Psychological Sciences
University of Missouri

Graduate Student Handbook

August 2026

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Department of Psychological Sciences Website
psychology.missouri.edu

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A Statement of Values

The University of Missouri, as the state's major land-grant university, honors the public trust placed in it and accepts the associated accountability to the people of Missouri for its stewardship of that trust. Our duty is to acquire, create, transmit, and preserve knowledge, and to promote understanding.

We the students, faculty, and staff of MU hold the following values to be the foundation of our identity as a community. We pledge ourselves to act, in the totality of our life together, in accord with these values.

Respect

Respect for one's self and for others is the foundation of honor and the basis of integrity. A hallmark of our community is respect—for the process by which we seek truths and for those who engage in that process. Such respect is essential for nurturing the free and open discourse, exploration, and creative expression that characterize a university. Respect results in dedication to individual as well as collective expressions of truth and honesty. Respect is demonstrated by a commitment to act ethically, to welcome difference, and to engage in open exchange about both ideas and decisions.

Responsibility

A sense of responsibility requires careful reflection on one's moral obligations. Being responsible imposes the duty on us and our university to make decisions by acknowledging the context and considering consequences, both intended and unintended, of any course of action. Being responsible requires us to be thoughtful stewards of resources—accountable to ourselves, each other, and the publics we serve.

Discovery

Learning requires trust in the process of discovery. Discovery often fractures existing world views and requires acceptance of uncertainty and ambiguity. Therefore, the university must support all its members in this life-long process that is both challenging and rewarding. As we seek greater understanding and wisdom, we also recognize that knowledge itself has boundaries—what we know is not all that is.

Excellence

We aspire to an excellence which is approached through diligent effort, both individual and collective. Pursuing excellence means being satisfied with no less than the highest goals we can envision. Pursuing excellence involves being informed by regional, national, and global standards, as well as our personal expectations. We recognize and accept the sacrifices, risks, and responsibilities involved in pursuing excellence, and so we celebrate each other's successes. We commit ourselves to this process in an ethical and moral manner.

These statements are mere words until we integrate them as values in our individual lives and reflect them in our institutional policies and practices. We pledge ourselves to make them effective in the very fabric of our lives, our community, and all our relationships with others, thereby enhancing the development of individuals and the well-being of society.

Introduction

This handbook is a guide for graduate students in the Department of Psychological Sciences. It contains information on departmental procedures and regulations. Students who entered the program in earlier years should refer to that year's version of the Handbook for information on policies and course requirements that apply to them. The Director of Graduate Studies (DGS) should be consulted with questions about the Handbook and departmental policies. The DGS also serves as a liaison between the student and the Graduate School.

In addition to the Psychological Sciences Graduate Student Handbook, which presents departmental requirements, relevant sections of the University of Missouri website should be consulted for general requirements of the Graduate School, academic policies, opportunities for professional development, and health and wellness resources. The department also maintains a Canvas page for graduate students and faculty members that is regularly updated with important information and a directory with a contact information for all faculty, staff, and students as well as a list of all committee members and personnel associated with key departmental administrative roles.

Students should check the Psychological Sciences Grad Student Resources Canvas page on a regular basis. The DGS and others will regularly post information to the page about funding, travel, professional development and class registration.

Graduate Programs Offered

The department offers two graduate degrees in several areas of specialization. The Master of Arts (M.A.) degree requires thesis research and prepares the student for doctoral training. The Doctor of Philosophy (Ph.D.) degree is the highest academic award offered.

Five areas of specialization exist in the Ph.D. program: Clinical Psychology, Cognition and Neuroscience, Developmental Psychology, Quantitative Psychology, and Social/Personality Psychology. The Cognition and Neuroscience, Developmental, Social/Personality and Quantitative programs offer broad empirical and theoretical training and a research emphasis. The Clinical program, accredited by the American Psychological Association (APA) and Psychological Clinical Science Accreditation System (PCSAS), provides balanced and integrated training, as well as professional and research specialties.

Nature of Graduate Training

An intensive experience in advanced training lies ahead for students choosing a professional career in psychology. This training will be different from that experienced as an undergraduate student. More self-direction will be expected, and independent study will become more important. On the other hand, rewards are also greater: satisfaction from demonstrating scholarly ability, discovery through research, and the construction of a firm academic foundation for a productive career. These will amply compensate for the effort, enthusiasm and maturity which are necessary for obtaining a graduate degree.

Diversity and Inclusion

Honoring the variability of individual and cultural differences in identities, backgrounds, experiences, and perspectives is required for us to meet the ethical and moral obligations of professionals in the field of psychology. Being open to multiple perspectives is essential for discovery and learning because what we ourselves know is not all that is. Welcoming these varied perspectives is integral to achieving excellence, since without it, our own views and opinions are not challenged and honed.

The Department of Psychological Sciences believes that a dynamic and varied community strengthens and enriches our learning and work environments as well as the profession of psychology. Consistent with the broad definition used by the American Psychological Association, we work to understand and appreciate individual differences across a broad range of groups including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, as well as socioeconomic status, urban/rural background, and veteran status (*APA Commission on Accreditation, Standards for Accreditation in Health Service Psychology, 2015*). We value the uniqueness of every individual and strive to ensure each person's success. Contributions from individuals with a range of backgrounds, experiences and perspectives promote intellectual pluralism and enable us to achieve the excellence that we seek in learning, research and engagement. This commitment makes our university a better place to work, learn and innovate.

The Department aims to facilitate progress in inclusive excellence through the leadership of the Associate Chair for Inclusive Excellence and the STRRIVE plan which outlines the Department's commitment and goals for inclusion. STRRIVE is an acronym for seven Departmental goals to advance inclusive **S**upport, **T**raining and education, **R**epresentation, **R**esearch, **I**nstruction, and **V**oice in our professional activities and to **E**valuate our progress toward these goals. The STRRIVE plan documents and guides implementation of our promise to acknowledge and address injustice and to promote inclusion in all areas of our work, including research, teaching/training, mentorship, clinical practice, and climate.

Inclusive Excellence Training Activities

The Department is dedicated to providing students (and faculty and staff too!) with opportunities to develop critical knowledge and awareness of issues in psychological research and practice. Faculty recognize that we have a responsibility to educate ourselves about discrimination and disparities based on all aspects of human identity and experience. We seek to enhance our cultural humility and establish a common knowledgebase to better create a department where all students, faculty, and staff can thrive.

Formal coursework is available for graduate students both in the department and across campus to facilitate focused study in topics related to social justice and inclusion issues (for example, Multicultural Psychology; Women's Career Development). We also offer informal learning activities where faculty, graduate students, and staff members are learning alongside one another. One example includes the Department's One-Read program, which provides a common topic and reading that every member of the department can discuss in area seminars once each semester. The Department also hosts a monthly Inclusive Science meeting during the academic year. These groups provide opportunities for interested individuals to dig more deeply into relevant topics and consult with one another on ways to improve inclusive excellence of their research, teaching, clinical practice, and other professional activities.

Every month, the Department shares department, campus, community, and national educational resources (links to seminars, trainings, conferences, or written materials) for developing competencies that align with professional standards and expectations via a Bulletin.

Inclusive Excellence Resources
The Department offers a number of resources to support our inclusion goals as reflected in the STRRIVE plan. These include funding for conferences and workshops related to inclusive excellence, funding to broaden the representation of research samples in psychological research, and an award to recognize graduate students' efforts in inclusive research, teaching, mentoring, service, and/or leadership.

We recognize that students from underrepresented groups in psychology experience unique challenges in pursuing their studies. To provide support for these students, we have identified faculty members in the department who serve as informal mentors for students* with concerns or challenges related to varied identities, including:

- LGBTQ+ Students
- Gender
- International Students
- BIPOC Students
- First Generation College Students
- Students with Disabilities

*Please see the department directory linked on the Canvas page for these faculty mentors.

In addition, the department has a standing Committee on Inclusive Excellence (CIE) and other standing committees that overlap with CIE's goals, such as the Wellness Resources Committee. The Clinical area's C-IDEA committee addresses inclusion efforts in the Clinical training program. Contact information for the mentors and committee is available from the department Chair's office.

Student Rights and Intellectual Pluralism

The Department's Ethical and Professional Issues Committee (EPIC) facilitates informal problem resolution and provides information for more formal complaints (see Section *Miscellaneous*). Students are encouraged to consult with a member of this committee if they have any concerns about ethical or professional issues concerning themselves, faculty, or student colleagues. Students who have questions or concerns regarding the atmosphere in the department may also contact the department's Chair, the department's DGS, the campus Office of Accountability and Support, or the campus Office of Institutional Equity.

Students With Disabilities

Students have the right to equal access to courses, programs, services, facilities and activities offered through the university; an equal opportunity to learn; reasonable and appropriate accommodations and academic adjustments with the goal of diminishing the effect of a disability on academic functioning; appropriate confidentiality; and respect and courtesy.

The campus Disability Center is an important resource for graduate students. If disability-related accommodations are necessary, students should establish an accommodation plan with the Center. Then, students can notify their mentor, class instructors, and the DGS for implementation of approved accommodations.

Financial Assistance

A number of financial awards and appointments are available. Most graduate students are employed by the department through an assistantship. Assistantships give students opportunities for professional experience, academic training, and financial support while pursuing advanced degrees. Qualifying assistantship appointments include Graduate Teaching Assistantships (GTA), Graduate Instructor Assistantships (GI), Graduate Research Assistantships (GRA), and Graduate Professional Assistantships (GPA). Graduate assistants are expected to recognize and be guided by the same ethical principles and standards of conduct as other members of the department.

Assistantships may be awarded for 9-month (academic year- Fall and Spring semesters) or 12-month (academic year and summer) appointments. Students on a 9-month (academic year) appointment may receive partial or full summer support. Methods of summer support are discussed in Section *Forms of Summer Support*.

A student's mechanisms of support (e.g., GTA versus GRA) may change year-by-year. On a regular basis, students should discuss their funding with their mentor and/or area director. Students should discuss their preferences for funding, recognizing that tight budgets may restrict options.

Appointments are available for either one-quarter (0.25 full-time effort, FTE) or one-half (0.50 FTE) full-time effort. A 0.25 FTE assistantship requires 10 hours per week, and a 0.50 FTE assistantship requires 20 hours per week devoted to the assignment. A student may have multiple assistantships each semester (e.g., a 0.25 FTE GTA and a 0.25 FTE GRA); however, the total effort typically will not exceed 0.50 FTE, and the total will never exceed 0.70 FTE.

Stipend Support

Assistantships include a stipend. The University sets a minimum stipend amount, and minimum stipend levels are adjusted annually based upon percentage salary increases for faculty and staff from the previous year set by the University. For the 2026-2027 academic year, the minimum stipend is $20,392 for 9 months.

Students who are in 9-month assistantships are paid the 9-month stipend over 10 months, from August 1 through May 31. Students in a 9-month assistantship may elect to have pay dispersed over 12 months. Students are expected to perform their assistantship responsibilities over 9 months, even if their pay is delivered over 12 months.

More information on stipend support is available from the Graduate School on their website.

Graduate Student Tuition Support Program (Tuition Remission)

Graduate students who hold qualifying assistantships are eligible for the Graduate Tuition Support Program, administered by the Graduate School. The program remits (i.e., students would not pay out of pocket) tuition for courses applicable and relevant to the student's degree program.

More information on the program is available from the Graduate School on their website.

Student Health Insurance

Students in qualifying assistantships may be eligible for a medical insurance subsidy through the Graduate School. Enrollment is voluntary for students who are U.S.-citizen or permanent residents. International students with F or J visa status are automatically enrolled in the international plan and international students with visas other than F or J are required to carry the insurance and must enroll.

More information on student health insurance, including enrollment windows for domestic and international students, is available from the Graduate School on their website.

Forms of Support

Graduate Teaching Assistantships (GTA)

A GTA assists with formal classroom and/or lab instructional duties related to the student's academic program. Other responsibilities may include leading or assisting with lectures and discussions, managing lab sections, preparing quizzes, grading, developing course materials, and tutoring/holding office hours. All GTAs are required to complete Graduate Teaching Orientation (GTO).

Ahead of each semester the DGS will contact all graduate students regarding their preferences as well as any limitations in their weekly schedule for GTA assignments. GTAs are also encouraged to discuss their interest in serving as a GTA with the DGS.

Graduate Instructor Assistantships (GI)

A GI is responsible for being the primary instructor of an undergraduate class. Students may request a specific course to teach; however, the course, the number of times the course is offered, and the time-of-day the course is offered will be determined by the department to meet its curricular needs. All GIs are required to complete Graduate Teaching Orientation (GTO).

GIs are strongly encouraged to prepare for teaching by participating in the department's Teaching of Psychology Practicum Program (TOPP). The DGS will make a call for TOPP applicants each fall. Students selected for TOPP must have completed their M.A. requirement and must be making good progress toward completing Ph.D. degree requirements. TOPP students are expected to enroll in the Teaching of Psychology (PSYCH 9910) in the spring semester. TOPP students are also strongly encouraged to enroll in the Teaching of Psychology Practicum (PSYCH 9909) in the fall and spring semester.

Students who do not participate in TOPP may also teach an undergraduate course and be eligible to teach during the summer. Students selected must have completed their M.A. requirement and must be making good progress toward completing PhD. In addition, the student must identify a faculty mentor who will assist with course preparation and who will be available to meet with the student on a regular basis while teaching. The graduate student should present a written plan to the DGS that indicates how they will become familiar with departmental and campus teaching policies, compliance with guidelines, pedagogical techniques, and grading philosophies. Further information is available from the DGS.

Graduate Research Assistantships (GRA)

A student may be granted a graduate research assistantship (GRA) through a faculty member's grant or other University funds, enabling the student to progress toward an advanced degree while performing research activities related to the grant or fund requirements. In these positions, students assist with research activities that may include conducting experiments, organizing and analyzing data, documenting research results, assisting with publication preparation, and presenting findings in publications or at conferences.

Graduate Professional Assistantships (GPA)

Graduate Professional Assistantships conduct administrative, professional, or technical duties that support growth and knowledge related to the student's field of study and career preparations and are not directly involved with formal academic teaching or research.

Annual Renewal of Financial Support

Annual renewal of financial support is contingent on the student's (1) program and year priority, (2) performance as an assistant, and (3) overall performance in the program. In principle, the department is committed to providing financial support to all qualified students through the first five years of graduate study at the 0.50 FTE level.

Students beyond the fifth year may receive support if it is available after new student admissions have been finalized for the academic year in question. All such requests will be prioritized by the Chair with input from the Council of Directors (CoD) and DGS.

Priority System for Awarding Assistantships

The department uses three criteria in establishing priorities for awarding assistantships. These have no set order of priority among them. The three criteria are:

A. Year and program considerations (in descending order of priority):

1. Applicants to PhD. program who have been accepted with an assurance of support.
2. M.A./Ph.D. candidates who will be in their 2nd, 3rd, 4th or 5th year of graduate study during the period of appointment.
3. Ph.D. candidates who will be in their post-fifth year of graduate study during the period of appointment.

B. Performance in assistantship.

Each semester supervisors complete an evaluation of each assistantship student they direct. After discussing the evaluation with the assistant, the instructor submits the evaluation and any other relevant materials (e.g., Teacher Evaluation Questionnaires) to the DGS. In any instance, where the DGS makes a recommendation of no reappointment or low priority for reappointment because of a negative evaluation, the recommendation must have the concurrence of the CoD.

C. Performance of graduate students.

At least once a year the training committees of the department review the performance of each of the students in their training program. Course grades, evidence of progress towards completion of other degree requirements (e.g., thesis research), and professional behavior will be evaluated.

Special Circumstances
Periods of time on internship or other approved leave of absence will not be counted as years of graduate study for the student. Also, the teaching needs of the department (i.e., students with specialized skills needed to teach specific courses) can take precedence over the normal criteria.

Fellowships

Students may be awarded fellowships by the Graduate School. The policies for fellowship renewal and payment are established by the Graduate School and often require students to maintain a minimum GPA, make appropriate progress toward degree completion, actively participate in grant-writing activities, and/or complete regular paperwork.

Other Positions

From time to time, the department recommends graduate students for positions within the department (e.g., coordinator for the research subject pool). Compensation for other positions may be in place of in addition to assistantship support.

Forms of Summer Support

External Research Grants

Students may receive summer support as a GRA from individual faculty members with funded research grants. Application must be made to the faculty member holding grants. Work time and compensation rates are established by the supporting faculty member and will be reviewed by the department for compliance with campus guidelines.

Summer Teaching

Students who have completed TOPP may be eligible to teach an undergraduate class as a GI during the summer. Students who did not participate in TOPP may teach under the procedures described above in Section *Graduate Instructor Assistantships (GI)*.

The course, the delivery format (e.g., online, on-campus or online/on-campus hybrid) and the time-of-day the course is offered will be determined by the department to meet its curricular needs. Minimum enrollment thresholds for compensation will be established by the department.

Summer Grant Writing Program

The department sponsors a Summer Grant Writing Program for graduate students. The fellowships will allow graduate students to write and submit applications for pre-doctoral fellowships from external funding sources. Examples of appropriate funding mechanisms include NSF pre-doctoral fellowships (e.g., NRSA), NIH national research service awards (e.g., NSF-GRFP), and APA fellowships.

Graduate students considering applying for the Summer Grant Writing Fellowship must discuss the endeavor with their adviser. Students who have previously received departmental funds for grant writing are not eligible. The CoD and Chair will select the awardees.

Josephine Mitchell-Smith Fellowship

Josephine Mitchell Smith served as interim head of the Department of Psychology in 1929, and her niece endowed a fund that provides awards to graduate students. Awardees will be outstanding students in good standing who need summer support to help them with their research scholarship and continued progress toward degree completion.

The CoD will select the awardees on the following criteria:

- Excellence in research achievements (e.g., publications, presentations and submitted grants), relative to their years in the program.
- Appropriate progress toward completing degree (i.e., M.A., comps or Ph.D.) requirements.
- Explanation for why the award is needed (e.g., why funding from other sources is not available) and how it will facilitate research scholarship (e.g., collecting and analyzing data, and/or writing) during the summer.

Other Positions

From time to time, the department recommends graduate students for summer positions within the department (e.g., coordinator for the research subject pool).

Travel Awards

All current students are eligible for a limited number of awards of up to $400. Students are limited to one award per fiscal year (July 1 – June 30). The department must approve travel prior to departure. Lodging is reimbursed at the single room rate plus tax. Other reimbursable expenses include meals, business telephone calls, computer charges, parking, shuttle, road tolls, conference fees, airfare, and cost of gasoline if riding with someone else. The department provides funding for students to attend conferences and workshops, in which they are presenting their research. Funds may also be used to cover travel expenses related to internships.

Application forms are available on the department's Canvas page and need to be approved by the Grad Student Contact. In addition, receipts must be provided for approval through Cherwell to receive reimbursement.

Thesis and Dissertation Research Costs

The department will, as budget availability permits, provide fiscal support for students' thesis and dissertation research. We will provide up to $400 for master's and dissertation research costs. To apply, the student and adviser must submit a budget, specifying total research costs, other sources of funds, and the amount requested from the department. Final approval of the research proposal by the student's committee is required prior to submitting the request. Funds must be expended in the appropriate fiscal year. A one-year extension may be requested.

Application forms are available on the department's Canvas page and need to be approved by the Grad Student Contact.

External Fellowships and Scholarships

Graduate students are encouraged to seek and apply for external fellowships and scholarships. The Canvas page and messages from the Graduate School periodically contain announcements about these opportunities. Students should consult with their mentor and the Associate Chair for Research on opportunities and departmental policies and procedures for applying for external awards.

Some fellowships or scholarships may limit the number of applications allowed to be supported by the department. Students seeking an award with this restriction must submit a letter of intent to the Director of Graduate Studies no later than 45 days in advance of the funding agency's application deadline. If multiple letters are received, the CoD will determine which application is invited to move forward. If no applications are received by this deadline, the first letter of intent received after the deadline will be reviewed for approval by the Director of Graduate Studies.

Graduate Student Awards

The DGS will notify students about departmental and campus awards via the Canvas page. The award calls will include information on required submission material, deadlines and award review criteria.

Graduate School Awards

Graduate students are encouraged to apply for awards through the Graduate School. These include the Anderson GTA and GRA Awards. When the department is limited in the number of nominees for an award, the CoD will select the department's nominee(s).

Graduate Student Excellence Award

The Graduate Student Excellence Award recognizes advanced students who have demonstrated outstanding scholarship through publications, presentations, and grants. Recipients and number of awards will be determined by the Chair and CoD.

Graduate Student Inclusive Excellence Award

The Graduate Inclusive Excellence Award recognizes students who have demonstrated outstanding contributions to diversity and inclusion in their research, teaching and/or clinical scholarship. Recipients and number of awards will be determined by the Committee for Inclusive Excellence.

Graduate Excellence in Undergraduate Mentoring

The Graduate Student Excellence in Undergraduate Mentoring recognizes students who have demonstrated outstanding contributions to mentoring undergraduate students in research. Recipients and number of awards will be determined by the Director of Undergraduate Studies, Chair and CoD.

Outstanding Graduate Instructor Award

The Outstanding Instructor Award recognizes students who have demonstrated outstanding teaching ability by serving as the primary instructor for an undergraduate class. Recipients and number of awards will be determined by the Director of Undergraduate Studies (DUG), Chair, and CoD.

Outstanding Graduate Research Assistant Award

The Outstanding GRA Award recognizes students who made outstanding contributions to research during the academic year. Recipients and number of awards will be determined by the DGS, Chair, and CoD.

Outstanding Graduate Teaching Assistant Award

The Outstanding GTA Award recognizes students who provided outstanding service to students and instructors each semester. Recipients and number of awards will be determined by the DUG, Chair and CoD.

Robert S. Daniel Teaching Fellows

Robert S. Daniel Teaching Fellows will be those students who have completed both Teaching of Psychology (PSYCH 9909) and Teaching of Psychology Practicum (PSYCH 9910) and have successfully taught an undergraduate course.

Departmental Training Area Awards

Training areas within the department may offer awards to recognize outstanding research scholarship, teaching/mentoring, clinical service and commitment to diversity & inclusion.

Advisement Procedures

Faculty advisement usually plays a much greater role in graduate than undergraduate education. Competence in scholarly research and other professional activities is developed through an apprenticeship model, with a learn-through-doing approach.

Every student working toward a graduate degree has a faculty adviser. The adviser can be any assistant, associate or full professor in the department who is a member of the Graduate Faculty. The adviser performs a number of Graduate School and departmental functions for the student. The adviser is representative to the Graduate School, to the departmental faculty, and to the student's committee. A request for any kind of special consideration normally is submitted through the adviser. The adviser's primary responsibilities, however, are concerned with: (1) helping students plan their programs of training; (2) approving their semester course schedules; (3) conducting, with a committee, oral or written examinations required by the Graduate School; and (4) supervising the M.A. thesis or Ph.D. dissertation. In addition, students are encouraged to consult their advisers (as well as other faculty members) whenever matters arise which may affect their graduate training.

Initial Faculty Adviser

Upon acceptance into the program, each new graduate student is assigned an initial adviser who is usually a faculty member in the student's area (e.g., Clinical, Social/Personality, etc.) and a member of the graduate faculty. The adviser is expected to orient the student to the program area, help the student select courses, act as an advocate for the student, and direct and assist the student in initiating and continuing active engagement in research and other academic activities.

Changing Faculty Advisers

The initial faculty adviser may or may not remain as the student's adviser for the master's and doctoral degrees. Students are free to change advisers at any time. If a change is to be made, it is generally beneficial to change advisers as early on as possible, especially relative to the completion of a particular degree. A change should be discussed with the present and proposed advisers and the area program director. The DGS should be notified of any such changes. An Application for Change of Adviser must be completed and submitted to the DGS. This form is available on the Canvas page and Graduate School website.

An Aspirational Statement on Faculty Mentorship

Faculty in the MU Department of Psychological Sciences voted in Fall 2019 to endorse this aspirational statement on faculty mentorship articulated by the University of Arizona Department of Psychology. This statement below has been modified only slightly to reflect our specific support of the values and behavior expressed.

The Department of Psychological Sciences at the University of Missouri-Columbia follows a student-focused, mentorship-based model for training doctoral students in psychological science. Mentors are trusted guides to learning, and mentorship occurs in an educational setting when mentors provide this guidance to advance a mentee's career development.

High-quality faculty mentorship is not only the vehicle for the scientific training conducted in our department, but it also serves to promote graduate student wellbeing and a sense of collective

satisfaction in our shared place of work. Mentorship occurs not only in the context of students' development as scientists but in the relationship between an instructor and teaching assistants, clinical supervisor and trainee, or in the context of departmental service and committee work. Equally, students may be mentees in some contexts and mentors in others (e.g., when supervising the work of undergraduate students).

We recognize that the mentorship relationship is a "two-way street" in which both mentors and mentees must take responsibility for good communication—about expectations, about what is working well, and about what can be improved. Mentees should be able to communicate constructively with their advisors without fear of retaliation.

Given the importance of mentorship for achieving the department's strategic plan and training goals, the faculty believe it is critical to codify the observable behaviors that define high-quality mentorship. In many ways, the behaviors listed below constitute a statement of shared values.

We see high-quality mentorship as defined by:

Treating Graduate Students as Junior Colleagues

1. **Treating doctoral students (and their work) with dignity**. This includes: interacting with doctoral students as junior colleagues who are here to be trained in all aspects of the conduct of scientific research; speaking to doctoral students (or about doctoral students' work) with respect. High-quality mentors acknowledge that graduate students are not simply research assistants who complete work that advances their adviser's career. Students should be included in the scientific publication process in a manner that is directly commensurate with their efforts and in accord with ethical standards in the field.

2. **A commitment to the development and maintenance of professional boundaries**. It is the responsibility of all mentors to create a professional relationship that is in the best interests of their students, one that is safe, non-coercive, and non-exploitative.

3. **Recognizing the power dynamic that exists between trainees and mentors**. Given that all mentors are in positions of power, high-quality mentors consider how their words and actions can impact mentees' progress.

Providing and Asking for Constructive Feedback

4. **Providing constructive feedback**. High-quality mentors aim to make their students' work better and to provide feedback that is concrete, actionable, detailed, constructive, and encouraging. Comments that are critical of students' intentions, capabilities, or motives are avoided. When issues arise with trainees or their work, mentors ask questions in an open and curious manner that is neither critical nor condescending.

5. **Providing timely feedback**. High-quality mentors place priority on responsive and timely feedback to their students. Documents are returned promptly, ideally within two weeks, and, if later, the student is given an explanation about the delay and an expected timetable for receipt of feedback.

6. **Providing regular feedback and conducting a review of goals**. High-quality mentors meet in person at least once every two weeks to review progress and movement toward the mentee's professional and career goals.

7. **Being open to and asking for feedback**. High-quality mentors are open to and solicit constructive feedback from their student. High-quality mentors make it clear to their trainees that they can raise issues in kind and considerate ways to improve their relationship and the efficiency of their work together.

Supporting Academic Development & Student Wellness

8. **Recognizing that the work of graduate school is inherently difficult and inquiring about students' needs for support**. High-quality mentors recognize there is no "one-size-fits-all" approach to supporting students and enabling their success. These mentors try to understand what would be helpful to each student and, to the best of their ability, provide this type of support or guidance. High-quality mentors inquire about their students' wellbeing and provide positive feedback to encourage students' efforts.

9. **Meeting students "where they are."** High-quality mentors make efforts to "meet students where they are" in their professional development and to provide appropriate oversight and scaffolding that allows for continued growth toward professional independence. When done well, this scaffolding represents a "middle-of-the-road" stance that helps students feel supported in their efforts but not micromanaged.

10. **Maintaining reasonable and predictable expectations for work performance**. People work best under conditions that include reasonable and predictable expectations. High-quality mentors recognize that prolonged, high stress environments, excessive work demands, and unpredictable timelines are detrimental—not conducive—to student progress. In doing science, work stress is unavoidable; our lives are replete with deadlines and full of major projects. To the best of their ability, high-quality mentors take steps to make their students' experiences are manageable as possible, even during periods of intense work.

11. **Providing training opportunities for their students and making an effort to be inclusive and equitable with these scientific opportunities**. High-quality mentors provide time, resources, and opportunities fairly and equitably across students they mentor, and recognize that all students desire opportunities to advance their professional development.

The Master of Arts Degree

The department considers the M.A. to be a scholarly degree in general psychology and research training. It is a prerequisite to acceptance for Ph.D. candidacy. The requirements are (1) 30 credit hours, including research credit, (2) a thesis, and (3) a final oral examination on the thesis research.

Schedule for the Master of Arts Degree

Due dates for forms and other requirements for earning the M.A. can be found on the Graduate School website.

Students must complete their master's thesis by the end of their third year (sixth semester). If not completed by this point, students may be placed on academic probation during their fourth year (start of seventh semester). Failure to complete the thesis by the end of the fourth year may result in dismissal.

Enrollment Requirements

Students should plan on enrolling in 9 credit hours for full-time student status in the Fall and Spring semesters while working on the M.A. requirement. The minimum enrollment is 4.5 credit hours.

Summer enrollment is not required for most students before completion of comprehensive exams. Students should consult with their mentor, area director and/or DGS if summer enrollment is necessary. If a student chooses to enroll in Summer, full-time enrollment is 4.5 credit hours.

> How many credit hours do I need to enroll before comprehensive exams? For most students, they will enroll in 9 credit hours in the Fall and Spring semester. Summer enrollment is not required.

Students with student loans should consult their agency for enrollment requirements specific to their loan agreements. International students should consult with the campus International Center for requirements specific to their visa.

Course Requirements

A minimum of 30 hours of graduate-level courses is required for the M.A. degree. A student must complete 24 hours of advanced study at the University of Missouri to receive the degree. This means that a maximum of six hours of graduate coursework taken elsewhere can count toward the master's degree. Such transfer of credit must be recommended by the student's adviser and approved by the DGS.

The Graduate School requires that 15 or more of the 30 hours be at the 8000 or 9000 level. Thesis research (PSYCH 8090) must be at least three hours. Courses are selected to fulfill a student's basic academic needs and should be chosen in consultation with the adviser. The faculty adviser will help plan the student's M.A. program and prepare the *M-1: Program of Study for the Master's Degree*. This form should be submitted to the DGS by the end of the second semester after entering the program. The M-1 should be completed with great care and should ***list only those credit hours required for the M.A. degree (i.e. no more than 30-35 credit hours)***. Changes in courses not yet taken must be filed with the

DGS by submitting the form *Plan of Study Course Substitution Form* available on the Graduate School's website.

The Master of Arts Thesis

The master's thesis is supervised by the student's adviser. This original research effort provides an opportunity to learn research procedures. The thesis requires considerable preliminary thought and planning as well as time in data collection, analysis and write-up. In this regard, the following guidelines will be helpful.

Thesis Committee Meeting

With the adviser's help, the student forms a committee of at least three faculty members to review the proposed thesis research. The chair of the thesis committee usually will be the student's adviser. One member of the thesis committee must be from within the department but outside the student's training area (also known as the inside/inside member). A third committee member must be from outside the department and hold the academic rank of assistant, associate, or full professor (known as the outside/outside member). Prospective committee members from outside the Department of Psychological Sciences who are not currently on the Graduate Faculty must receive special approval. To serve on a graduate committee, persons holding the title of "adjunct" professor within the Department of Psychological Sciences must (1) hold a regular faculty position in another MU department and (2) serve only as a committee member from outside the department. The *M-2: Request for Thesis Committee* form should be completed and submitted to the DGS.

If a member of your thesis committee changes for any reason (e.g. changing mentors, having a member leave MU), The student will need to fill out and submit a *Change of Committee Form*, which can be found on the Graduate School website.

Research Proposal

Students are expected to begin thinking about possible thesis topics during their first semester. Once a research question has been identified, the student, in consultation with their faculty adviser, will do a critical review of the relevant literature and develop a research proposal that provides an introduction to the relevant literature and a description of the research question, proposed methods, and proposed analytical plan.

Upon approval by the adviser, copies of the thesis proposal should be circulated to the remaining committee members, who review the proposal and provide feedback on the proposed research at a subsequent committee meeting, which is typically 1-2 hours in length. During the proposal meeting, the student will typically provide a short presentation of the research proposal and then provide the committee with an opportunity to ask questions and provide input on the proposed research.
After the research plan has been reviewed by the committee, the student is responsible for executing the proposed research in consultation with their adviser.

Preparing the Thesis

After completing the proposed project, the student will prepare a draft of their thesis in consultation with their adviser. The Department of Psychological Sciences requires that the thesis be prepared in accordance with the rules cited in the Publication Manual of the American Psychological Association. On matters of style and form not covered by the APA Publication Manual, the. It is the student's responsibility to obtain and adhere to the specific requirements of the Graduate School for thesis

submission. Note that each emphasis area may also have specific guidelines related to content or form of the thesis.

When the draft is acceptable to the adviser, it is submitted to the remaining members of the committee. An oral defense is scheduled where students are expected to explain and defend their work (described below). It is the student's responsibility to provide copies of the thesis to all members of the committee in advance of the final examination. This should be done at least two weeks prior to the defense.

The Final Oral Examination

The final oral examination for the M.A. degree must be conducted by The Committee members listed on the M2. Typically, the candidate is asked to present a brief (approximately 10 minutes) summary of the thesis research. A round of questions directly concerning the research itself is then initiated by the members of the examining committee. A second round of questions may cover somewhat broader topics. The candidate is excused at the conclusion of the questioning, and the committee will vote final approval or disapproval on the basis of the thesis and the final oral examination. The oral defense typically takes 1-2 hours. The results are reported to the Graduate School on Form *M-3: Report of the Master's Examining Committee*. The completed form should be submitted to the DGS.

Completing the M.A.

Students must apply for graduation for the M.A. The window to apply for graduation is several months prior to the thesis defense. It is the student's responsibility to check the Graduate School website for graduation application times and to submit all required materials for degree completion. A student cannot work towards their Ph.D. until the M.A. has been awarded.

It is the student's responsibility to check with the Graduate School to be sure that all requirements have been met, including completion of incomplete grades.

The Doctoral Program

The Department of Psychological Sciences offers the Ph.D. degree in five emphasis areas: clinical, cognition and neuroscience, developmental, quantitative, and social/personality. New admissions are selected strictly on a competitive basis and are admitted directly into the doctoral program in one of the emphasis areas in Psychological Sciences. The major features common to the various doctoral programs are presented in the following sections.

Schedule for the Doctoral Degree

Although students are admitted directly into the doctoral program in Psychological Sciences and begin the curriculum in Year 1, they are technically working toward the master's requirement first and then the Ph.D. requirement. Each degree has a set of campus requirements, relevant forms, and due dates that can be found on the Graduate School's webpage.

Master's Requirement

Students are not allowed to work toward the doctoral degree until they have completed the master's degree. In most cases, this means the completion of the master's degree in this department.

Students who enter the program with a master's (thesis) degree from another university can satisfy the master's degree requirement at MU by having their thesis and course work approved by a three-member committee consisting of the student's adviser, a member of from within the department but outside the student's training area, and a member from outside the department with academic rank of assistant, associate, or full professor. The form, *Approval of Thesis from Another University* found on the department's Canvas page, should then be submitted to the DGS.

Students with a non-thesis master's degree may complete a thesis based on an empirical research project completed at MU. The thesis must be approved by a three-member master's thesis committee, with membership as described above.

Residency Requirement

In order to satisfy the residency requirement, a student must complete either A) 2 semesters at minimum 4.5 credit hours with a 0.5 FTE assistantship (or equivalent with a fellowship), or B) 2 semesters at 9 credit hours with no assistantship or fellowship. All courses taken to satisfy the residency requirement must be approved by the student's Doctoral Program Committee. Correspondence and off-campus courses may not be counted toward the residency requirement. This requirement is almost always met in the process of earning your Master's degree.

Application for the Doctoral Degree

Immediately upon completion of the requirements for the master's degree, a student should file a *D-1: Qualifying Exam Results and Doctoral Committee Approval* form. This form notifies the Graduate School of the student's presence in a doctoral program. This form should be submitted to the DGS and Doctoral Committee by the end of the first semester and no later than the end of the second semester of doctoral study. Please keep in mind that despite the title of the D-1 form, there is no qualifying exam; the completion of the MA is the qualifying process of beginning the PhD.

Program of Study

If the Doctoral Program Committee favorably evaluates the student's current performance in the graduate curriculum, they will then plan the doctoral Program of Study with the student. The Program of Study for the doctoral degree must not only reflect the training needs of the student but also should be a reasonably attainable plan for completion of all degree requirements. Planning the course of study requires considerable effort on the part of the student, working closely with their doctoral committee. The program of study should include: (1) a list of prior degrees; (2) all courses taken and anticipated as counting for graduate credit, when and where they were taken, and grade received; (3) a realistic projection as to when the doctoral comprehensive examination and dissertation will be completed; and (4) specification of how the Graduate School residence requirements will be met.

After the student's Doctoral Program Committee approves the Proposed Program of Study, the student submits form *D-2 Plan of Study for the Doctoral Degree* with the attached program of study to the DGS for review by the end of the second semester of Doctoral Study. Following approval, the form and attached Program of Study will be sent to the Graduate School by the end of the third semester.

Graduate Course Requirements

Students qualify for study toward the doctorate by satisfactorily completing the requirements of the curriculum (see below). The requirements listed on the following pages are departmental requirements. Individual training programs may have additional course requirements.

The Ph.D. degree requires completion of 72 credit hours from a combination of department and area course requirements, research credits, and optional elective courses or courses used to complete a minor or certificate.

Class A - Distribution Curriculum

14 hours

8910 Responsible Conduct of Research……..1 hr.
** Students must complete this course in their first year **

Students may petition the CoD to allow courses from outside the department to count for one distribution course. Students interested in doing so should contact the DGS for more information.

Statistics Requirement (13 hrs.)

The graduate curriculum also includes a statistics requirement. A total of 13 hours are required. Students must earn an A or B in each of the required statistics courses to qualify for doctoral study. The following two courses must be completed within the first two years of graduate study:

8710 General Linear Models in Psychology I (4 credits)
8720 General Linear Models in Psychology II (4 credits)
8730 General Linear Models in Psychology Lab (1 credit each semester of 8710 & 8720)

One additional statistics/methodology course must be completed by the end of the third year of graduate study. Students may choose from the following courses:

9001 Topics: Psychometric Model Estimation
9001 Topics: Machine Learning

9710 Multivariate Statistics in Psychology
9715 Multilevel Modeling
9720 Latent Variable Models in Statistical Analysis
9750 Advanced Structural Equation Modeling
9760 Categorical Data Analysis
9765 Cluster Analysis & Network Analysis
9770 Bayesian Psychometrics

In addition, students may petition the CoD to allow other courses to count for this third course. Students interested in doing so should contact the DGS for more information.

Class B - Area of Concentration

Minimum of 24 hours

A minimum of 15 hours must be taken at MU, of which 12 hours in the area of concentration must be taken in the Department of Psychological Sciences. These requirements are individualized to each training area, and these minimums may be higher if required by individual area training committees. Area of concentration requirements may include courses used to satisfy area requirements.

The Teaching of Psychology Practicum may not be used to fulfill Class B requirements.

Class C - Research

Students must enroll in at least three hours of 8090 to receive a master's degree. In addition, students must complete at least three hours of 9090 to receive the doctoral degree. Additional credits beyond these six are not required but may be used as needed to reach the required minimum enrollment to maintain full-time status or to reach the required minimum of 72 total hours for the Ph.D. degree. Students should plan to take no more than 1 research credit per semester and seek special permission if they need to enroll in >1 credit during the semester.

Research courses include:

8050 Research (Non-Thesis; used only rarely, special permission required from the DGS)
9050 Research (Non-Dissertation; used only rarely, special permission required from the DGS)
8090 Research (Thesis - minimum 3 credit hours for the master's degree)
9090 Research (Dissertation – minimum 3 credit hours for the doctoral degree)

In most cases, students will enroll in thesis (8090) and dissertation (9090) credits only; the non-thesis and non-dissertation credits should be used only in rare circumstances and only with special permission (e.g., when additional credits are required to meet minimum hours but no thesis or dissertation research is being conducted).

All research courses will be graded on an S/U basis.

Class D – Electives (optional)

As needed to complete minimum of 72 total hours.

The student's program of study may include additional courses to meet area requirements, complete a minor or certificate, or other electives relevant to their educational and career goals. Students are

encouraged to stay as close to 72 total hours as possible unless required by their area (e.g., students meeting clinical area requirements will exceed 72 hours).

Testing Out

Students who enter the doctoral program and present evidence in the form of an official graduate transcript that they have received the grade of A or B on relevant and substantive graduate courses elsewhere may test out of one of the three distribution courses (i.e., Class A, Distribution Requirements) based on an appropriate examination. Students begin this process by consulting the DGS, who will then designate a faculty member to conduct the appropriate examination. The appointed faculty member will determine the appropriate type, scope, and content of the examination. The examination may consist of a written exam, an oral exam, or an examination of the content and quality of the target course. Approval or disapproval of the target course is entirely up to the appointed faculty member.

This same procedure may be used to "test out" of PSYCH 8710 and/or 8720. In extraordinary and rare cases, a student may be allowed to test out of 9710. The DGS will refer decision of such cases to the CoD, who will appoint an appropriate faculty member as examiner, and who may require that a more advanced statistics course outside the department be taken as a substitute.

Transfer of Credit

The doctoral committee may recommend up to 30 hours of post-baccalaureate graduate credit from an accredited university to be transferred toward the total hours required for the doctoral degree. It is the responsibility of the doctoral committee to determine the appropriateness of course work for transfer credit.

Students who apply post-baccalaureate graduate credit from another university will be required to provide official transcripts containing the credit to the Graduate School. For most students the official transcripts will have been provided during the initial application process. Students who earn credits from another university after admission to Mizzou should consult with the DGS on the mechanism to submit official transcripts.

Enrollment Requirements and Continuous Enrollment

Before completion of doctoral comprehensive exams, enrollment minimums are the same as those for students working on the M.A. degree (see Section *The Masters of Arts Degree*).
Enrollment minimums decrease with candidacy for the doctoral degree by passing the comprehensive examination. Then, candidacy is maintained by enrolling in two semester hours each fall semester, two semester hours each spring semester and one semester hour each summer session. Continuous enrollment provides access to an adviser's support, doctoral program committee guidance and University research facilities for completion of the dissertation. Failure to continuously enroll until the doctoral degree is awarded terminates candidacy. Candidacy may be re-established by paying the registration and late fees owed and completing the requirements specified by the student's doctoral program committee (check with the Graduate School details on re-establishing candidacy).

> How many credit hours do I need to enroll in after comprehensive exams? For most students, full-time enrollment is 2 credit hours in the Fall and Spring semesters, and 1 credit hour in the summer session.

Students with loans should consult their agency for enrollment requirements specific to their loan agreements. International students should consult with the International Center for requirements specific to their visa.

Doctoral Program Committee

In the course of doctoral study, the student must compose a Doctoral Program Committee, recommended by the student's adviser and approved by the Graduate School before one year has elapsed following the student's first registration for courses as a doctoral student. All members of this committee will actively participate in the varied activities of the doctoral student at all stages of the student's academic career.

The Doctoral Program Committee must have four members, and the committee chair must be a member of both the Department of Psychological Sciences and the University's Doctoral Faculty. Three of the members (including the Chair) must have regular appointments within the Psychological Sciences Department. One of the two department committee members must be from within the student's training area (inside/inside) and one other from outside the training area (inside/outside). One member of the committee must hold a regular appointment in an academic unit within the University, outside the Department of Psychological Sciences (outside/outside) and must conform to the Graduate School policies. As with Master's Committees, in order to serve on a graduate committee, persons holding the title of "adjunct" professor within the Department of Psychological Sciences must (1) hold a regular faculty position in another UM department, and (2) serve only as a committee member from outside the department.

Members who leave the university while serving on a committee may complete their service on that committee, as long as there is no expense to the university. They may not be appointed to new committees. Persons not affiliated with the university will be approved by the Graduate School to serve as members of committees only by special permission as an additional (fifth) non-voting member.

Graduate students conducting thesis or dissertation research under the supervision of a faculty member who is not a member of their area training committee must arrange to have a "co-adviser" or co-supervisor from the area training committee (The two faculty members are listed alphabetically by the Graduate School). In this situation, two of the remaining committee members should be from within the students' training area resulting in a five-member committee (2 co-advisers, 1 inside/inside member, 1 inside/outside member, and 1 outside member).

The composition of this committee must be approved by the departmental DGS and by the Graduate School (see *D-1: Qualifying Exam Results and Doctoral Committee Approval*). This form should be submitted to the DGS no later than the end of the second semester of doctoral study.

The Comprehensive Examination and Admission to Doctoral Candidacy (Comps)

To be an official candidate for a doctoral degree the student must have passed a comprehensive examination for admission to doctoral study. This is the major examination in the doctoral training program and must be passed before formal work on the dissertation is begun. It is administered by the Doctoral Program Committee.

The comprehensive exam cannot be taken before the student has completed two years of residence (including up to one year of transfer residency if applicable) and must be passed at least seven months before the final examination over the dissertation. The student must also have met the prerequisites for the residency requirement and completed the required Distribution courses and Area of Concentration courses. The candidate's adviser is the chair of the examination committee. Usually, the members of the student's Doctoral Program Committee serve on the examination committee.

The comprehensive exam in Psychology consists of two parts: 1) a written portion, and 2) an oral examination of the student. Specific procedures to be followed for the comprehensive exam are laid out by each training area. See your training area director for details.

The committee evaluates the candidate's written and oral examinations as being either satisfactory or unsatisfactory. The Graduate School is notified on the form *D-3: Doctoral Comprehensive Examination Results*. The D-3 must be filed with the DGS no more than 14 days after the exam. The Graduate School academic process contains the following statement:

> "For the comprehensive examination to be completed successfully, the doctoral advisory committee must vote to pass the student on the entire examination, both written and oral sections, with no more than one dissenting or abstaining vote. A report of this decision [carrying] the signatures of all committee members, must be sent to the Graduate School and the student no later than two weeks after the comprehensive examination is completed. A failure of either the written or oral section of the exam constitutes failure of the comprehensive exam... the committee also must include in the report an outline of the general weaknesses or deficiencies of the student's work... A student who fails may not take a second comprehensive examination for at least 12 weeks. Failure to pass two comprehensive examinations automatically prevents candidacy."--From the Graduate School -- Academic Process for Doctoral Students, retrieved 6/15/2026.

Reasonable Rate of Progress

A doctoral student will have no more than five years after passing the comprehensive examination to complete the doctoral degree. On petition of the candidate and the candidate's department, an extension of this time limit may be granted by the Graduate School. Departments specifically reserve the right to re-certify currency in the discipline.

Each training area and the Psychological Sciences Department reserve the right to set more specific and stringent requirements concerning reasonable rate of progress. Furthermore, requests for an extension must be approved by the student's adviser and area training committee, and the CoD before being forwarded to the Graduate School.

The Dissertation

The doctoral dissertation cannot be formally started until after the comprehensive exam has been passed.

All members of the Doctoral Program Committee are expected to take an active part in the preparation of the dissertation. The *Report of the Dissertation Defense form (D-4)*, which must be signed by all

members of the approved committee, should be submitted to the DGS after the defense has been completed. The dissertation will include a signed signature page as specified by the Graduate School.

The candidate must be enrolled to defend their dissertation. The defense must be scheduled when MU is officially in session. This includes the summer sessions, but NOT the summer or winter intersessions.

Announcement of Dissertation Oral Examinations

Ph.D. candidates are required to give public notification of their oral examinations. At least two weeks prior to the exam, candidates should provide the DGS with (a) the title of the dissertation, (b) the date and location of the orals, and (c) the adviser's name. Faculty and students may attend orals and question candidates but cannot be present when the vote on the result of the examination is taken.

Preparation of the Dissertation

Some of the procedures for completing the dissertation parallel that for the master's thesis (see Section *The Master of Arts Thesis*). The stipulations for filing the dissertation with the Graduate School are somewhat different from those for the master's thesis and it is the student's responsibility to check the Graduate School website for specific regulations and deadline dates.

> It is the student's responsibility to check with the Graduate School to be sure that all requirements have been met, including completion of any delayed graders, well before the announced deadlines.

Timeline for Graduate Study

It is understood that the timeline may vary as a function of the nature of the area in which the student is studying, as well as other professional and personal circumstances. The guidelines apply most clearly to students who enter the program with no graduate work. People with graduate work may have completed an acceptable thesis or satisfied course requirements, permitting them to progress more quickly in the program. The timeline provided is in an ideal case and may take longer.

First Semester (Year 1)

- Meet individually with faculty members in your area or with other faculty members in the department whose work interests you. You might also wish to meet with faculty who might have an interest in an area that you are considering as a topic for your thesis.
- Generate a list of topics that could serve as a problem for your thesis.
- Begin to plan your Program of Study- importantly, your first 30 hours of graduate course work

The goal for these efforts during the first semester is to help you determine one or more general areas that might interest you for a master's thesis and to identify one or more faculty with whom you might work.

Second Semester (Year 1)

- Discuss possible topics with your adviser.
- Meet with your adviser as necessary to identify a topic and tentative problem for study.
- Seek advice from students and faculty on the composition of your committee and seek faculty member consent to sit on the committee.
- Submit *M-1 Program of Study* to the DGS.
- Submit *M-2 Request for Thesis Committee* to the DGS.

Third & Fourth Semesters (Year 2)

- Read thoroughly of the area in interest and consider specific problems that will make up the master's thesis.
- Write the proposal. The committee meeting may be held to review and approve the proposal.
- The subjects may be run during the third semester.
- As time permits, the data may be coded and preparations made for data analysis.

The goals by the end of the third semester include the following: You have formed your thesis committee, written the proposal, and obtained committee approval of the proposal. You may begin running subjects and, concurrent with doing so, the data can be coded with trial analyses conducted.

Fifth & Sixth Semesters (Year 3)

- Complete data collection if necessary.
- Write the thesis with the guidance of the thesis adviser.
- The committee meets to evaluate the thesis.
- Apply for graduation with the Graduate School.
- Submit *M-3 Report of the Master's Examining Committee* to the DGS and submit your thesis document to the Graduate School.

The Master's thesis must be completed by the end of the sixth semester. If the thesis is not completed by that deadline, the student may be placed on academic probation beginning in the seventh semester. Failure to complete the thesis by the end of the eighth semester may result in dismissal.

Sixth & Seventh Semester (Year 3-4)

- The Doctoral Program Committee should be established. With the guidance of your committee, the major areas of study for the comprehensive examination should be determined, and substantial progress should be made toward completion of the comprehensive exam.
- Submit the *D-1 Qualifying Exam and Doctoral Committee Approval* to the DGS.
- Submit the *D-2 form Plan of Study for the Doctoral Degree* to the DGS.
-

Eighth & Ninth Semester (Year 4-5)

- The comprehensive examination should be completed, including the oral defense.
- Submit the *D-3 Doctoral Comprehensive Examination Results* to the DGS within 14 days of exam completion.
- The dissertation proposal should be written and approved by your committee.

Tenth Semester & Beyond (Year 5+)

- Complete dissertation research.
- Apply for graduation with the Graduate School.
- The dissertation is written and defended.
- Submit the *D-4 Report of the Dissertation Defense* to the DGS soon as possible after the defense and submit your dissertation document to the Graduate School.

Expectations for Graduate Teaching Assistants in Psychological Sciences

Graduate Teaching Assistants (GTAs) in the Department of Psychological Sciences assist Instructors of Note with class activities and functions. Responsibilities vary and will depend on the class to which a GTA is assigned and on the Instructor's needs. Responsibilities may include tutoring, holding office hours, grading, or teaching students in laboratory or discussion sessions.

GTAs hold appointments in which the workload and compensation are based on a fixed percentage for a full-time position. For example, a 0.5 FTE appointment implies an average of 20 hours of work per week. All duties related to the appointment are included in determining the number of hours worked per week. ***In no instance may a GTA be required to perform duties that are not related to the instructional or service missions of the position***.

GTAs are also expected to assist with proctoring exams for large sections several times through the semester. Proctors should arrive at their assignment promptly and help the instructor or GTA as requested.

When the instructor and GTA experience a problem or conflict, the DGS should be consulted promptly.

International GTAs

There are additional considerations for some international students to take on GTA roles. According to university policy, all teaching assistant applicants who received their elementary and secondary education in a country where English is not the official language must participate in a language screening as part of the application for a teaching assistantship. Also, international students may not be appointed to teaching assistantships with direct contact with students (e.g., leading discussion) in their first semester on campus without special residency requirement waiver from the Chancellor. First semester international GTAs may only be responsible for grading or other tasks involving no direct contact.. More information regarding international GTAs can be found on the Graduate School website.

GTA-Instructor Working Relationships

The keys to success in any relationship are **respect and communication**. Misunderstandings occur between GTAs and faculty instructors when both take each other for granted and expect one to guess the needs and feelings of the other. One instructor might want the GTA to engage in extensive online research for tens of hours each week. Another might want the GTA to come to his or her office 15 minutes before class. Instructors who have worked with many GTAs sometimes assume every GTA knows what the instructor wants the GTA to do, when the reality is that GTAs who are new to an instructor need to know explicitly what is expected. GTAs, for their part, need to ask specific questions, like "Shall I visit your office before class tomorrow?"; "Are there handouts I should review and distribute?" Experience shows that such questions can help both parties form successful relationships.

The most important element in the relationship between a GTA and the instructor is open communication. This should be established at the beginning of the semester and maintained throughout the course. GTAs and instructors should discuss the framework and the background of the course so that they can work together to teach the course more effectively. GTAs should ask the instructor for their decisions on many of the following matters before the course begins.

- How much autonomy does the GTA have in the course?
- What are the learning objectives of this course?
- Are there any additional materials or forms of preparation that would help the GTA be better equipped for the course?
- What is the procedure for handling student complaints, or issues of academic dishonesty (i.e., plagiarism, cheating, falsification)?
- When are the exams? What kinds of exams will they be? Will there be opportunities for make-ups; if so, will the GTA be responsible for offering or monitoring the make-up?
- How are student accommodations handled and is the GTA a part of the accommodations process?
- How are grades determined? Are there rubrics for assignments? Is the GTA responsible for grading assignments and/or entering grades?

If you believe have too much work for your appointment, or if there are problems of other kinds, it almost always helps to talk first with the instructor. Share your concern plainly with the Instructor, so they understand the current challenge. This can be done in such a way that you still make clear that you respect and trust the Instructor, as you work together to address this challenge.

At the end of each semester the instructor will conduct an evaluation of the GTA's performance. The evaluation will be reviewed by the DGS and the GTA's training area. These evaluations may be included as part of a graduate student's annual review to determine if a student is meeting performance standards.

The Instructor's and Department's Expectations of the GTA

Faculty instructors are encouraged by the department to communicate their needs clearly and to define expectations for their GTA before the start of the semester. The following are typical and common expectations the department and instructors have for GTAs.

- Meet with your assigned instructor on a regular basis. An initial conversation provides an opportunity for you to get to know each other, learn more about the course and the students you'll be working with, and understand the instructor's expectations.
- You should provide feedback to the instructor, to help identify problem areas.
- Notify the instructor as early as possible of any absences or schedule conflicts (e.g., travel to a conference).
- You should become familiar with the class material, at a deeper level than the presentation requires.
- GTAs should be accurate, timely and punctual in all course related activities.
- Establish clear, firm, consistent and objective standards for evaluating student performance. Establish standards (within the instructors' guidelines) and stick to them. Your goal should be to provide intellectual challenge along with instructional support.
- GTAs should be reasonably accessible to students. If requested by the instructor, keep regularly scheduled office hours. Check your MU email on a regular basis (e.g., once-daily or every-other day) and respond promptly to student questions.

- Know that discrimination based on one's membership in a protected class and sexual harassment is strictly prohibited. Avoid using discriminatory language or actions toward students, including making remarks about sweeping generalizations because of a group or identity the student is affiliated with; directing hostility toward a student because of a group or identity they are affiliated with; or acting to limit opportunities or resources for a student because of a group or identity they are affiliated with.
- GTAs are expected to behave professionally with students and to avoid using behaviors or language that could evoke sexual harassment. This includes using terms of endearment when addressing students and using sexual innuendo in interactions with students. GTAs who use the power and influence of that position to force sexual cooperation from students are violating University policy.
- Be mindful that all students should be encouraged to express themselves in class discussions, and all should be treated with equal respect. Jokes or disparaging remarks about individuals based on their sex, race, ethnicity, age, disability status, religion, sexual orientation, public assistance status, veteran status or national origin are inappropriate and unacceptable in the classroom and outside of it. In addition, neither disparaging remarks, nor racist or sexist behavior by students is permitted. If you encounter these behaviors from students during class, you may need to intervene to end hostile behavior in the moment. If you witness or experience such behaviors from students, please follow up with your Instructor and the Director of Graduate Studies for additional support and guidance.
- Teaching assistants should strive to maintain integrity by establishing a strictly professional relationship with students inside and outside of the classroom. Be aware that any romantic or amorous involvement with a student may result in formal action against them if the student should choose to initiate a complaint. Even if the relationship is consensual, the GTA, because of his or her special responsibility, will be held accountable for unprofessional behavior and a severe conflict of interest in the GTA role.

The GTA's Expectations of the Instructor

While the requirements and responsibilities for each GTA assignment will vary depending on the course structure, the GTA should always expect that the instructor will provide appropriate guidance and support to ensure success. The following are typical and common expectations that GTAs should have of the instructor.

- The faculty instructor should be available to you, in a time and manner of your mutual choosing, to review the course materials, progress and other concerns. Your concerns should be acknowledged and discussed, including any personal problems that arise with other students.
- If you are in charge of a recitation or laboratory section, the instructor should work with you to at least help you plan your first few presentations and possibly attend some of your initial class periods to give you feedback. Additionally, the instructor could refer you to someone who has been a GTA for the course previously for advice and help.
- The instructor should be explicit about the material you are to present. You should not be expected to create course material or to decide the content of the course. Again, you may

choose to do some work at this level to gain experience, but the material you create should be reviewed and modified as necessary by the course instructor prior to presentation.

- The instructor should address concerns that affect the entire class, such as continuously disruptive students, problems with the overall course material or timing, class concerns with course material or policy, and other "big issues". You are not responsible in any way for solutions to these problems, although you may help in their formulation and may be involved in implementation.
- You should always feel comfortable approaching the instructor with your course-related problems, needs, and concerns. At no time should you be made to feel intimidated, "stupid", or to have your concerns and questions ignored or trivialized. You are working as a partner with your instructor to convey knowledge, insight, ideas, and feedback to others. Undoubtedly, you will have to work at learning material in order to be an effective teacher, but you should not have to generate your knowledge alone.

The University's Expectations of the Instructor and GTA

Prohibition of Discrimination and Culturally-Sensitive Teaching

MU prohibits discrimination on the basis of race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, gender expression, age, genetic information, disability, and veteran status. The MU Division of Inclusion, Diversity & Equity and the Psychology Department's Committee for Inclusive Excellence offer many opportunities to strengthen skills in the areas of inclusion, diversity awareness, and cross-cultural competency.

Privacy of Educational Records

GTAs, instructors, and all other MU employees who have access to student records are required to complete training on the Family Educational Rights and Privacy Act (FERPA). FERPA is a federal law designed to protect the privacy of educational records; to establish the rights of students to inspect and review their education records; and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. The law applies to any individual who is or has been in attendance at an institution and regarding whom the institution maintains educational records. Prior to receiving security access to student information on MyZou, individuals must pass a FERPA test, verifying a working knowledge of the law.

Equal Opportunity to Education

Instructors and GTAs are required by law to provide academic accommodations when requested by students with documentation for having one or more disabilities. The Disability Center ensures that all students with disabilities have an equal opportunity to a quality education, and the Center provides documentation to Instructors and GTAs when students have a need for course accommodations (e.g., flexible attendance, additional time for exams, etc.). To support GTAs in meeting students' needs, the Center offers online resources, training and technical assistance.

Department of Psychological Sciences Graduate Student Evaluation Policy

The purpose of this document is to describe procedures for the evaluation of graduate students in all training areas in the Psychological Sciences Department. Except for the last step in the process, these procedures are intended to be general, thereby, allowing the faculty in each training area to refine the procedures and specify evaluation criteria that are suitable to the circumstances of their specific training area. The procedures described in the last phase, herein referred to as feedback, are intended to be binding on the faculty in all training areas in the Psychological Sciences Department. The rationale for this is to ensure an equitable and defensible set of procedures concerning explicit and verified feedback to the student. It also provides for a defined appeal procedure.

This document is divided into three sections: I) Information collection; II) Evaluation; III) Feedback.

I. Information collection

A. **Student input:** The students are clearly an important source of information for the evaluation process. It is important that they play an active role in the process from the very beginning because they may have perspectives on their work that are not evident to the faculty. An efficient mechanism for student input is via a form that is completed by the student, perhaps with the assistance of the student's adviser, concerning their activities and accomplishments during the previous year.

B. **Faculty and supervisor input:** Input from all faculty and supervisors who have had more than passing contact with a student during the previous year is critical to a thorough and fair evaluation. It is important to get faculty/supervisor input concerning the student's work as a research assistant, a teaching assistant, a clerk, in non-required research work, etc. If the course grades are not obtained on the student information form, they can be obtained from the Graduate Student Services office, upon request.

II. Evaluation

It is suggested that the review be conducted by the faculty in the training area as a body. The material under review is likely to include course work, research (thesis, dissertation, as well as independent research), and professional activities such as serving on departmental committees. For the students in the Clinical training area, applied work (practicum, clerkship, internship) are likely to also be reviewed. The last step in this process pertains to the recommendations that grow out of the evaluation. It is urged that this review attends to positive accomplishments as well as shortcomings in the student's work.

III. Feedback

It is considered imperative that the feedback be in written form, although, the written document should be supplemented, whenever possible, by oral discussion between the student and one or more of the faculty. The written feedback could be provided on a structured form or letter that specifies each of the content areas that was reviewed. In any event, depending on the preference of faculty in each area, the written statement will be drafted by either the adviser or the area training director. Also, there should be a provision for the written feedback statement to be reviewed by the

training committee (when so determined by the training committee). The written statement is then signed by the adviser before it is presented to the student.

After the written feedback statement is drafted and signed by the appropriate parties, the student and adviser must meet to review feedback.

Re-Review

In the event of a request for a re-review, the student will consult with the adviser and draft a written statement to be presented to the area faculty in a meeting of that body. The written statement of appeal must be presented to the area director within 30 days of the date of the statement of written feedback. The student has the option to request an appearance before the area faculty at the time of re-review. If such an appearance is requested, the area faculty will meet as a body after the student has met with them to discuss the student's input as well as the original information upon which the feedback report was based. The re-review by the area faculty must occur within 30 days after the written statement of appeal is presented to the area director.

After the re-review, and based on the substance of that review, a feedback statement is drafted and presented to the student in accordance with the procedures described above. If the student still finds the feedback statement unacceptable, an appeal may be made to the Department Chair for a review by all of the faculty in the Psychological Sciences Department. After the process is complete, the signed feedback statement(s) should be given to the Graduate Student Services office, who will see that the material is placed in the student's file.

Termination Procedures and Appeals

"Departmental or program probation may occur at any time during a student's work toward a graduate degree... Departments and graduate-degree-granting area programs have the right to place a student on probation... Probation must last a minimum of 30 calendar days... The letter placing a student on probation must include an explicit statement of what must be accomplished and by what date in order for the student to be removed from probation and returned to good standing in the department/program. The faculty adviser or academic program chair must inform the Graduate School as soon as the student has been notified and the probationary period has begun... After a probationary period has expired and/or upon failure to meet examination and grade requirements, any graduate student who is deemed to be making insufficient academic progress or whose work is not of adequate quality as determined by the department/program may be dismissed. Dismissal may occur at any time during a student's work toward a graduate degree."—Graduate School Departmental Probation, Termination, and Appeals; retrieved 6/15/2026

Termination Due to Poor Grades.

A. By the Graduate School. "At the end of each semester, graduate students with a cumulative GPA below 3.0 are placed on probation. If at the end of the following semester the cumulative GPA is 3.0 or better, the probationary status is removed. A student on probation failing to raise the cumulative GPA to 3.0 may, on the recommendation of the department or area program, be allowed a second probationary semester. A student is subject to dismissal upon failure to raise the cumulative GPA to 3.0 by the end of the second probationary semester, or at any time a semester/term or cumulative GPA falls below 2.0. Note: summer session is not counted as a semester. To graduate, a student must have an overall GPA of 3.0 in all graduate courses taken at MU." —Graduate School Grading & Credit; retrieved 6/15/2026

B. By the Department of Psychological Sciences. Students must earn an A or B in each of the required courses (e.g., statistics/methodology, Responsible Conduct of Research) to qualify for doctoral study.

Termination Due to Poor Progress

C. By the Graduate School. A doctoral student will have no more than five years after passing the comprehensive examination to complete the doctoral degree. On petition of the candidate and the candidate's department, an extension of this time limit may be granted by the Graduate School. Departments specifically reserve the right to re-certify currency in the discipline. — Graduate School Academic Standing; retrieved 6/15/2026

D. By the Department of Psychological Sciences. Regarding the reasonable rate of progress policy of the Graduate School cited above, each training area and the Psychological Sciences Department reserve the right to set more specific and stringent requirements concerning reasonable rate of progress. Furthermore, requests for an extension must be approved by the student's adviser and area training committee, and the CoD before being forwarded to the Graduate School. Academic progress includes all aspects of a student's performance that may have some bearing on his or her ability to effectively function as a doctoral level psychologist. The list of relevant aspects includes (but is not restricted to) performance in classes, research,

professional and personal domains. For instance, a student may be dismissed for unethical, irresponsible, incompetent, or unprofessional behavior in any domain.

Although the basic termination procedures are the same for each training area, each area is responsible for assessing its students and for communicating decisions regarding probation and termination to the Graduate School and the Chair of the Department of Psychological Sciences. Thus, the criteria used in assessing students and for making probation and termination decisions will likely vary across areas as a function of the different professional roles to be played by students in the different areas upon completion of the graduate program. All students are expected to meet the professional and ethical standards established by the American Psychological Association (APA).

Schedule for the M.A. and Ph.D. Degree

Students must complete their master's thesis by the end of their third year (sixth semester). If not completed by this point, students may be placed on academic probation during their fourth year (start of seventh semester). Failure to complete the thesis by the end of the fourth year may result in dismissal.

Completion of both the M.A. and Ph.D. degrees will normally take between five and seven years. If a student has not completed the Ph.D. degree within five years after initial acceptance, then a timetable for such completion will be established by the student's training committee, subject to approval by the department CoD. In the case of students admitted to the program with a Master's degree, the time period for completion of the Ph.D. degree will be four years.

Termination Procedures

In keeping with current Graduate School Policies, when the department or an area has a student who is not progressing satisfactorily, that student must be placed on probation for at least 30 days. The Graduate School must be informed of this, either by the student's adviser or by the DGS, as soon as the student is notified and the probationary period begins.

In all cases, an area must give a student an opportunity to correct the deficiencies underlying the probation. The area must specify what the student must do to correct the deficiencies as well as the amount of time to do so (minimum of 30 days). The probation letter must also clearly inform the student that he or she will be terminated if the deficiencies are not successfully corrected within the allotted time.

A letter of dismissal, signed by both the faculty adviser and the DGS, will be sent to the student and a copy will be forwarded to the Graduate School. The student may appeal a termination to the department as a whole or to the Graduate School (see below). Such an appeal must be made within 10 days of notification of termination.

Appeals to the Department

A student may appeal a termination to the department as a whole. In order to do so, the student must request of the Chair and DGS that the hearing of an appeal be placed on the agenda for the next regularly scheduled faculty meeting. The student is free to receive help from others in presenting a case but must inform the Chair in advance if persons not affiliated with the department of Psychological Sciences will attend the hearing. Members of the training committee that terminated the student will be

asked to present their case including dissenting opinions, if any. At least two-thirds (2/3) of voting faculty members who are not affiliated with the responding training committee must be present at the hearing. Only faculty present at the hearing, and not affiliated with the responding training committee, may vote on the appeal through secret ballot. A majority of voting faculty must accept the appeal for it to be successful. In cases in which students are terminated because of failure to meet general departmental requirements, such as for example, failure to maintain adequate grades in courses, faculty members from the students training committee are permitted to vote on the appeal. Appeals of termination must be filed within 10 days of the student's notification of the termination. If the student does not file a request for appeal within 10 days, the termination will be considered to have been completed. Students requesting reviews of such termination decisions after the 10 day deadline will be instead considered to be requesting reinstatement in the program.

If a student's appeal fails, the student can: (1) accept the termination; (2) appeal the termination to the Graduate School (a description of these appeal procedures may be obtained from the Graduate School); or (3) apply for admission to a different training area within the department.

If the appeal is successful, the student's training area director will, in consultation with other faculty and the student, appoint a consenting faculty member within the area to act as chairperson for all necessary committees.

Students who elect not to appeal a training committee's termination also may reapply to a new program. A terminated student will be considered readmitted to the department when the DGS is notified by the new training director that previous work meets the training area requirements or specifies how requirements will be met.

Miscellaneous

Intra-Departmental Transfers

A student who wishes to transfer from one training area to another within the department should observe the following procedures:

- The student should submit in writing to the director of their present training area the reasons for wishing to transfer to another area in the department.
- The director then calls a meeting of all faculty members on the training committee and takes a vote concerning the student's request.
- Both the student's request and the training committee's voting results will be transmitted to the CoD. The council will then contact the training committee into which the student has requested transfer and solicit from the committee a recommendation (vote).
- The CoD will review the student's request, together with voting results from both training committees, and decide whether the student may transfer. The Council has the authority to overrule the recommendation of either training committee, except in the case of a training committee voting not to permit a student to transfer into its area.
- An Application for Change of Emphasis Area must be completed and submitted to the Graduate School. This form is available on the Graduate School website.

Leave of Absence

Students desiring a leave of absence, whether for academic, pregnancy, parenting, or health reasons, should consult with the DGS and Graduate School on the impact of an approved leave on their stipend, tuition support and insurance coverage. While individual cases and campus policies vary, historically the department and university have not provided support to students while on leave of absence.

A student must first direct their Leave of Absence request to their area training committee and the DGS. If the training committee recommends approval, the CoD will examine the request. The Council may request further information. If the Council recommends approval, the DGS will forward the request to the Graduate School for approval. The recommendation for approval by training area and CoD does not guarantee that the Leave of Absence will be officially approved by the Graduate School.

When a leave of absence is approved, the leave year(s) will not count toward that student's number of years in the program for funding purposes. Time spent on leave does not automatically extend limits for completion of the graduate degree but can be considered in a request for an extension. Leaves will be approved only for specific periods of time.

As soon as possible prior to the student's anticipated return date (e.g., February or March for a fall semester return), the student should verify the return date with the DGS and the appropriate training committee. If at the end of that period the student does not return to the program and has not requested and received an additional leave, then the student will be terminated from the Department of Psychological Sciences. Normal appeal procedures will apply in the event of termination. More information regarding the policies of Leave of Absence can be found on the Graduate School website.

Student Professional Activities

All professional teaching and research activities of graduate students must have prior faculty approval. For example, no student may conduct a research project or submit a manuscript for publication without a faculty sponsor. Clinical students may not hold unsupervised extracurricular clinical positions. Before accepting any extracurricular professional position, the student's adviser must be consulted.

Organizations

Graduate Association of Students in Psychological Sciences (GASP)

GASP is active in departmental affairs, including the election of student representatives to serve on certain departmental committees.

Ethical and Professional Issues Committee (EPIC)

For ethical and professional concerns, the department's Ethical and Professional Issues Committee (EPIC) facilitates informal problem resolution and provides information for more formal complaints. Students are encouraged to consult with a member of this committee if they have any concerns about ethical or professional issues concerning themselves, faculty, or student colleagues. Areas addressed by the EPIC committee include research issues (e.g., authorship, data tampering), harassment (e.g., sexual, ethnic, religious, disability), and professional misconduct (e.g., in supervisory, therapeutic, or consultative relationships). Consultations with individual members of the committee typically can be totally confidential (except in cases of abuse or harassment) and this committee can provide advice, assistance with informal dispute resolution, or guidance in filing formal grievance procedures. Members of the EPIC committee are listed each year in the department directory. The EPIC Handbook, describing policies and procedures, is available in the Chair's office.

Wellness Resource Committee

The Wellness Resource Committee has been formed to serve as a department resource to promote psychological, emotional, and physical well-being among department members, with a primary focus on graduate students. Its goals include the following.

- Assess department graduate students' needs and desire for resources.
- Identify and compile wellness resources available to graduate students, on- and off-campus.
- Sponsor activities to promote graduate student wellness.
- Serve as a confidential resource for feedback and advice regarding wellness resources.
- Recommend wellness promotion activities, resources, and policies to the department.
- Engage in ongoing evaluation of student needs and committee/department activities, and adjust actions and recommendations accordingly.
- Address possible expansion of committee's scope to broader department (faculty, staff, post-doctoral fellows, and undergraduate students).

Appendices

A. Log of Significant Events for M.A. and Ph.D. Candidates
B. Sample M1 - Program of Study for the Master’s Degree
C. Sample M2 - Request for Thesis Committee
D. Sample M3 - Report of the Master's Examining Committee
E. Sample D1 - Qualifying Examination Results & Doctoral Committee Approval
F. Sample D2 - Plan of Study for the Doctoral Degree
G. Sample D3 - Doctoral Comprehensive Examination Results
H. Sample D4 - Report of the Dissertation Defense
I. M.A. Thesis Approval from Another University
J. Change in Committee Form

Appendix A. Log of Significant Events for M.A. and Ph.D. Candidates

A timeline of typical progress through the program can be found in Section *Timeline of Graduate Study* of the Handbook.

Date Complete *Event and Deadline**

_____ Assignment of Initial Adviser

_____ Choice of M.A. Adviser (after first semester)

_____ ***M-1*** - Program of Study for the Master's Degree

This form provides the student, the department, and the Graduate School with a plan for all course work, transfer credit, and research hours that will comprise a student's program of study. ***Submit to the DGS by the end of the second semester.***

_____ ***M-2*** - Request for Thesis Committee

Submit to the DGS by the end of the second semester.

_____ ***M-3*** - Report of the Master's Examining Committee

This form reports the final results of the master's thesis defense. ***Submit to the DGS as soon as possible after the thesis defense.***

_____ ***D-1*** - Qualifying Examination Results & Doctoral Committee Approval

A student qualifies for Ph.D. study upon completion of the M.A, including submission of the thesis document to the Grad School. The department does not require a qualifying examination; therefore this form is normally submitted immediately after the M.A. has been awarded.

_____ ***D-2*** - Plan of Study for the Doctoral Degree

Include Program of Study listing courses taken & anticipated and expected date of comps & completion of dissertation. The program must include a minimum of 15 hours of 8000/9000-level coursework exclusive of problems, readings and research. ***Submit to the Graduate Student Services office no later than the end of the student's second semester of doctoral study.***

_____ ***D-3*** - Doctoral Comprehensive Examination Results

This form should be completed and submitted to the DGS within one month of exam completion.

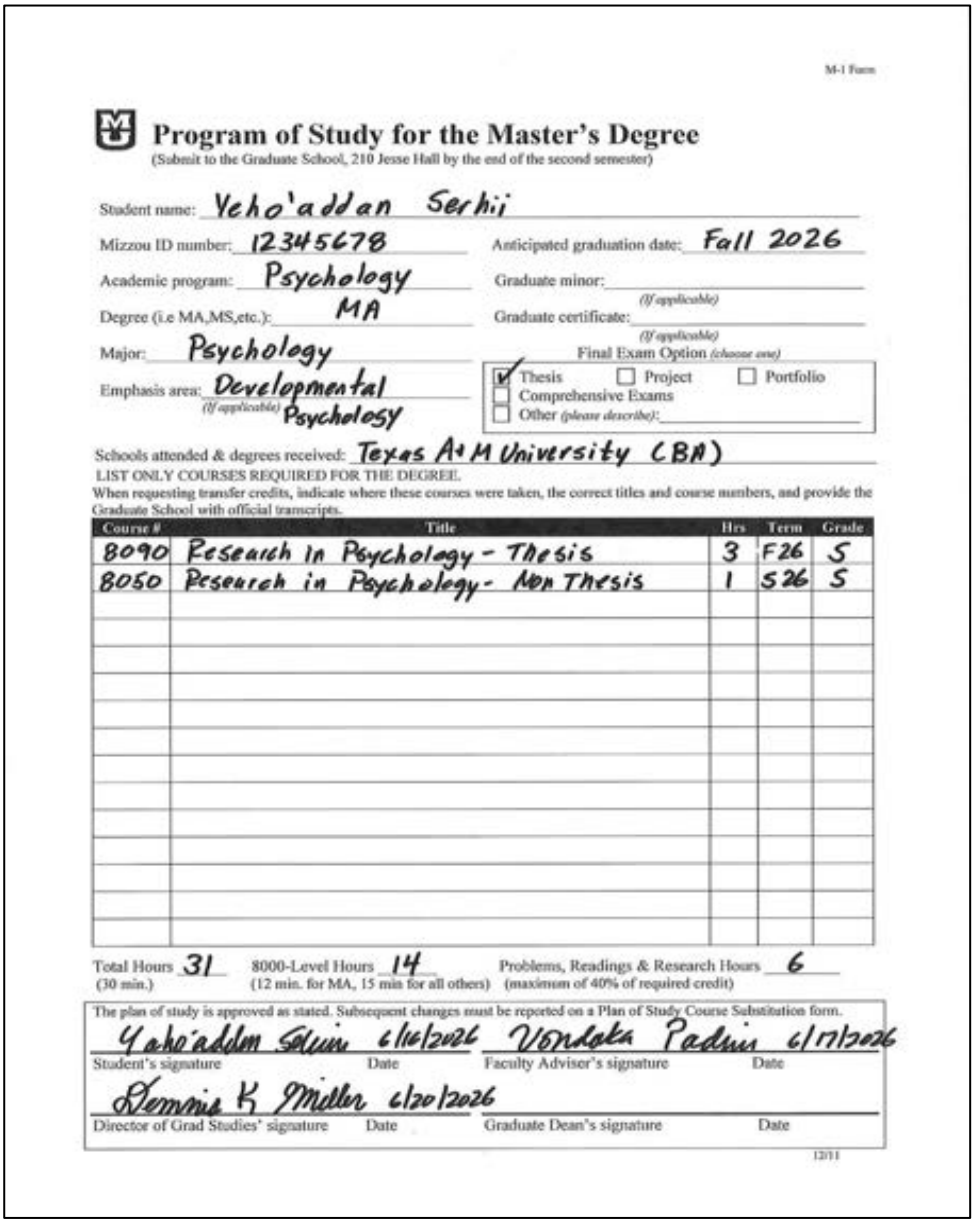
_____ ***D-4*** - Report of the Dissertation Defense

This form should be completed and submitted to the DGS as soon as possible after the defense *and submission of the dissertation document to the Grad School. Be aware of Graduate School deadlines for graduation.*

Deadlines and sequence may be different for students desiring credit for graduate course work completed elsewhere.

Graduate School forms are available on the Graduate School website and the department Canvas page. If you have questions, contact the Psychological Sciences DGS.

Appendix B. Sample M1 Form - Program of Study for the Master's Degree



M-1 Form

Program of Study for the Master's Degree

(Submit to the Graduate School, 210 Jesse Hall by the end of the second semester)

Student name: Yeho'addan Serhii

Mizzou ID number: 12345678 Anticipated graduation date: Fall 2026

Academic program: Psychology Graduate minor: (If applicable)

Degree (i.e MA,MS,etc.): MA Graduate certificate: (If applicable)

Major: Psychology Final Exam Option (choose one)

Emphasis area: Developmental Psychology (If applicable)

☑ Thesis ☐ Project ☐ Portfolio
☐ Comprehensive Exams
☐ Other (please describe):

Schools attended & degrees received: Texas A&M University (BBA)

LIST ONLY COURSES REQUIRED FOR THE DEGREE.
When requesting transfer credits, indicate where these courses were taken, the correct titles and course numbers, and provide the Graduate School with official transcripts.

Course #	Title	Hrs	Term	Grade
8090	Research In Psychology - Thesis	3	F26	S
8050	Research in Psychology - Non Thesis	1	S26	S

Total Hours 31 (30 min.) 8000-Level Hours 14 (12 min. for MA, 15 min for all others) Problems, Readings & Research Hours 6 (maximum of 40% of required credit)

The plan of study is approved as stated. Subsequent changes must be reported on a Plan of Study Course Substitution form.

Yeho'addan Serhii 6/16/2026 — Student's signature, Date

Vondeka Padwa 6/17/2026 — Faculty Adviser's signature, Date

Dennis K Miller 6/20/2026 — Director of Grad Studies' signature, Date

Graduate Dean's signature, Date

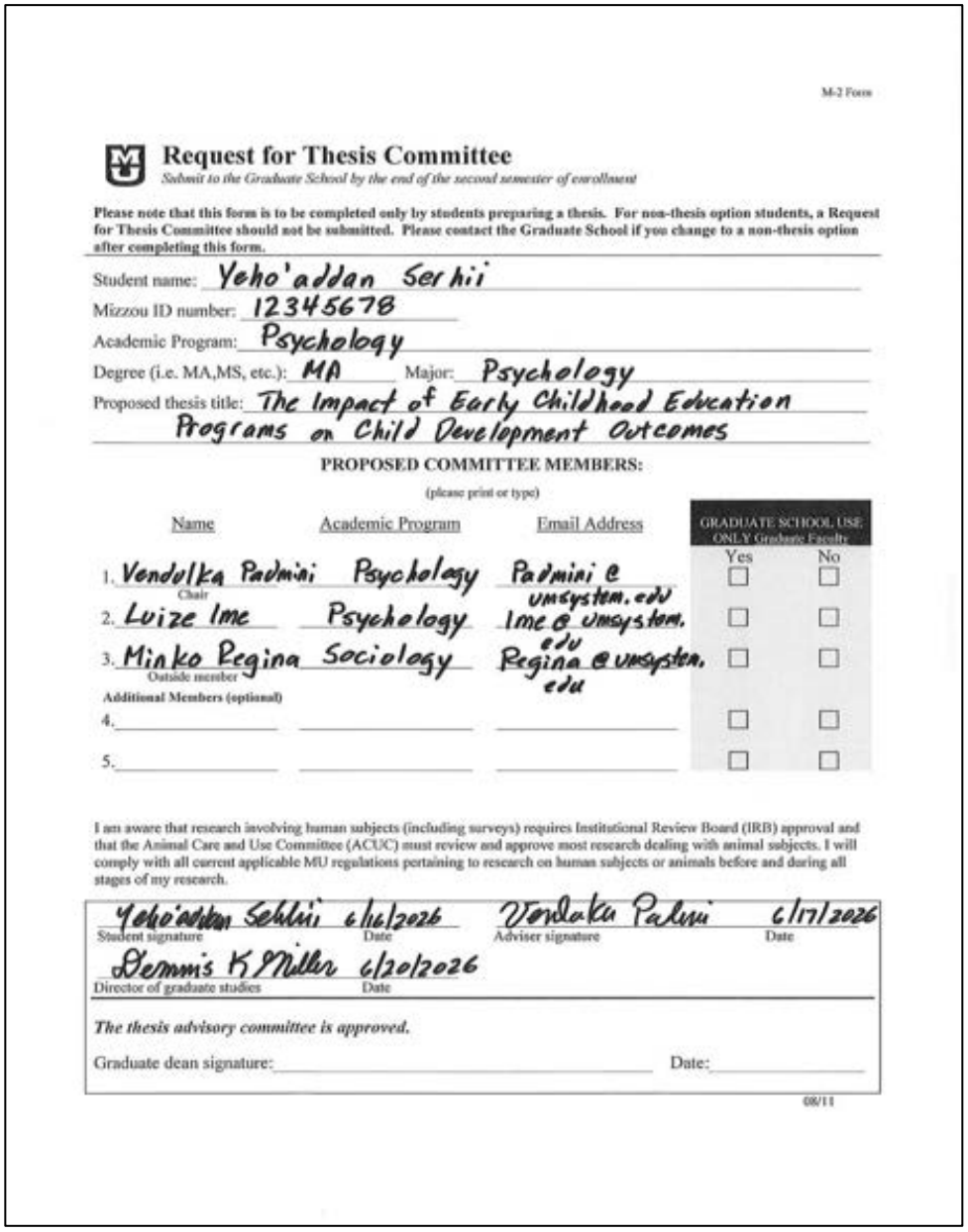
12/11

Notes:

This form should include the first 30-32 Credit hours of classes attended.

3 Credit Hours of 8090 should be included on this form.

Appendix C. Sample M2 Form - Request for Thesis Committee



M-2 Form

Request for Thesis Committee

Submit to the Graduate School by the end of the second semester of enrollment

Please note that this form is to be completed only by students preparing a thesis. For non-thesis option students, a Request for Thesis Committee should not be submitted. Please contact the Graduate School if you change to a non-thesis option after completing this form.

Student name: Yeho'addan Serhii

Mizzou ID number: 12345678

Academic Program: Psychology

Degree (i.e. MA,MS, etc.): MA Major: Psychology

Proposed thesis title: The Impact of Early Childhood Education Programs on Child Development Outcomes

PROPOSED COMMITTEE MEMBERS:

(please print or type)

Name	Academic Program	Email Address	GRADUATE SCHOOL USE ONLY Graduate Faculty: Yes	No
1. Vendolka Padmini (Chair)	Psychology	Padmini@umsystem.edu	☐	☐
2. Luize Ime	Psychology	Ime@umsystem.edu	☐	☐
3. Minko Regina (Outside member)	Sociology	Regina@umsystem.edu	☐	☐
Additional Members (optional)				
4.			☐	☐
5.			☐	☐

I am aware that research involving human subjects (including surveys) requires Institutional Review Board (IRB) approval and that the Animal Care and Use Committee (ACUC) must review and approve most research dealing with animal subjects. I will comply with all current applicable MU regulations pertaining to research on human subjects or animals before and during all stages of my research.

Yeho'addan Serhii 6/16/2026 — Student signature / Date

Vendolka Padmini 6/17/2026 — Adviser signature / Date

Dennis K Miller 6/20/2026 — Director of graduate studies / Date

The thesis advisory committee is approved.

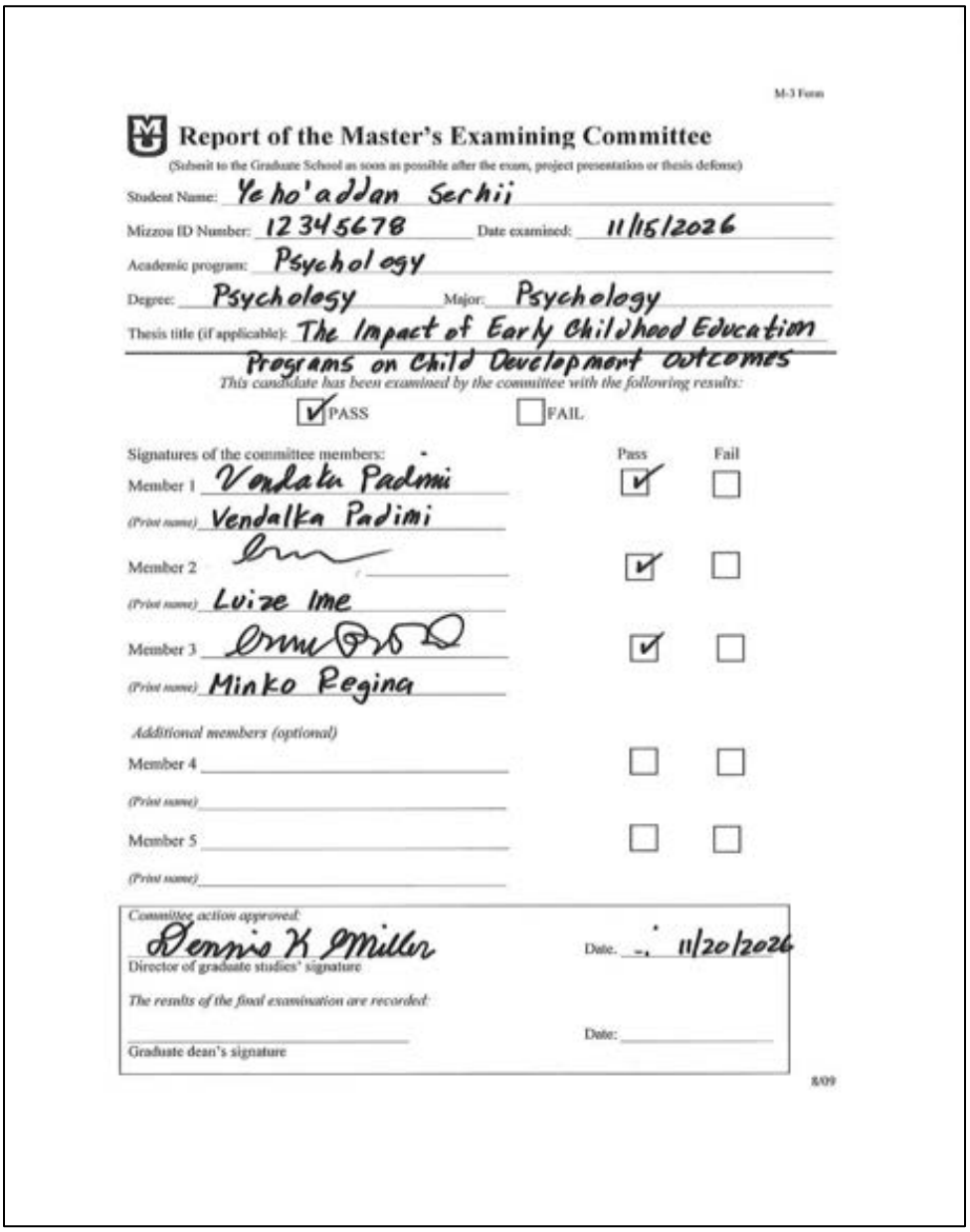
Graduate dean signature: _____ Date: _____

08/11

Notes:

Instructions on constructing your Master's Thesis Committee is located in Section *The Master's of Arts Thesis*.

Appendix D Sample M3 Form - Report of the Master's Examining Committee



M-3 Form

Report of the Master's Examining Committee

(Submit to the Graduate School as soon as possible after the exam, project presentation or thesis defense)

Student Name: Yeho'addan Serhii

Mizzou ID Number: 12345678 Date examined: 11/15/2026

Academic program: Psychology

Degree: Psychology Major: Psychology

Thesis title (if applicable): The Impact of Early Childhood Education Programs on Child Development Outcomes

This candidate has been examined by the committee with the following results:

☑ PASS ☐ FAIL

Signatures of the committee members:	Pass	Fail
Member 1 Vendalka Padimi	☑	☐
(Print name) Vendalka Padimi		
Member 2 _____	☑	☐
(Print name) Luize Ime		
Member 3 _____	☑	☐
(Print name) Minko Regina		
Additional members (optional)		
Member 4 _____	☐	☐
(Print name) _____		
Member 5 _____	☐	☐
(Print name) _____		

Committee action approved:

Dennis K Miller Date: 11/20/2026

Director of graduate studies' signature

The results of the final examination are recorded:

_____ Date: _____

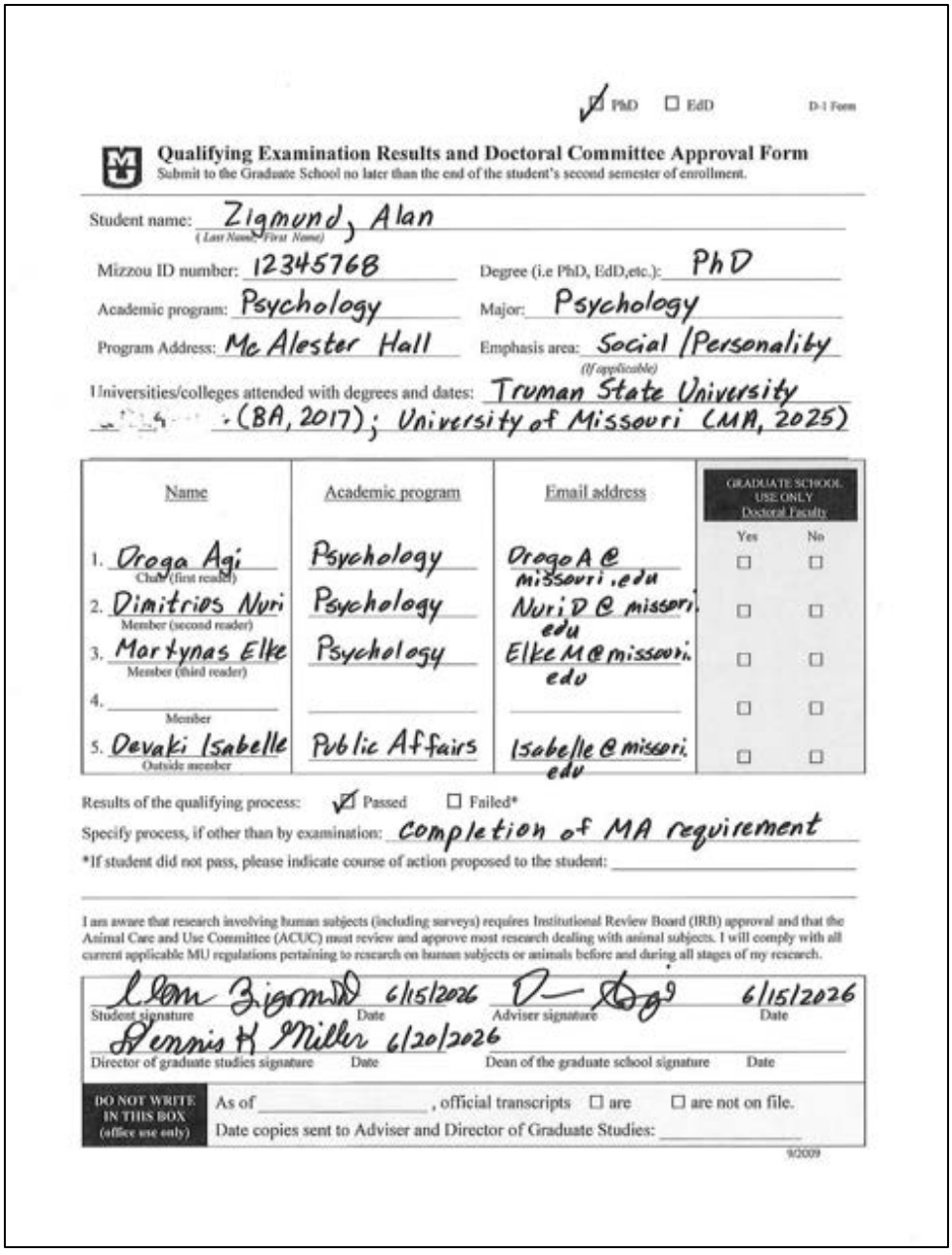
Graduate dean's signature

8/09

Notes:

Committee members should be the same as on your M2. If changes need to be made to your Committee, please fill out and submit a *Change of Committee Form*, which can be found on the Graduate School website.

Appendix E. Sample D1 Form - Qualifying Examination Results and Doctoral Committee Approval Form



☑ PhD ☐ EdD D-1 Form

Qualifying Examination Results and Doctoral Committee Approval Form
Submit to the Graduate School no later than the end of the student's second semester of enrollment.

Student name: Zigmund, Alan
(Last Name, First Name)

Mizzou ID number: 12345768 Degree (i.e PhD, EdD,etc.): PhD

Academic program: Psychology Major: Psychology

Program Address: McAlester Hall Emphasis area: Social/Personality
(If applicable)

Universities/colleges attended with degrees and dates: Truman State University (BA, 2017); University of Missouri (MA, 2025)

Name	Academic program	Email address	GRADUATE SCHOOL USE ONLY Doctoral Faculty Yes	No
1. Droga Agi (Chair (first reader))	Psychology	DrogoA@missouri.edu	☐	☐
2. Dimitrios Nuri (Member (second reader))	Psychology	NuriD@missouri.edu	☐	☐
3. Martynas Elke (Member (third reader))	Psychology	ElkeM@missouri.edu	☐	☐
4. (Member)			☐	☐
5. Devaki Isabelle (Outside member)	Public Affairs	Isabelle@missouri.edu	☐	☐

Results of the qualifying process: ☑ Passed ☐ Failed*

Specify process, if other than by examination: Completion of MA requirement

*If student did not pass, please indicate course of action proposed to the student: _____

I am aware that research involving human subjects (including surveys) requires Institutional Review Board (IRB) approval and that the Animal Care and Use Committee (ACUC) must review and approve most research dealing with animal subjects. I will comply with all current applicable MU regulations pertaining to research on human subjects or animals before and during all stages of my research.

Liam Zigmund 6/15/2026 — Student signature / Date
Adviser signature / Date 6/15/2026

Dennis K Miller 6/20/2026 — Director of graduate studies signature / Date
Dean of the graduate school signature / Date

DO NOT WRITE IN THIS BOX (office use only)

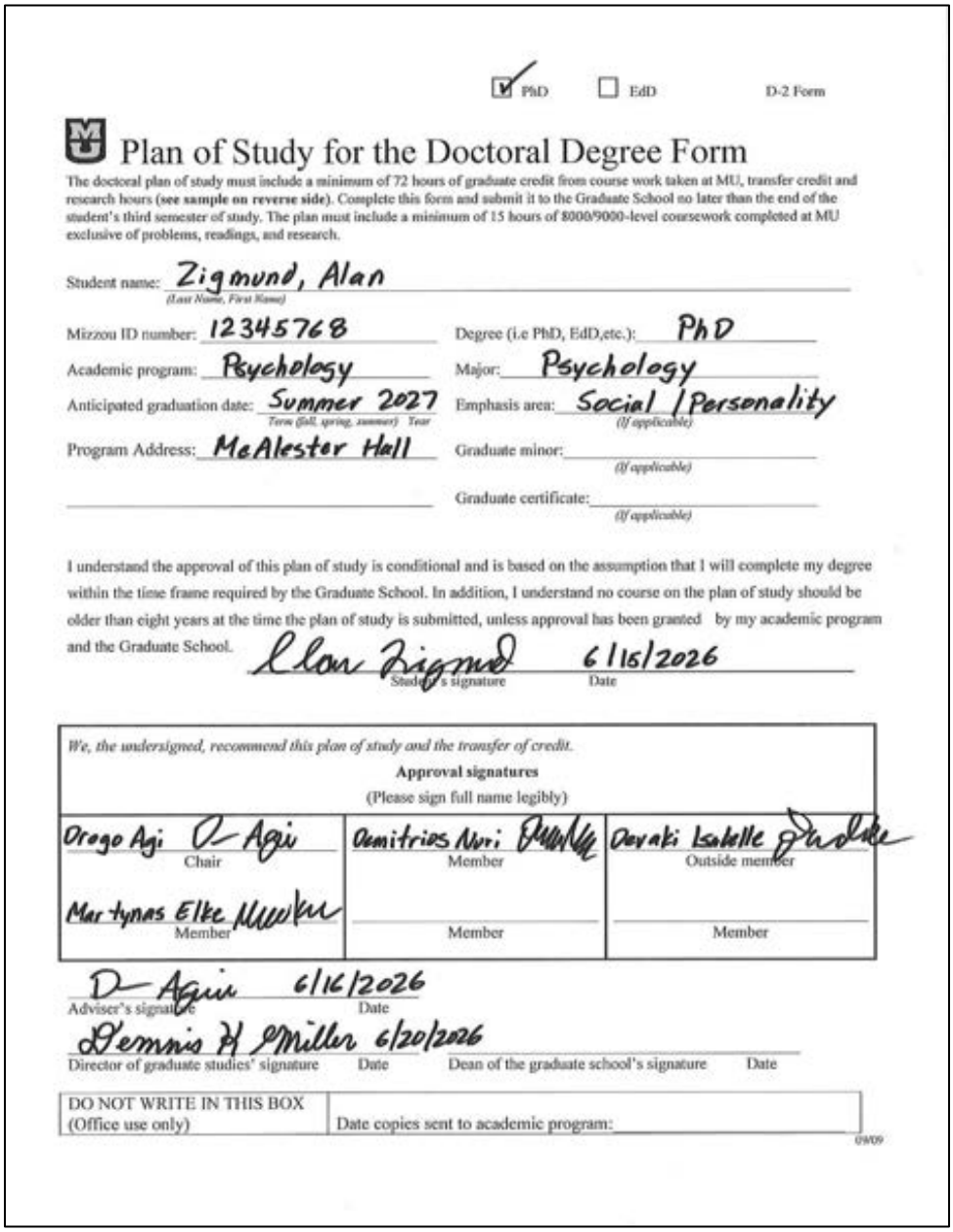
As of _____, official transcripts ☐ are ☐ are not on file.

Date copies sent to Adviser and Director of Graduate Studies: _____

9/2009

Notes:
You can find details on constructing your Dissertation Committee in Section *The Doctoral Program*.

Appendix F. Sample D2 Form - Plan of Study for the Doctoral Degree Form



☑ PhD ☐ EdD D-2 Form

Plan of Study for the Doctoral Degree Form

The doctoral plan of study must include a minimum of 72 hours of graduate credit from course work taken at MU, transfer credit and research hours (**see sample on reverse side**). Complete this form and submit it to the Graduate School no later than the end of the student's third semester of study. The plan must include a minimum of 15 hours of 8000/9000-level coursework completed at MU exclusive of problems, readings, and research.

Student name: Zigmund, Alan
(Last Name, First Name)

Mizzou ID number: 12345768

Degree (i.e PhD, EdD,etc.): PhD

Academic program: Psychology

Major: Psychology

Anticipated graduation date: Summer 2027
Term (fall, spring, summer) Year

Emphasis area: Social / Personality
(If applicable)

Program Address: McAlester Hall

Graduate minor: _____
(If applicable)

Graduate certificate: _____
(If applicable)

I understand the approval of this plan of study is conditional and is based on the assumption that I will complete my degree within the time frame required by the Graduate School. In addition, I understand no course on the plan of study should be older than eight years at the time the plan of study is submitted, unless approval has been granted by my academic program and the Graduate School.

Alan Zigmund 6/15/2026
Student's signature Date

We, the undersigned, recommend this plan of study and the transfer of credit.

Approval signatures

(Please sign full name legibly)

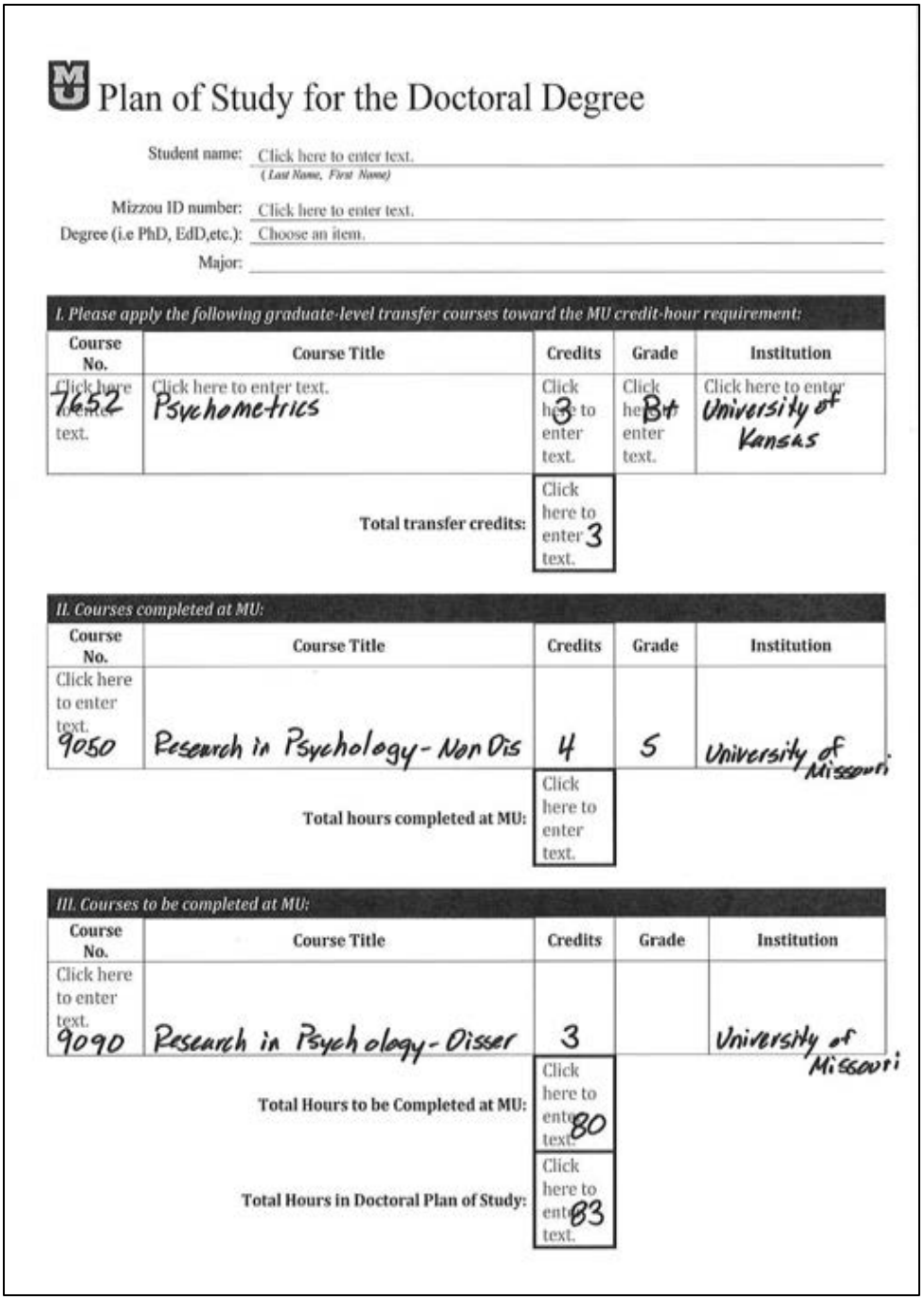
Drago Agi D Agi Chair	Demitrios Nuri Member	Devaki Isabelle Outside member
Martynas Elke Member	_____ Member	_____ Member

D Agi 6/16/2026
Adviser's signature Date

Dennis H Miller 6/20/2026
Director of graduate studies' signature Date Dean of the graduate school's signature Date

DO NOT WRITE IN THIS BOX (Office use only)	Date copies sent to academic program: _____

09/09



Plan of Study for the Doctoral Degree

Student name: Click here to enter text.
(Last Name, First Name)

Mizzou ID number: Click here to enter text.

Degree (i.e PhD, EdD,etc.): Choose an item.

Major:

I. Please apply the following graduate-level transfer courses toward the MU credit-hour requirement:

Course No.	Course Title	Credits	Grade	Institution
7652	Psychometrics	3	B+	University of Kansas

Total transfer credits: 3

II. Courses completed at MU:

Course No.	Course Title	Credits	Grade	Institution
9050	Research in Psychology - Non Dis	4	S	University of Missouri

Total hours completed at MU:

III. Courses to be completed at MU:

Course No.	Course Title	Credits	Grade	Institution
9090	Research in Psychology - Disser	3		University of Missouri

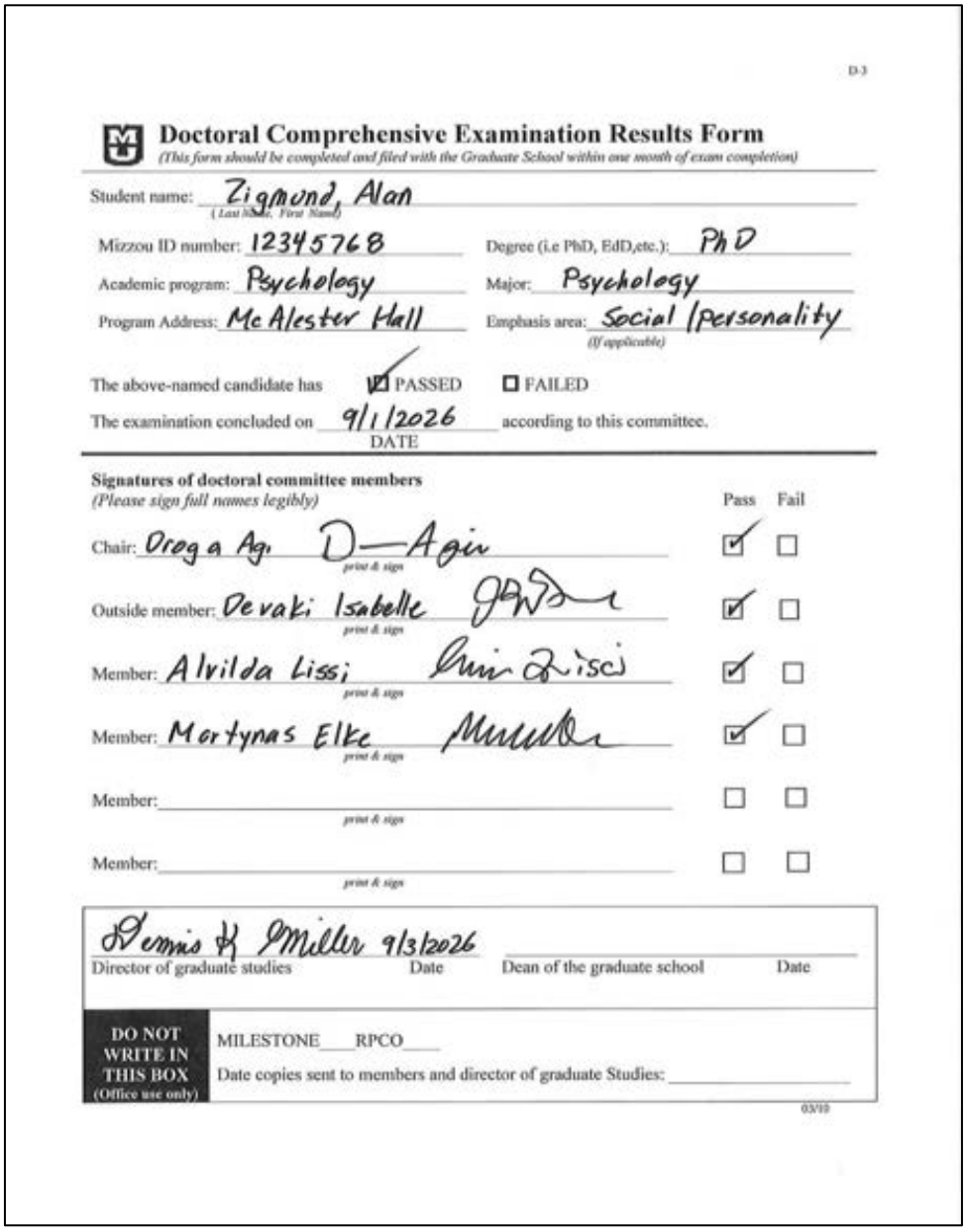
Total Hours to be Completed at MU: 80

Total Hours in Doctoral Plan of Study: 83

Notes:

- The D2 form is made up of both provided pages. Please complete and include both when submitting your D2.
- Please include ALL classes taken during your time in the graduate program, plus any approved courses taken at another university.

Appendix G. Sample D3 Form - Doctoral Comprehensive Examination Results Form



D-3

Doctoral Comprehensive Examination Results Form

(This form should be completed and filed with the Graduate School within one month of exam completion)

Student name: Zigmund, Alan
(Last Name, First Name)

Mizzou ID number: 12345768 Degree (i.e PhD, EdD,etc.): PhD

Academic program: Psychology Major: Psychology

Program Address: McAlester Hall Emphasis area: Social/Personality
(If applicable)

The above-named candidate has ☑ PASSED ☐ FAILED

The examination concluded on 9/1/2026 according to this committee.
DATE

Signatures of doctoral committee members
(Please sign full names legibly)

	Pass	Fail
Chair: Oroga Ag. D—Agu (print & sign)	☑	☐
Outside member: Devaki Isabelle (print & sign)	☑	☐
Member: Alvilda Lissi (print & sign)	☑	☐
Member: Mortynas Elke (print & sign)	☑	☐
Member: (print & sign)	☐	☐
Member: (print & sign)	☐	☐

Dennis K Miller 9/3/2026
Director of graduate studies Date

Dean of the graduate school Date

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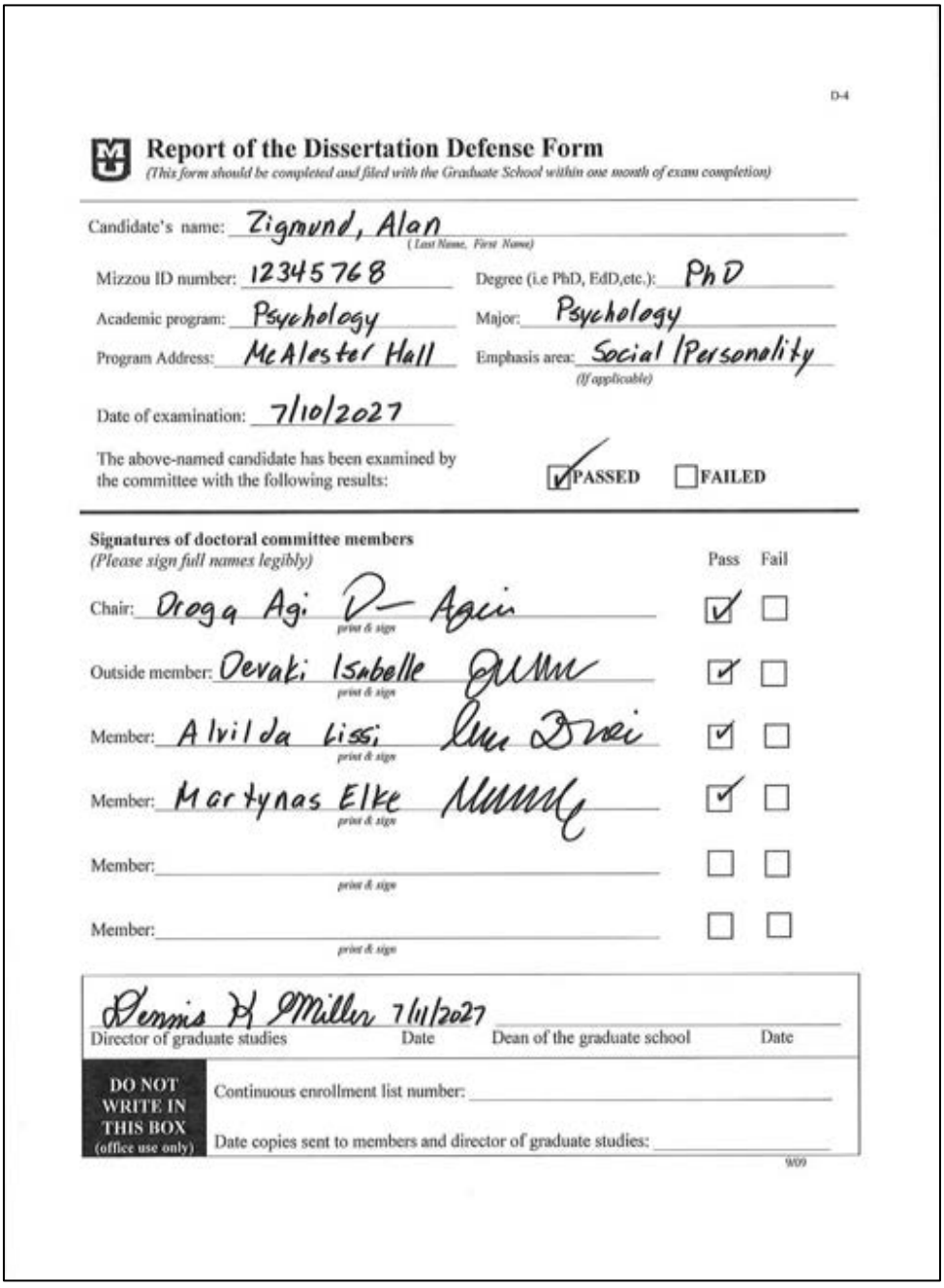
MILESTONE___RPCO___

Date copies sent to members and director of graduate Studies: _____

03/10

Notes:
Please ensure your committee matches between your D1, D2, and D3 forms. If changes need to be made to your Committee, please fill out and submit a *Change of Committee Form*, which can be found on the Graduate School website.

Appendix H. Sample D4 Form - Report of the Dissertation Defense Form



D-4

Report of the Dissertation Defense Form

(This form should be completed and filed with the Graduate School within one month of exam completion)

Candidate's name: Zigmund, Alan
(Last Name, First Name)

Mizzou ID number: 12345768 Degree (i.e PhD, EdD,etc.): PhD

Academic program: Psychology Major: Psychology

Program Address: McAlester Hall Emphasis area: Social/Personality
(If applicable)

Date of examination: 7/10/2027

The above-named candidate has been examined by the committee with the following results: ☑ PASSED ☐ FAILED

Signatures of doctoral committee members
(Please sign full names legibly)

	Pass	Fail
Chair: Droga Agi (print & sign) Agi	☑	☐
Outside member: Devaki Isabelle (print & sign)	☑	☐
Member: Alvilda Lissi (print & sign)	☑	☐
Member: Martynas Elke (print & sign)	☑	☐
Member: (print & sign)	☐	☐
Member: (print & sign)	☐	☐

Dennis H Miller 7/11/2027
Director of graduate studies Date Dean of the graduate school Date

DO NOT WRITE IN THIS BOX (office use only)

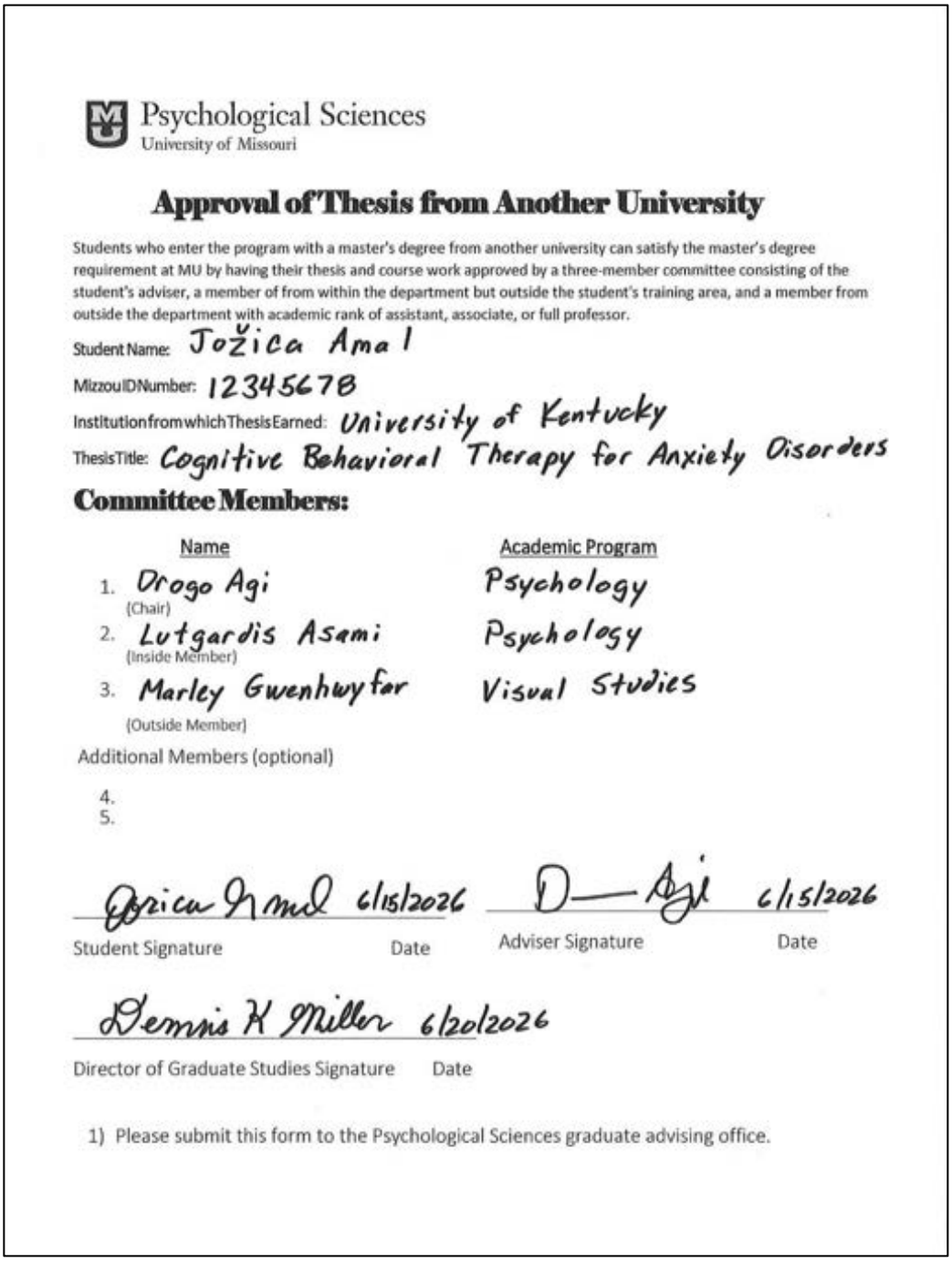
Continuous enrollment list number:

Date copies sent to members and director of graduate studies:

9/09

Notes:
Please ensure your committee matches between your D1, D2, D3, and D4 forms. If changes need to be made to your Committee, please fill out and submit a *Change of Committee Form*, which can be found on the Graduate School website.

Appendix I. Approval of Thesis from Another University



Psychological Sciences
University of Missouri

Approval of Thesis from Another University

Students who enter the program with a master's degree from another university can satisfy the master's degree requirement at MU by having their thesis and course work approved by a three-member committee consisting of the student's adviser, a member of from within the department but outside the student's training area, and a member from outside the department with academic rank of assistant, associate, or full professor.

Student Name: Jožica Amal

MizzouIDNumber: 12345678

InstitutionfromwhichThesisEarned: University of Kentucky

ThesisTitle: Cognitive Behavioral Therapy for Anxiety Disorders

Committee Members:

	Name	Academic Program
1. (Chair)	Drogo Agi	Psychology
2. (Inside Member)	Lutgardis Asami	Psychology
3. (Outside Member)	Marley Gwenhwyfar	Visual Studies

Additional Members (optional)

4.
5.

Jožica Amal 6/15/2026 — D Agi 6/15/2026

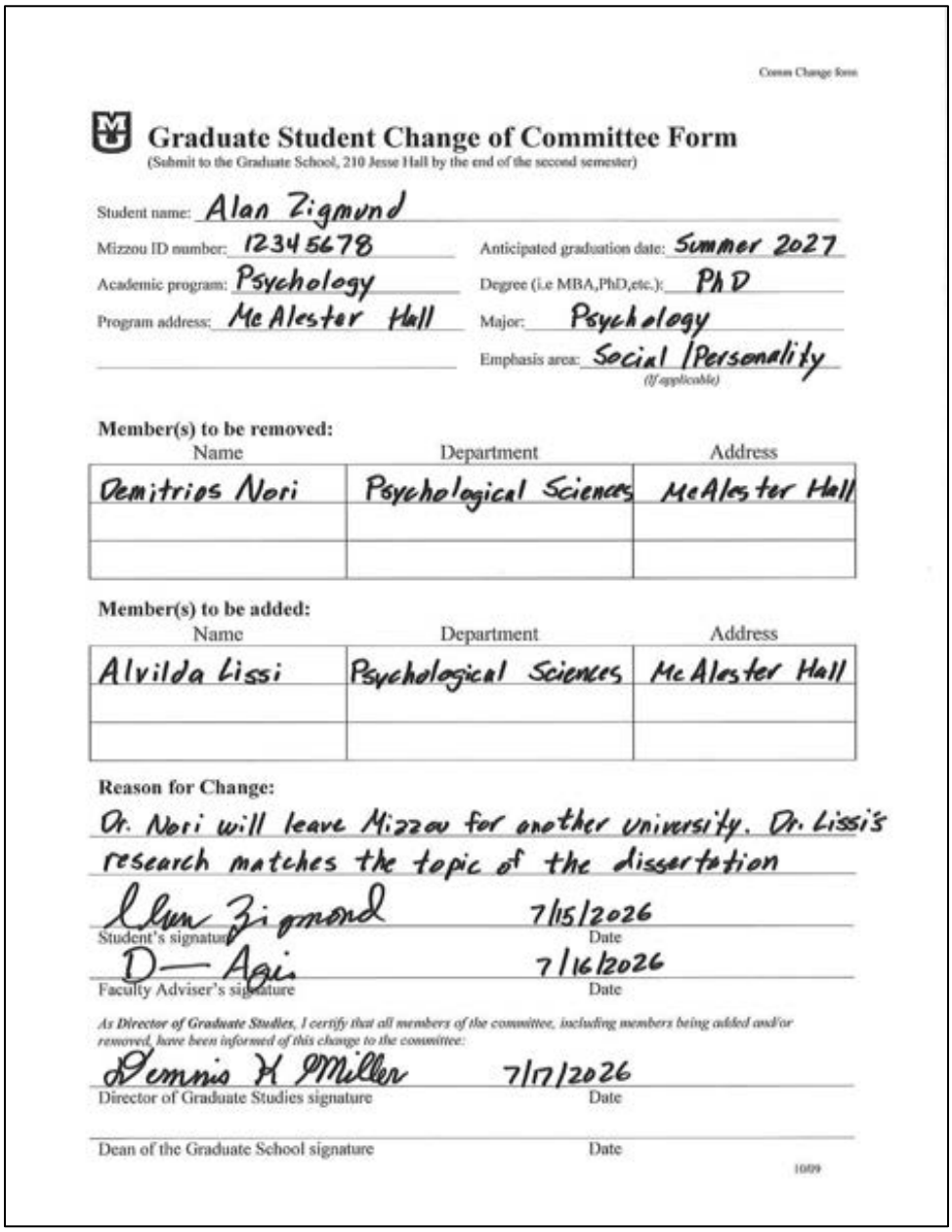
Student Signature Date Adviser Signature Date

Dennis K Miller 6/20/2026

Director of Graduate Studies Signature Date

1) Please submit this form to the Psychological Sciences graduate advising office.

Appendix J. Change In Committee Form



Comm Change form

Graduate Student Change of Committee Form
(Submit to the Graduate School, 210 Jesse Hall by the end of the second semester)

Student name: Alan Zigmund

Mizzou ID number: 12345678 Anticipated graduation date: Summer 2027

Academic program: Psychology Degree (i.e MBA,PhD,etc.): PhD

Program address: McAlester Hall Major: Psychology

Emphasis area: Social / Personality (If applicable)

Member(s) to be removed:

Name	Department	Address
Demitrios Nori	Psychological Sciences	McAlester Hall

Member(s) to be added:

Name	Department	Address
Alvilda Lissi	Psychological Sciences	McAlester Hall

Reason for Change:

Dr. Nori will leave Mizzou for another university. Dr. Lissi's research matches the topic of the dissertation

Alan Zigmond 7/15/2026
Student's signature Date

D— Agi 7/16/2026
Faculty Adviser's signature Date

As Director of Graduate Studies, I certify that all members of the committee, including members being added and/or removed, have been informed of this change to the committee:

Dennis H Miller 7/17/2026
Director of Graduate Studies signature Date

Dean of the Graduate School signature Date

1009