whose interests or career goals may be served by a Graduate Certificate should familiarize themselves with the University's policies relating to Certificate programs (found below) early in their graduate career, in addition to individual certificate program requirements.

**Related Policies and Forms:**

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

**GRADUATION REQUIREMENTS (M.A. & Ph.D.)**

In addition to all program requirements, students planning to graduate must complete all University graduation requirements **prior to the published Graduation Deadline** in a given semester. Students should consult the current [Academic Calendar](#) for the published Graduation Deadline, which varies by semester.

COGA's graduation checklists contain a comprehensive list of all University requirements for graduation and should be used by every graduating master's or doctoral student in the College:

**[M.A. DEGREE GRADUATION CHECKLIST](#)**

**[PH.D. DEGREE GRADUATION CHECKLIST](#)**

Submission of the final draft of the thesis or dissertation is done electronically. Students must comply with all University requirements for [formatting](#) and [electronic submission](#) of the thesis or dissertation. There is no University requirement that students provide a bound or printed copy of the draft.

Students who have concerns or questions about fulfillment of graduation requirements may arrange for a Graduation Appointment with the [College Office of Graduate Affairs](#) (COGA) following the defense or final exam and in advance of the applicable Application for Graduation deadline. While this appointment is not a requirement, it can be useful to review all degree requirements with a COGA staff member, verify that

the Application for Graduation and Thesis/Dissertation submissions have been completed, and receive guidance on any pending items.

## GRADUATE STUDIES FUNDING OPPORTUNITIES

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

**Dissertation Fellowships:** intended for doctoral students who have passed their comprehensive examinations; for one academic year, non-renewable.

**Summer Fellowships:** intended primarily for doctoral students.

**Graduate Scholarly Presentation Travel Fund:** intended for graduate students presenting a paper at a national or regional meeting of a learned or professional society. A student may receive an award (\$500) only once, and funds are available on a first-come, first-served basis.

**Doctoral Student Research Fund:** Designed to support KU doctoral students who need assistance to carry out research that advances progress toward the degree. Applications for this fund are accepted only for a limited time as funding is available. Students should check the link above for additional information and restrictions.



# Appendices

## Appendix 1

### CLDP Course Requirements

1. Core Courses on Language Acquisition and Impairments (16 hrs minimum for Ph.D.) (Note that for CLDP majors continuous enrollment is required for CLDP 799 (2) Proseminar in Child Language, also cross-listed as ABSC797, LING799, PSYC799, and SPLH799.)

LING 709 (3): First Language Acquisition  
LING739 (3) First Language Acquisition II  
PSYC 782/LING 782 (3): Research Methods in Child Language  
LING 822 (3): Seminar on Acquisition of Language  
2 of:  
SPLH 816 (3): Language Development  
SPLH 840 (2): Language Disorders of Infants and Toddlers  
SPLH 842 (2): Language Disorders of Preschoolers  
SPLH 844 (2): Language Disorders of School Age  
CLDP880 Seminar in Child Language  
CLDP 964 Seminar in Child Language

2. Statistical and Methodological Courses (15 hrs minimum for Ph.D.)

Statistical Courses (at least 12 hours)  
a. PSYC 790 (4): Statistical Methods I  
b. at least 2 courses selected from among:  
PSYC 887 (4): Factor Analysis  
PSYC 889 (4): Nonparametric Statistics  
PSYC 892 (4): Test Theory  
PSYC 893 (4): Multivariate Analysis  
PSYC 894 (4): Multivariate Modeling I  
PSYC 895 (4): Categorical Data  
PSYC 896 (4): Structural Equation Modeling I  
CLDP 944 Multilevel Models for Longitudinal and Repeated Measures Data  
CLDP 945 Advanced Multilevel Models  
CLDP 948 Latent Trait Measurement and Structural Equation Models

Methodological Courses (at least 3 hours)

SPLH/PSYC 982 (3): Issues in Scientific Conduct (note this course is required for meeting the Graduate School requirement for training in Responsible Scholarship)

Or select from among

PSYC 815 (3): Developmental Research Methods

PSYC 816 (3): Design and Analysis for Neuroimaging Research

PSYC 818 (3): Experimental Research Methods

LING 720 (3): Research Methods in Linguistics

SPLH 861 (3): Seminar in Research Methods: Applications in MATLAB programming

SPLH 964 (3): Seminar in Grant Writing

3. Supplemental Courses (24 hours minimum for Ph.D., at least 9 hrs in one area)

a. Linguistics and Psycholinguistics\*

LING 700 (3): Introduction to Linguistic Science

LING 705 (3): Phonological Theory I

LING 707 (3): Phonological Theory II

LING 708 (3): Linguistic Analysis

LING 712 (3): Phonology I

LING 714 (3): Phonology II

LING 715 (3): Linguistics and Second Language Acquisition

LING716 (3) : Second Language Acquisition II

LING 725 (3): Syntax I

LING 726 (3): Syntax II

LING 731 ((3): Semantics I

LING735/PSYC 735 (3): Psycholinguistics I

LING737/PSYC 738 (3): Psycholinguistics II

LING 738 (3): Neurolinguistics

LING 742 (3): Neurolinguistics II

LING 783 (3): Computational Linguistics

PSYC 536 (3): Psychology of Language

PSYC 725 (3): Cognitive Neuroscience

PSYC 800 (3): Experimental Psychology

b. Developmental Psychology

PSYC 825 (3): Social Development

PSYC 870 (3): Cognitive Development

PSYC 872 (3): Attention, Perception and Learning in Infancy

c. Language Disorders

SPLH 820 (2): Developmental Phonological Disorders

SPLH 846 (2): Language Disorders of Adults

SPLH 848 (2): Language Disorders of Special Populations

SPLH 850 (2): Language Disorders Secondary to Closed Head Injury and Dementia

SPLH 854 (2): Reading Disorders

SPLH 860 (2): Evaluation of Speech and Language  
SPLH 880 (1-3): Seminar in Speech-Language Pathology  
SPLH 966 (3): Seminar in Language Development

d. Genetics

CLDP880 (3): Concepts in human molecular genetics  
CLDP 964A (3): Principles to study genetic disorders  
CLDP 964B (3): Behavioral epigenetics

e. Professional Development

LA&S 792 Being an Effective College Teacher

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CLDP = Child Language Doctoral Program

LING = Linguistics

PSYC = Psychology

SPLH = Speech-Language-Hearing

## Appendix 2: Development of a Written Comprehensive Question

**Example of a written comprehensive question:** School-aged children with Specific Language Impairment are likely to be overlooked for special services in the schools in the United States. Summarize the evidence for this statement, identify gaps in the literature, and suggest three research questions in need of study.

### Key components for a written comprehensive question:

- Statement of the problem or scientific issue. It could be an empirical or theoretical issue. Examples are:
  - “School-aged children with Specific Language Impairment are likely to be overlooked for special services in the schools in the United States.
  - “Little is clear about the causes of Specific Language Impairment”
  - “Two competing theories attempt to explain some phenomenon.”
  - “The DSM-V introduced a controversial new definition of autism.”
- State the scope of the paper’s literature review Examples are:
  - “Summarize the evidence for this statement”
  - “Summarize the literature for two possible causes of SLI”
  - “Summarize Theory A and Theory B for some phenomenon.”
  - “Summarize the DSM-V definition of autism”
- Describe gaps in the literature or propose a new synthesis of what is known.
- Suggest three research questions in need of study or propose one study to advance our understanding of the problem or issue.

## Appendix 3

### Review Template for Child Language Doctoral Program Written Comprehensives

**Name of Student:**

**Date Submitted:**

**Question:**

**Reviewer:**

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#### REVIEWER INSTRUCTIONS

Reviewers are to provide lists of strengths, lists of weaknesses, and brief additional comments (as appropriate) to reflect their assessment of the paper's merit. A paper does not need to be absent of weaknesses to be judged of high merit and worthy of a "pass."

#### REVIEW CRITERIA

Reviewers are to consider each of the six review criteria below in the determination of the merit of the paper.

<b>1. Importance</b>
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Please consider the items below in your evaluation of this section:
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- |   |
|---|
| <ul style="list-style-type: none"><li>• The paper addresses an important question.</li><li>• The paper is innovative in nature, approach, or scope.</li></ul> |
|---|

Strengths:

[blank box to enter optional strengths]

Weaknesses:

[blank box to enter optional weaknesses]

Other comments:

[blank box to enter optional feedback]

## 2. Justification/Rationale

Please consider the items below in your evaluation of this section:

- The paper is well-motivated and is appropriately grounded in theory and/or prior literature.

Strengths:

[blank box to enter optional strengths]

Weaknesses:

[blank box to enter optional weaknesses]

Other comments:

[blank box to enter optional feedback]

## 3. Methods/Approach

Please consider the items below in your evaluation of this section:

- The overall strategy, methodology, logical coherence and organization are clear, well-reasoned, and appropriate.
- Original synthesis and/or evaluation are evident and clear.
- The literature review and citations needed for reproducibility are provided.
- The research suggestions are logically coherent with the literature review and assessment of the state of the research needs.
- 

Strengths:

[blank box to enter optional strengths]

Weaknesses:

[blank box to enter optional weaknesses]

Other comments:  
[blank box to enter optional feedback]

#### 4. Findings

Please consider the items below in your evaluation of this section:

- Summative tables and/or illustrative figures are clear and effective.
- The results of the review are reported appropriately, clearly, and succinctly.
- Appropriate new directions are proposed.

Strengths:  
[blank box to enter optional strengths]

Weaknesses:  
[blank box to enter optional weaknesses]

Other comments:  
[blank box to enter optional feedback]

#### 5. Discussion/Conclusions

Please consider the items below in your evaluation of this section:

- The results/findings are clearly related to the previous literature, existing models, or theories.
- Implications of the results/findings have been discussed appropriately.
- Study limitations are acknowledged.
- The discussion is well placed in light of what is firmly established and what is unresolved in the field of Child Language.

Strengths:  
[blank box to enter optional strengths]

Weaknesses:  
[blank box to enter optional weaknesses]

Other comments:  
[blank box to enter optional feedback]

#### 6. Clarity and format

Please consider whether the paper is clearly written and in APA style. Is there appropriate inclusion of references, and does the paper use person-first language and language that is free of bias? Also, does the paper have adequate organizational coherence (e.g., is the heading structure clear and helpful to the reader, and does the flow of the sections work well to convey the key points)?

Strengths:

[blank box to enter optional strengths]

Weaknesses:

[blank box to enter optional weaknesses]

Other comments:

[blank box to enter optional feedback]

**Additional items and comments to the author (optional)**

If needed, use the space below to relay to the author any additional comments not covered by the above sections. Please keep your comments as brief as possible.

[blank box to enter optional feedback]

**req Recommendation**

Please select your recommendation for this manuscript. Reviewer recommendations are shared with the author.

- Pass

"Pass" will be used for those responses that meet or exceed minimum standards: conformity to APA preparation standards, adequate literature review, and quality of discussion including originality of synthesis, integration, or reformulation, logical coherence, and organization. The paper need not meet publication standards but should be near this level.



- Revise

“Revise” will be used for those responses that require the inclusion of additional material, clarification, or reorganization. Reviewers assigning a grade of “Revise” should prepare a detailed set of recommendations for the student that identify significant weaknesses and limitations of the response and offer suggestions for the preparation of an acceptable revision.

- Reject

“Reject” will be used for those responses that do not meet criteria for “Pass” or “Revise”

## Appendix 4

### Mentoring Agreement

#### Purpose

This Agreement is a tool that may be used by department faculty to support mentoring relationships with graduate students who have reached the thesis/dissertation stage of their program. We encourage faculty to consider using it as soon as the student has completed their formal coursework requirements.

The Agreement should:

- Be part of an extended and ongoing conversation between the student and his or her advisor(s). It should be discussed and agreed upon by all parties to that conversation.
- Clearly outline expectations for the student's performance. At a minimum, it should address the following questions:
  - What will be considered good academic progress toward the thesis/dissertation for this student, in this department? What are the key milestones and timeline for completion?
  - What is expected of the student in terms of professional practice (e.g., what should the student do to prepare for meetings with the advisor(s) and/or committee; what is the appropriate way to submit draft materials)?
  - What happens if the student doesn't meet these expectations as discussed and agreed upon with the advisor? That is, what are the consequences?
- Clearly outline expectations for the advisor(s). It should make clear to the student what the advisor(s) agree(s) to do (e.g., turnaround time on feedback, frequency of meetings, nature and extent of comments/suggestions for revision).
- Establish a realistic timeline for completion that takes into account past performance, the work that remains, the amount of time the student can reasonably dedicate to thesis/dissertation work, and any extenuating circumstances that might impact progress.

- Be revisited on a regular basis (each semester or annually) and adjusted as appropriate.

**The use of this Mentoring Agreement is at the discretion of the department. It should be modified to meet the needs of different academic disciplines.**

**This Mentoring Agreement should not be confused with the Graduate Degree Completion Agreement. While similar in content, the latter is a more extensive document required of all those seeking an extension on the time permitted to complete a graduate degree at KU.**

# Mentoring Agreement

1. Student Name \_\_\_\_\_

2. Department \_\_\_\_\_

3. Advisor(s) Name \_\_\_\_\_

4. **Progress to Date:** Please outline in detail any research, writing, or other work toward the thesis or dissertation that has been completed to date.

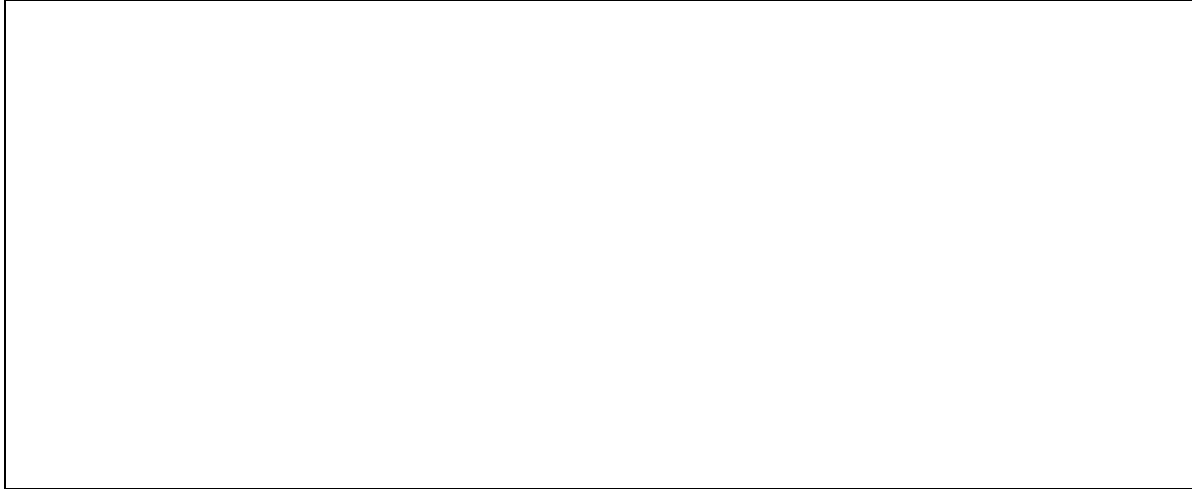
**5. Milestones and Timeline:** Please provide detailed information on the expected steps toward completion, including the various stages of research, drafts, revisions, and final submissions.

Tasks to be completed by the student	Due Date

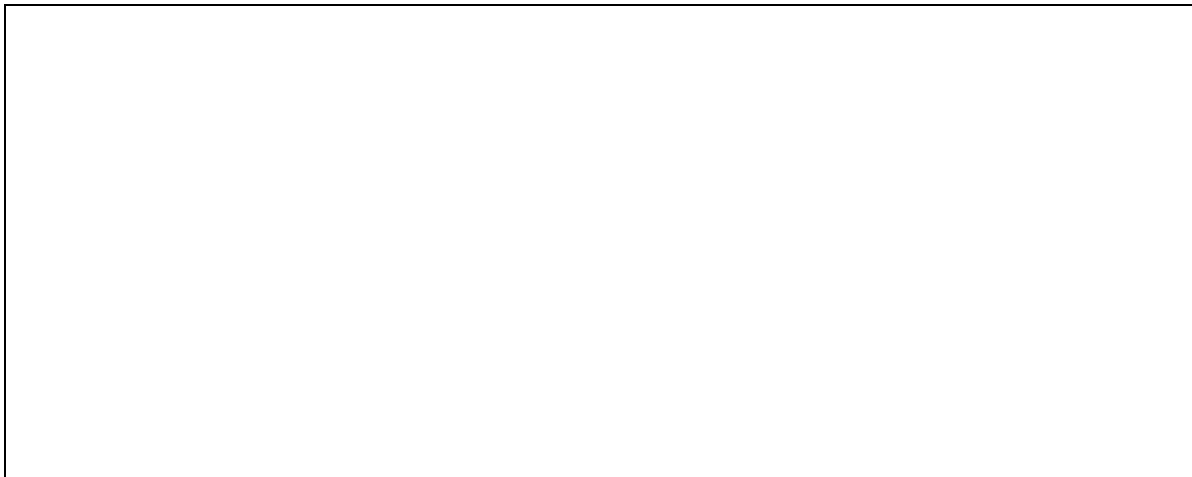
**6. Feedback and Revisions:** Please explain who will provide feedback to the student and with what frequency. If a committee will provide feedback and review of student progress, please explain what the student should expect of this process.

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



**8. Consequences:** If the student does not complete the thesis or dissertation by the expected completion date, the following steps will be taken:



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

Student Name:

Signature:

Date:

Advisor(s) Name(s):

Signature(s):

Date:

## **Appendix 6**

### **KEY OFFICES AT KU**



Your unit's Director of Graduate Studies, Graduate Advisor, or Graduate Coordinator/Administrator is your first stop for any questions related to graduate study or requirements. If you would like to research an issue in advance of speaking with your department or if you still have questions, the following offices can provide assistance:

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

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

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

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

### **[Office of Graduate Studies](#)**

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

### **[Graduate Admissions](#) (Within the Office of Graduate Studies)**

Contact Graduate Admissions for questions regarding, KU Online Application for Graduate Study, ADMIT system / Prospect, English proficiency requirements, and official transcripts.

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

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

### **Financial Aid**

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

### **International Student Services (ISS)**

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

### **Center for Teaching Excellence (CTE)**

The Center for Teaching Excellence (CTE) is a University office dedicated to assisting instructors, including GTAs, to develop effective instructional techniques. The expert staff of CTE can introduce instructors to the pedagogical technology available at the University and help instructors develop new approaches to teaching. CTE specialists work with instructors individually, and also offer a diverse array of workshops and discussions. They also can guide instructors to useful scholarly literature on the subject of college teaching and learning.