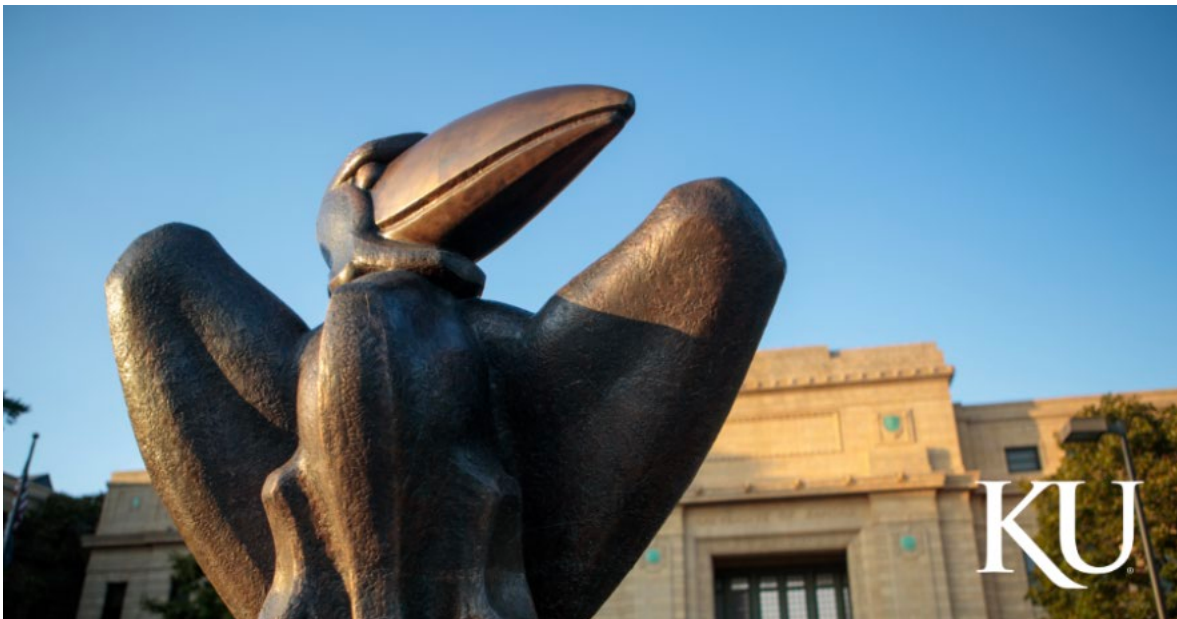


Online Graduate Certificate in Indigenous Educational Leadership

Student Handbook



University of Kansas

Department of Educational Leadership and Policy Studies

Website: [Online Graduate Certificate in Indigenous Educational Leadership](#)

Note: Policies, procedures, and requirements change over time. This version of the handbook was updated and approved for Fall 2026.

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Program Faculty and Staff

Table 1 Program Faculty and Staff

Faculty/Staff Member	Position	Email	Phone
Denise Brubaker	Graduate Admissions Coordinator	brubaker@ku.edu	785-864-7973
Dr. Melissa Peterson	Assistant Research Professor Program Director and Advisor	mmpeterson@ku.edu	785-864-7267
Dr. Cornel Pewewardy	Lecturer	cpewewardy@ku.edu	N/A
Dr. Kelly Berry	Lecturer	kelly.berry@ku.edu	N/A
Dr. Carrie Whitlow	Lecturer	cwhitlow@cheyenneandara.paho-nsn.gov	N/A
Dr. Frank Arpan	Lecturer	farpan@ku.edu	N/A
Sam Morseau	Lecturer	smorseau@ku.edu	N/A
Dr. Jennifer Bonilla	Lecturer	jlbonilla@ku.edu	N/A

Admission

This program is intended as a professional enhancement for individuals already working in Indigenous education or related fields. It is particularly valuable for those whose prior academic training did not specifically address the leadership demands of Indigenous education systems.

In addition to meeting the requirements outlined in the [Admission to Graduate Study policy](#), applicants must:

- Submit completed [graduate application](#).
- Submit official transcripts of all degree-granting post-secondary institutions you have attended and an official transcript for each degree earned. Copies of official transcripts are acceptable for admissions purposes.
- A 3.0 minimum GPA is needed to enter this program, but students who don't meet this should reach out to discuss options.
- Students must also have a bachelor's degree, and submit a personal statement indicating their background information and professional interests that align with the program.

The program has a Summer term, session II, start date. Applications generally open in September with deadlines shortly before the term start. Questions regarding the application process or application status should be directed to Denise Burbaker (brubaker@ku.edu).

Program Description and Objectives

Graduate Certificate in Indigenous Educational Leadership Program Learning Goals

This online certificate consists of a 12-hour block of coursework, including an applied project during the final course (June/Sum I semester). Students will complete a portfolio in which they document their growth in knowledge, dispositions, and performance in the six TEDNA Educational Leadership Standards.

The typical sequence of required coursework takes three semesters to complete, one course in the Summer, Session I term, followed by one course in the Fall and Spring term and the concluding courses in the Summer, Session II term. These are the required courses:

- ISP 805: Critical Indigenous Histories and Philosophies in Education (July/Sum II)
- ISP 810: Self-Determination, Sovereignty, and Systems of Indigenous Education (Fall)
- ISP 815: Leadership, Advocacy, and Action in Indigenous Education (Spring)
- ISP 820: Applied Project in Educational Leadership for Indigenous Populations (June/Sum I)

The Indigenous Educational Leadership Certificate is fully online. Cohorts always start with ISP 805 every July and end with ISP 820 every June. Courses are all offered through synchronous Zoom meetings at times friendly to working adults - most often in evenings 4:30-7:00 pm (Central Standard Time).

Learning Outcomes

Successful completers in the Indigenous Educational Leadership Certificate will be able to :

- **Analyze the history of Indigenous education** from pre-colonial Indigenous educational systems through the development of the federal trust responsibility, and evaluate how these histories continue to shape Indigenous education leadership today.
- **Apply culturally grounded educational practices** by integrating Indigenous pedagogies, instructional programming, curriculum design, student assessment, and Native language education into educational settings.
- **Demonstrate leadership in educational policy** by navigating tribal, federal, state, and local legislative processes relevant to Indigenous education.
- **Apply critical Indigenous and decolonizing frameworks** to research, educational practice, culturally responsive programming, and contemporary issues affecting Indigenous educational systems.
- **Develop and manage educational budgets and governance processes** by applying knowledge of tribal, federal, state, and local funding and governance structures within their educational contexts.
- **Design and implement education data systems** that support tribal, federal, state, and local planning through effective data collection, management, analysis, reporting, and informed decision-making.

General Information

Technology

Students are expected to have good internet connections and access to Microsoft Word products. All KU students may download Office 365 from KU at no cost.

Canvas is the KU approved learning management system and all courses will have Canvas shells. Students are able to make use of Canvas support. If you have issues or questions about Canvas, contact the Educational Technologists.

- Available Monday-Friday (8am-5pm)
itedtech@ku.edu
785-864-2600
- [Report an issue in Canvas](#)

AI Policy

The following are general guidelines applicable to the School of Education and Human Sciences students. Students should note that faculty members will vary in their approach. Students are encouraged to review individual faculty members' expectations. The general guidelines are:

1. Ask questions about course policies and make sure expectations around the use of generative AI in assignments and courses are clear.
2. Avoid use of generative AI in ways that conflict with course and University policies.
3. Disclose use of generative AI and in what ways AI was utilized.
4. The use of AI to generate papers or discussion posts is generally prohibited unless specified by the course instructor.

Additional Recommendations

- Students should learn to use generative AI responsibly and ethically. This includes understanding how large language models are created; how they generate output of text, code, and media; why the output must be scrutinized and its use evaluated through an ethical lens; how generative AI is being used in various disciplines; why there are times we should not use generative AI; and how generative AI should be cited when it is used.
- Students should be free to ask AI-related questions. They should be encouraged to ask instructors about AI-related policies, procedures, and use in their classes, and they should not be treated with suspicion when they do.
- Students must join in trust-building efforts with faculty.

Grievance Procedures

The Educational Leadership & Policies Studies Department follows the [School of Education and Human Sciences Grievance Procedure](#).

Note: This procedure does not apply to graduate students in matters related to their employment as teaching assistants. A separate grievance procedure outlined in the [Memorandum of Agreement](#) between the University of Kansas and the Board of Regents and the Kansas Association of Public Employees is available for that purpose.

Petitions

The certificate program recognizes that, in limited circumstances, students may wish to request exceptions to program requirements or policies. Students may submit petitions to request consideration of such exceptions.

Petitions will be submitted to the program director and reviewed within the department. Many petitions require both department and further administrative approval outside of the department such as committees or associate deans. Signature lines on these petitions will articulate if additional signatures are required outside of the immediate program faculty.

Professional Development

Given the one-year duration and focused nature of the Indigenous Educational Leadership Certificate, professional development is integrated through course activities rather than a standalone professional development sequence. Students engage with Indigenous education leaders, tribal education practitioners, policymakers, researchers, and community partners through invited guest speakers, panel discussions, and applied learning experiences. These opportunities expose students to a variety of career pathways within tribal education departments, higher education, state and federal agencies, nonprofit organizations, and other Indigenous-serving educational organizations.

Faculty also provide mentorship related to professional growth, including networking opportunities, career exploration, and guidance on leadership within Indigenous education settings. Course assignments emphasize applied leadership, policy, governance, and community engagement, allowing students to develop skills directly transferable to their current or future professional roles.

Because the certificate serves both current professionals seeking to enhance their leadership capacity and individuals preparing for leadership positions, professional development activities are tailored to students' career goals rather than following a prescribed sequence of milestones such as grant writing, publication, or academic job preparation. Students interested in academic careers are encouraged to work with faculty mentors to identify additional opportunities for research, scholarship, and professional engagement beyond the certificate requirements.

Advising

All students are assigned to the program director as their advisor throughout the program at the start of their program and will remain with the same contact throughout the time in the program. Your advisor

will assist you with program planning, enrollment, and serve as a resource for questions, additional forms, and similar matters.

Dr. Melissa Peterson
Program Director
Phone: 785-864-7267
Email: mmpeterson@ku.edu

You may also reach out to the following program contacts for questions, concerns:

Ms. Denise Brubaker
Graduate Admissions Coordinator
Phone: 785-864-7973
Email: brubaker@ku.edu

Changing Advisors

Our program does not have multiple advisors working with graduate students in this capacity. If there are concerns or conflicts with present advising that cannot be resolved, the department chair can be contacted for further assistance or a request for an alternative advising arrangement.

Annual Student Progress Review

Because the Indigenous Educational Leadership Certificate is designed to be completed within one academic year, the program does not conduct a formal annual student progress review. Instead, faculty monitor student progress throughout the program through course assessments, advising, and ongoing feedback.

As a culminating assessment, students complete a practicum and professional portfolio during the final course in the Summer I semester (June). The portfolio serves as a comprehensive review of student learning and documents each student's growth in knowledge, professional dispositions, and performance aligned with the six Tribal Education Departments National Assembly (TEDNA) Educational Leadership Standards, also known as learning outcomes. Portfolio artifacts are developed incrementally throughout the certificate, with each course contributing evidence of student learning and leadership development. The practicum and portfolio provide faculty with an opportunity to evaluate students' achievement of the program learning outcomes and their readiness to apply Indigenous educational leadership principles in professional practice.

Enrollment

The typical full-time enrollment for a graduate student is 6 credit hours per semester (fall/spring) and 3 credit hours in the summer. Given that this program is a one-year certificate program, the path expected in order to complete the required course sequence is laid out below:

- ISP 805: Critical Indigenous Histories and Philosophies in Education (July/Sum II)

- ISP 810: Self-Determination, Sovereignty, and Systems of Indigenous Education (Fall)
- ISP 815: Leadership, Advocacy, and Action in Indigenous Education (Spring)
- ISP 820: Applied Project in Educational Leadership for Indigenous Populations (June/Sum I)

This enrollment pattern is not eligible to receive financial aid.

Any modification to the typical enrollment pattern must be discussed and approved by the program director and the student's academic advisor.

Course Enrollment Procedures

The University course enrollment process is completed entirely online. The schedule of courses for upcoming semesters is available at <https://classes.ku.edu/>. All active students are notified by the University as the enrollment period approaches. Subsequent changes in enrollment are handled online through add/drop procedures, or with the use of paper forms after the first few weeks of the semester.

Students should be mindful of enrollment deadlines listed on the [Academic Calendar](#). Failure to enroll in at least one course before 12:00am on the first instructional day of the Fall, Spring, and Summer semesters for full-term courses is considered enrolling late and students will be charged a [late enrollment fee](#). As such, it is important for students to be aware of issues such as enrollment holds that might inhibit or postpone enrollment.

If a student needs to make a change in enrollment that impacts their enrollment status (such as a Leave of Absence), they should speak to their advisor as well as review the [Considerations and Impacts of a Drop or Withdrawal](#). Enrollment may impact financial aid eligibility and enrollment in locations or courses outside the School of Education and Human Sciences may have a different tuition and fee cost.

Leaves of Absence

If a student does not wish to or is not able to enroll in courses for a given semester or year, the student must request a [leave of absence](#) using the [Leave of Absence Request form](#) found on the Office of Graduate & Postdoctoral Affairs website. A leave of absence may be granted when circumstances temporarily prevent a student from continuing graduate study (e.g., cases of illness, emergency, financial hardship, military service), due to family responsibilities, or when a student wishes to pursue full-time activities related to long-range professional goals. A student leave of absence is typically approved for up to one year, but extensions may be granted for extenuating circumstances. All requests for a leave of absence should be discussed and submitted to the program advisor. While the student is the one to request a leave of absence, a faculty member may be the one to reach out and suggest a leave of absence when the faculty member believes the student is not in a position to make satisfactory academic progress. The choice to take a leave of absence is ultimately made by the student. The program, however, can opt to dismiss a student for failure to make progress if the student remains enrolled. It is the student's responsibility to make "satisfactory academic progress" when enrolled.

A leave of absence pauses the time limits set for the program to be completed. This means students are also unable to make progress and access the library, writing center, computer applications, and other KU-provided resources in addition to their advisor. It is understood that students on a leave of absence will not be making progress on their academic degree.

To request a leave of absence, please contact the program director at mmpeterson@ku.edu with this request. From here, there is a form that is completed and reviewed.

Good Academic Standing

Students must maintain a cumulative 3.0 (B) GPA in order to be in good academic standing. Students earning less than a 3.0 cumulative GPA will be placed on academic probation and will normally be given a semester to improve their GPA to a 3.0. Two continued semesters with a GPA below 3.0 may result in dismissal although in cases where improvement is noted, the student may be given an additional semester to raise their GPA. See University policy on probation and dismissal [here](#).

If seeking principal certification, it is recommended to check with your state department of education for GPA requirements for certification as this may be higher than the 3.0 GPA minimum that KU requires for this program.

Grading

The program uses the traditional SOEHS grading scheme: A, A-, B+, B, B-, C+, C, C-, etc. We expect students to earn Bs and As in order to remain in good academic standing. Although grades of C+ and C will count for graduate credit, a course grade of C- will not. Any student who earns a C- in a course must repeat the course.

Table 2 Grading Scheme

Letter Grade	Percentage	GPA
A	93–100%	4.0
A–	90–92%	3.7
B+	87–89%	3.3
B	83–86%	3.0
B–	80–82%	2.7
C+	77–79%	2.3
C	73–76%	2.0
C–	70–72%	1.7
D+	67–69%	1.3
D	63–66%	1.0
D–	60–62%	0.7

F

0–59%

0.0

Incomplete Grades

Faculty *may* assign an 'I' (Incomplete) grade if students are unable to complete some portion of the assigned coursework because of a significant unanticipated illness, accident, work-related responsibility, family hardship, or verified learning disability. An Incomplete grade is not intended to provide additional time to complete course assignments or extra credit unless there is indication that the specified circumstances prevented a student from completing course assignments on time.

Per SOEHS policy, all 'I' and 'WG' grades must be resolved prior to enrolling in the ISP 820 Applied Project in Educational Leadership for Indigenous Populations course, where the culminating portfolio is completed.

Graduate Student Responsibilities

All graduate students are responsible for informing themselves of Graduate & Postdoctoral Affairs requirements and policies. Students should visit the [Office of Graduate & Postdoctoral Affairs website](#) for the most up-to-date requirements and policies. Graduate students are also expected to be familiar with the regulations and requirements of their Graduate Divisions and of their home academic departments and programs. Members of the Graduate Faculty and staff members in the Graduate Divisions are expected to be ready to answer questions and offer counsel.

It is each graduate student's responsibility to know and observe all regulations and procedures relating to the graduate degree program the student is pursuing. In no case will a regulation be waived or an exception be granted because students plead ignorance of, or contend that they were not informed of, requirements, regulations, procedures, and deadlines. Responsibility for following all policies and meeting all requirements and deadlines rests with the student.

Academic Integrity & Misconduct

The Department of Educational Leadership & Policy Studies expects students and faculty members to demonstrate academic integrity in conducting their coursework and research. Academic misconduct will not be tolerated in our program. An instructor may, with due notice to the student, treat as unsatisfactory any student work which is a product of academic misconduct. Cases of academic misconduct may result in any or all of the following penalties: reduction of grade, admonition, warning, censure, transcript citation, suspension, or expulsion. The following information about Academic Misconduct is discussed in Article II, Section 6 of the rules and regulations of the University Senate. "Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or

otherwise acting dishonestly in research.” Please know that inappropriate use of AI to generate course material that violates the course policy for AI use falls under the category of academic misconduct and academic integrity issues.

Graduate Certificate in Indigenous Educational Leadership

Academic Program Information

The [University Academic Catalog](#) is the definitive source for requirements and regulations for every academic program; students are subject to the requirements in the catalog of the year they are admitted. The degree requirements listed in the Catalog have been approved by established University Governance procedures. Degree and program requirements and course descriptions are subject to change. This handbook serves as a supplement to provide further details on the requirements, policies, and procedures described in the Catalog.

Students should consult the university catalog and program advisor for the most up-to-date information regarding the required sequence of courses.

Graduate Certificate Course Requirements

The Graduate Certificate in Indigenous Educational Leadership program is among a small number of programs nationally that focus specifically on leadership within Indigenous education systems. Developed in collaboration with Indigenous education leaders and taught by experienced scholars and practitioners, the program reflects both academic rigor and real-world relevance.

Students benefit from KU’s long-standing commitment to Indigenous partnerships and education, gaining access to faculty expertise and a national community of professionals engaged in Indigenous education leadership.

To complete this program, students will create a portfolio in which they document their growth in knowledge, dispositions, and performance in the six TEDNA Educational Leadership Standards.

Course List

All courses listed are worth 3 credits. Fall and spring term courses last 16-weeks, whereas the summer term is a condensed 4 week course. Completion of 12 credit hours is required. A list of the required coursework can be found below.

Table 3 Course Listing

Course #	Course Title
ISP 805	Critical Indigenous Histories and Philosophies in Education
ISP 810	Self-Determination, Sovereignty, and Systems of Indigenous Education
ISP 815	Leadership, Advocacy, and Action in Indigenous Education

This represents the current schedule of courses effective Summer 2026.

UNIVERSITY POLICIES AND DEGREE REQUIREMENTS

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

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

GENERAL POLICIES

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

Admission

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

Related Policies and Forms:

- [Admission to Graduate Study](#)

English Proficiency Requirements

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

- Declaration of native or native-like speaker status on the online application for graduate study.
- Official scores from an English proficiency standardized test (e.g. TOEFL, IELTS-Academic, or PTE), sent by the testing agency to the University of Kansas. Official scores must be less than two years old. Scores must be reported to KU directly by the testing service. Self-reported scores or unofficial scores are not accepted. TOEFL scores should be sent by ETS to KU institution code 6871. IELTS should be sent to KU Graduate Admissions via the e-delivery service. PTE score sheets containing the Score Report Code and Registration ID should be emailed to graduateadm@ku.edu for verification.
- Graduation with a baccalaureate degree (or higher) earned in residence from an accredited English-medium college or university or an accredited college or university in the United States.

Degrees earned online may not be used to verify English proficiency. Note: this option is not sufficient for employment as a Graduate Teaching Assistant.

- AEC Curriculum: Students who haven't taken one of the listed tests may complete coursework through the KU Applied English Center (AEC) to demonstrate English proficiency.
- US Military Employment: If you are employed as an officer in the U.S. military with documentation of selection or promotion to the rank of Major or higher (or the equivalent U.S. Navy or Coast Guard rank), then you will be considered fully proficient and will not be required to complete AEC testing.

Additional English Competency Requirements for GTAs:

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

Related Policies and Forms:

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

Enrollment

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

Fall and Spring semesters:

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

Summer sessions:

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

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

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

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

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

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

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

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

Related Policies:

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

Graduate Credit (Including Transfer Credit)

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

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

Reduced Credit Hour Degree

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

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

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

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

Related Policies:

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

Credit/No Credit

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

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

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

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

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

Related Policies and Forms:

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

Probation & Dismissal

Probation is an academic status that can be assigned to a graduate student that is not making satisfactory progress toward completing their degree. The department initiates the probation process and will inform the student of why they are not making satisfactory progress, what they must do to return to good standing, and the deadline for doing so.

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

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

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

- Lack of progress on the thesis, dissertation, or capstone project
- Unacceptable academic performance on program milestones outside of coursework (e.g. exams)
- Unsatisfactory grades or GPA within foundational required courses (despite the overall cumulative GPA)

- An unsatisfactory result in their department's annual progress evaluation
Nearing or going beyond their maximum time to degree. See the Time Limits section below for more information.

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

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

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

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

Related Policies:

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

Grading

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

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

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

Related Policies:

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

Time Limits

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

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

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

Related Policies and Forms:

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

Leave of Absence

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

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

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

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

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

Related Policies and Forms:

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

GRADUATE CERTIFICATE REQUIREMENTS

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

Related Policies and Forms:

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

GRADUATE & POSTDOCTORAL AFFAIRS FUNDING OPPORTUNITIES

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

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

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

Policies Regarding Freedom of Expression on Campus

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

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

- [KU Public Assembly Policy](#)
- [Kansas Board of Regents Statement on Free Expression](#)

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