

Course Change Request

Date Submitted: 03/07/18 9:07 am

Viewing: **LAA 701 : Interdisciplinary Seminar in Latin American Culture and Problems**

Last edit: 03/07/18 9:07 am

Changes proposed by: larecay

In Workflow

1. CLAS Graduate Program and Course Coordinator
2. CGS PCC Subcommittee
3. CGS Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft

Catalog Pages referencing this course	College of Liberal Arts & Sciences Latin American & Caribbean Studies
Programs	LAA-CRTG: Brazilian Certificate LAA-CRTG: Central American and Mexican Certificate

Academic Career	Graduate, Lawrence		
Subject Code	LAA	Course Number	701
Academic Unit	Department	Latin American & Caribbean Std	
	School/College	College of Lib Arts & Sciences	

Do you intend to offer any portion of this course online?

No

Title	Interdisciplinary Seminar in Latin American Culture and Problems
Transcript Title	Interdis Smnr Lat Am Cult&Prob
Effective Term	Fall 2018

Approval Path

1. 03/07/18 12:56 pm
Rachel Schwien (rschwien):
Approved for CLAS Graduate Program and Course Coordinator
2. 03/20/18 9:17 am
Rachel Schwien (rschwien):
Approved for CGS PCC Subcommittee

Catalog Description An interdisciplinary seminar incorporating significant and pertinent materials from the fields of anthropology, economics, geography, history, political science, sociology, and Spanish and Portuguese literature. Required of all graduate students enrolled in the Master of Arts program in Latin American Area Studies.

Prerequisites LAA ~~710 700~~ (may be taken simultaneously with LAA 701 if both courses offered during same semester).

Cross Listed Courses:

Credits	3
Course Type	Lecture (Regularly scheduled academic course) (LEC)
Grading Basis	A-D(+/-)FI (G11)
Typically Offered	Only Spring Semester
Repeatable for credit?	No
Does this course fulfill RSRS (Research Skills Responsible Scholarship)?	

Will this course be required for a degree, major, minor, certificate, or concentration?

Yes

Which Program(s)?

Program Code - Name
(LAA-MA) Latin American and Caribbean Studies, M.A.

Describe how:

LAA 710 will replace the former LAA 700, "Introduction to Latin American Library Resources," which was overly narrow in scope. LAA 710 will be the prerequisite to LAA 701 (can be taken concurrently as well). Graduate Students need to know much more broadly about research methods and the elementary steps to crafting an independent research agenda. For the past several years, LAA 700 has in practice been regularly cross-listed with GIST 710 and taught as a general introduction to research in international / area studies, which is a much better fit with our need for an introduction to general research (crafting research

questions, compiling literature reviews, deciding appropriate interdisciplinary methodologies, etc.) This change simply formalizes what has been practice for several years, and clarifies the course material through the new name.

Rationale for Course Proposal

LAA 710 will replace the former LAA 700, "Introduction to Latin American Library Resources," which was overly narrow in scope. Graduate Students need to know much more broadly about research methods and the elementary steps to crafting an independent research agenda. For the past several years, LAA 700 has in practice been regularly cross-listed with GIST 710 and taught as a general introduction

Course Reviewer Comments

Key: 5344



Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 03/06/18 2:45 pm

Viewing: **LAA 700 : Introduction to Latin American Library Resources**

Last edit: 03/06/18 2:45 pm

Changes proposed by: larecay

Catalog Pages referencing this course
[College of Liberal Arts & Sciences](#)
[Latin American & Caribbean Studies](#)

Other Courses [In The Catalog](#)

Academic Career Graduate, Lawrence
 Subject Code LAA Course Number 700
 Academic Unit Department Latin American & Caribbean Std
 School/College College of Lib Arts & Sciences
 Title Introduction to Latin American Library Resources
 Transcript Title Intro Latin Am Library Resourc
 Last Term Offered **Fall 2017**

Catalog Description A survey of bibliographic and reference sources for research on Latin America in the humanities and social sciences. Designed to prepare students for library research at the seminar, thesis, or dissertation level.

Prerequisites Junior standing, reading knowledge of Spanish or Portuguese.

Cross Listed Courses:

Credits 3
 Course Type Lecture (Regularly scheduled academic course) (LEC)
 Grading Basis A-D(+/-)FI (G11)
 Typically Offered Only Fall Semester
 Repeatable for credit? No

Will this course be required for a degree, major, minor, certificate, or concentration?

Rationale for Course Proposal

Justification for this request
 LAA 710 will replace the former LAA 700, "Introduction to Latin American Library Resources," which was overly narrow in scope. Graduate Students need to know much more broadly about research methods and the elementary steps to crafting an independent research agenda. For the past several years, LAA 700 has in practice been regularly cross-listed with GIST 710 and taught as a general introduction to research in international / area studies, which is a much better fit with our need for an introduction to general research (crafting research questions, compiling literature reviews, deciding appropriate interdisciplinary methodologies, etc.) This change simply formalizes what has been practice for several years, and clarifies the course material through the new name.

Course Reviewer Comments

In Workflow

1. CLAS Graduate Program and Course Coordinator
2. CGS PCC Subcommittee
3. CGS Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft

Approval Path

1. 03/07/18 12:56 pm
Rachel Schwien (rschwien):
Approved for CLAS Graduate Program and Course Coordinator
2. 03/20/18 9:17 am
Rachel Schwien (rschwien):
Approved for CGS PCC Subcommittee



Program Change Request

Date Submitted: 03/07/18 9:03 am

Viewing: **LAA-MA : Latin American and Caribbean Studies, M.A.**

Last approved: 12/27/17 1:11 pm

Last edit: 03/12/18 10:28 am

Changes proposed by: larecay

Catalog Pages Using this Program [Master of Arts in Latin American and Caribbean Studies](#)

Academic Career Graduate, Lawrence
 Program Type Degree/Major
 Department/Program Latin American & Caribbean Std
 School/College College of Lib Arts & Sciences
 Degree Code Master of Arts - MA
 Consulting School(s)/College(s)
 Consulting Department(s)
 CIP Code 050107
 Program Name Latin American and Caribbean Studies, M.A.
 Do you intend to offer a track(s)?

Do you intend for this program to be offered online?

No

Effective Catalog **2019 2018-- 2020**
~~2019~~

In Workflow

- A. CLAS Graduate Program and Course Coordinator
- B. CGS PCC Subcommittee
- C. CGS Committee
- D. CAC
- E. CLAS Final Approval
- F. Future Academic Catalog

Approval Path

- A. 03/07/18 12:56 pm
Rachel Schwien (rschwien): Approved for CLAS Graduate Program and Course Coordinator
- B. 03/20/18 9:17 am
Rachel Schwien (rschwien): Approved for CGS PCC Subcommittee

History

- A. Dec 27, 2017 by Cari Kreienhop (c271k157)

Program Description

Degree Requirements

M.A. Degree Requirements

Course Work

A minimum of 30 graduate credit hours (500 level or above) is required in social sciences or humanities courses with Latin American content. Requirements are meant to provide training in research design, content breadth, disciplinary breadth as well as exposure to discipline-specific methods and problems, independent research, and language competence.

A. **Research Design:** Research Design in International Area Studies (**LAA 710**) (~~LAA 700~~) **3 hrs**

- B. Area Content:** 7-8 courses with Latin American / Caribbean content, which must meet the following requirements (an individual course may count towards multiple requirements) **21-24 hrs**
- A. 12 hours (4 courses) of the area content courses must be at the 700-level or above
 - B. 12 hours (4 courses) must be selected from the program's list of approved courses with *at least* 50% Latin American / Caribbean content
 - C. Courses must be drawn from at least two separate disciplines
 - D. 9 hours (3 courses) must constitute a "specialization cluster" designed to prepare the student for the thesis / comparative research paper. The specialization cluster may be in a topic / issue, in a geographical area, in a particular discipline, etc., and is designed in consultation with the student's advisor and approved by the Director of Graduate Studies.
 - E. For students who will only enroll in 3 credit hours of [LAA 899](#), the remaining 3 credit hours (to complete the 30 required) must be selected from the program's list of approved courses with at least 25% Latin American / Caribbean Content.
- C. Thesis Hours:** 3-6 hours of Thesis Research and Writing ([LAA 899](#)) **3-6 hrs**
- A. MA Thesis option students must enroll in at least 3 hours
 - B. Comparative Research paper option students must enroll in only 3 hours

Language Proficiency

M.A. candidates must demonstrate comprehensive proficiency in Spanish or Portuguese. This includes aural, speaking, reading, and writing ability. Completion of [SPAN 424](#) and [SPAN 428](#) or a higher-level course constitutes comprehensive proficiency in Spanish. Comprehensive proficiency in Portuguese requires completion of a 500-level or higher literature course.

The language requirements should be satisfied as early as possible. Students also must complete two semesters in a second language ([SPAN 104](#) and [SPAN 108](#); [PORT 104](#) and [PORT 108](#)), or the equivalent (e.g. [PORT 611](#)). Quichua, Kaqchikel Maya, or Haitian Creole may be substituted as the language of reading proficiency with approval of the director.

M.A. Degree Options

Thesis and nonthesis degrees are offered. The thesis degree is most appropriate as preparation for a doctoral program and dissertation. Students must declare their intention to write a thesis before the end of the first year and form a committee of three faculty members, each from a different discipline. The student defends the completed thesis in an oral examination before this committee. A student must enroll in at least 3 credit hours of thesis. Students may count up to 6 credit hours of thesis toward the degree.

The nonthesis M.A. degree is suitable for a career in public service or business. The culmination of the nonthesis M.A. is an oral examination during the last semester of the student's program. The Center for Latin American and Caribbean Studies produces a handout, Nonthesis M.A. Degree Option: Oral Exam Guidelines.

According to the continuous enrollment policy of the College, once the student's course work is completed, the student must enroll in at least 1 credit hour of thesis/nonthesis ([LAA 899](#)) a semester (excluding summers) until the thesis and its defense or the oral examination is completed.

Recommended Graduate Courses

Courses with a blank (____) at the end of their titles are typically topics or seminar courses that may be repeated for credit. Usually these courses offer different topics each time they are taught. Students should check with the course instructor about the requirements to take the course and what the topic will be when it is offered.

These courses have 50 to 100 percent Latin American or Caribbean content:

AAAS/HIST 574	Slavery in the New World	3
ANTH 500	Topics in Archaeology: _____ (taught by Hoopes)	3
ANTH 501	Topics in Sociocultural Anthropology: _____ (taught by Metz)	3
ANTH 506	Ancient American Civilizations: Mesoamerica	3
ANTH 507	The Ancient Maya	3
ANTH 508	Ancient American Civilizations: The Central Andes	3
ANTH 718	Seminar in Latin American Archaeology: _____	3
ANTH 775	Seminar in Cultural Anthropology: _____ (taught by Dean, Gibson, Metz)	3-9
ANTH 785	Topics in Ethnology: _____ (taught by Dean or Metz)	3
ECON 584	Economic Development of Latin America	3
ENGL 790	Studies in: _____	3
FMS 702	Graduate Seminar in: _____	1-3
GEOG 571	Topics in Cultural Geography: _____ (taught by Brown or Herlihy)	1-3
GEOG 591	Geography of Latin America	3
GEOG 592	Middle American Geography	3
GEOG 597	Geography of Brazil	3
GEOG 771	Topics in Cultural Geography: _____ (taught by Brown or Herlihy)	1-3
GEOG 791	Latin American Regions: _____	3
GEOG 980	Seminar in Geography: _____ (taught by Herlihy)	1-3
GEOG 990	Seminar in Regional Geography: _____ (taught by Herlihy)	1-3
HA 505	Special Study: _____	1-6
HAIT 501	Directed Studies in Haitian Culture	1-15

HAIT 700	Investigation and Conference	1-6
HIST 510	Topics in Non-Western History: _____ (taught by Schwaller, Cushman, Rosenthal, Kuznesof)	1-3
HIST 573	Latin America in the 19th Century	3
HIST/AAAS 574	Slavery in the New World	3
HIST 575	The Many Faces of Mexico	3
HIST 576	History of the Caribbean and Central America	3
HIST 579	The History of Brazil	3
HIST 580	Economic History of Latin America	3
HIST 696	Seminar in: _____ (taught by Schwaller, Cushman, Rosenthal, Kuznesof)	3
HIST 801	Colloquium in: _____ (taught by Schwaller, Rosenthal, Kuznesof)	1-6
HIST 808	Colloquium in Comparative History: _____ (taught by Schwaller, Cushman, Rosenthal, Kuznesof)	3
HIST 820	Colloquium on Popular Culture in Latin America	3
HIST 822	Colloquium in the Urban History of Latin America	3
HIST 823	Colloquium on Colonial Latin America	3
HIST 824	Seminar on Labor in Latin America	3
HIST 825	Seminar in Latin American Foreign Relations	3
HIST 826	Seminar in Twentieth Century South America	3
HIST 827	Colloquium in the Social History of Latin America	3
HIST 853	Research Seminar: The Atlantic World in the Early Modern Period (taught by Schwaller, Kuznesof)	3
HIST 950	Seminar in Latin American History	3
HIST 951	Seminar in Latin American Revolutions	3
HIST 952	Seminar in Ideology, Violence and Social Change in Latin America	3
POLS 658	Theories of Politics in Latin America	3
POLS 659	Political Dynamics of Latin America	3
POLS 758	Revolutionary Politics of Latin America	3
PORT 740	Survey of Brazilian Literature	3
PORT 742	The Brazilian Novel	3
PORT 746	The Brazilian Short Story	3
PORT 750	Brazilian Poetry	3
PORT 760	Contemporary Brazilian Literature	3
PORT 780	Special Readings in Portuguese and Brazilian Literature	1-3
PORT 970	Seminar in Brazilian Literature: _____	3
SOC 531	Global Social Change	3
SOC 780	Advanced Topics in Sociology: _____	3
SPAN 520	Structure of Spanish	3
SPAN 522	Advanced Studies in Spanish Language: _____	3
SPAN 540	Colloquium on Hispanic Studies: _____ (Taught with Latin American focus)	3
SPAN 560	Colloquium on Latin American Film	3
SPAN 570	Studies in Hispanic Linguistics: _____	3
SPAN 717	History of the Spanish Language	3
SPAN 720	Syntax and Composition	3
SPAN 770	Spanish-American Drama	3
SPAN 771	Spanish-American Literature: _____	3
SPAN 772	The Modern Spanish-American Novel, 1900-1950	3
SPAN 773	The Modern Spanish-American Novel Since 1950	3
SPAN 774	Spanish-American Poetry	3
SPAN 776	Spanish-American Short Story	3
SPAN 781	Colonial Identities	3
SPAN 784	Spanish-American Modernism and Vanguards	3
SPAN 785	Special Topics in Spanish-American Literature: _____	2-3
SPAN 790	Spanish Linguistics: Theory and Application to Teaching	3
SPAN 795	Literary Theory and Criticism	3
SPAN 817	Spanish Historical Grammar	3
SPAN 970	Seminar: Spanish American Drama: _____	3
SPAN 972	Seminar: Spanish American Novel: _____	3
SPAN 974	Seminar: Spanish American Poetry: _____	3
SPAN 976	Seminar: Spanish American Short Story: _____	3
SPAN 978	Seminar: Spanish American Essay: _____	3

These courses have 25 to 50 percent Latin American and Caribbean content:

AAAS 520	African Studies in: _____	3
AAAS 555	African Film	3
ANTH 501	Topics in Sociocultural Anthropology: _____	3
ANTH 512	Ethnohistory: _____	3

ANTH 544	Origins of Native Americans	3
ANTH 563	Cultural Diversity in the United States	3
ANTH 586	Visual Anthropology	3
ANTH 595	The Colonial Experience	3
ANTH 652	Population Dynamics	3
ANTH 674	Political Anthropology	3
ANTH 695	Cultural Ecology (taught by Gibson or Herlihy)	3
ANTH 754	Biological Bases of Human Behavior (taught by Crawford)	3
ANTH 770	Research Methods in Physical Anthropology	3
ANTH 794	Material Culture	3
ARCH 800	Special Topics in Architecture: _____ (taught by Swann)	1-3
BIOL 607	Field and Laboratory Exercises in Plant Ecology	2
C&T 807	Multicultural Education	3
C&T 864	International Issues in the K-12 Classroom	3
ECON 582	Economic Development	3
ECON 604	International Trade	3
ECON 605	International Finance	3
ECON 715	Elementary Econometrics	3
ECON 740	Theory of Economic Growth and Development	3
ELPS 773	School and Society in Comparative Education	3
ELPS 772	Philosophical Problems in Comparative Education	3
ENGL 570	Topics in American Literature: _____ (If taught by Giselle Anatol or Marta Caminero-Santangelo)	3
FMS 902	Film Seminar in: _____ (taught by Falicov)	3
GEOG 570	Geography of American Indians (taught by Herlihy)	3
GEOG 670	Cultural Ecology	3
HA 706	Seminar: _____ (taught by Eldredge)	1-6
HAIT 500	Directed Studies in Haitian Language and Literature	1-15
HIST 551	Spain and its Empire, 1450-1700	3
HIST 696	Seminar in: _____	3
HIST 806	Studies in: _____	3
HIST 853	Research Seminar: The Atlantic World in the Early Modern Period	3
IBUS 701	International Business (taught by Kleinberg)	3
IBUS 895	Graduate Seminar in International Business: _____ (taught by Birch)	0.5-5
LING 575	The Structure of: _____	3
LING 700	Introduction to Linguistic Science	3
LING 791	Topics in Linguistics: _____	1-3
MUSC 560	Music in World Cultures (taught by Wong)	3
MUSC 754	Music of the Baroque Era	3
MUSC 940	Seminar on Selected Topics in Musicology: _____ (taught by Schwartz-Kates)	3
POLS 600	Contemporary Feminist Political Theory	3
POLS 660	The Politics and Problems of Developing Countries	3
POLS 672	International Political Economy	3
POLS 726	Public Policy in Comparative Perspective	3
POLS 774	International Law	3
POLS 850	Introduction to Comparative Politics	3
POLS 870	International Relations	3
POLS 960	Politics of Developing Countries	2-3
POLS 973	International Political Economy	3
POLS 974	International Mediation and Conflict Resolution	3
POLS 978	Advanced Topics in International Relations Theory	3
SOC 533	Industrialization in Developing Nations	3
SOC 619	Political Sociology	3
SOC 873	International Political Economy	3
SOC 892	Teaching Seminar	1-3
SOC 970	Seminar on Special Topics in Social Conflict and Change: _____	1-4
SPAN 801	Teaching Spanish in Institutions of Higher Learning	3
UBPL 565	Introduction to Sustainable Land Use Planning	3
WGSS 560	Race, Gender, and Post-Colonial Discourses (taught by Ajayi-Soyinka)	3
WGSS 600	Contemporary Feminist Political Theory	3

Rationale for proposal

LAA 710 will replace the former LAA 700, "Introduction to Latin American Library Resources," which was overly narrow in scope. Graduate Students need to know much more broadly about research methods and the elementary steps to crafting an independent

research agenda. For the past several years, LAA 700 has in practice been regularly cross-listed with GIST 710 and taught as a general introduction to research in international / area studies, which is a much better fit (see additional info below)

Additional Information

Continued from above: Goals: The Graduate Committee felt we needed a program that explicitly tries to incorporate 1) research methods and inquiry 2) interdisciplinary breadth 3) some degree of disciplinary "depth," that is, exposure to the methods particular to at least two disciplines and 4) an area of concentration or specialization. The revised requirements attempt to meet these four goals. When we presented the proposed revisions to our current graduate students, the consensus was highly positive; the students informally expressed that the revisions would give more coherence to the program. (Please note that no other requirements have changed in the new version, eg we are keeping the existing language requirements and the thesis or comparative research paper option.) Logistical Realities: The proposal was originally a response to the fact that two of the "core" required classes in our current MA degree requirements, LAA 700 "Latin American Library Resources" and LAA 701 "Interdisciplinary Seminar on Latin American Culture and Problems," have not been taught as such in several years. Instead, they are routinely designated as "meets with" other courses. **with our need** For LAA 700, the standard "meets with" for some years has been GIST 710, "Interdisciplinary Research Methods in a Global Context," soon to be renamed "Research Design in International Area Studies." **This course gives an introduction to general research (crafting research questions, compiling literature reviews, deciding appropriate interdisciplinary methodologies, etc.) This change (LAA 700 to LAA 710) simply formalizes what has been practice and global introduction to research inquiry, and although it is not specifically focused on Latin America and the Caribbean, students from LAGS taking the course for several years, and clarifies the course material through the new name.** our MA must complete a project with a Latin America/ Caribbean focus and work with our Graduate Studies Director.

LAA 701 is a bigger problem. This used to be taught as a stand-alone "theme" course introducing our graduate students to interdisciplinary perspectives and research methods pertaining to a particular problem or issue in Latin American / Caribbean studies. But for the past several years no one has taught the course (because CLACS does not have faculty lines it does not have faculty to whom it can assign the course regularly). As a result, this course ends up "meeting with" another graduate course taught by our core faculty that has some Latin American content, although it does not neatly fit the course title or description as given. Therefore, it really is just another version of the "seminar with 50% Latin American / Caribbean content" course requirement, and it makes no sense to single it out as a separate course requirement. In discussion, the CLACS executive committee felt strongly that LAA 701 should be redeveloped, with participation from multiple faculty members teaching different "units" in a course to provide a common introductory course experience for our graduate student. Therefore, in the coming semester, we will be working to design such a course, hopefully to be in place for Fall 2018. However, for now, we need to make sure our graduate students have the courses they need available to them, and that they can move through the degree in a timely manner. The following course has been deactivated and will need to be removed: HIST 509.

Supporting Documents

Program Reviewer Comments

Key: 123



Program Change Request

Date Submitted: 03/09/18 8:41 am

Viewing: **PHIL-PhD : Philosophy, Ph.D.**

Last approved: 12/01/17 4:11 pm

Last edit: 03/09/18 10:37 am

Changes proposed by: frykholm

Catalog Pages Using this Program [Doctor of Philosophy in Philosophy.](#)

Academic Career Graduate, Lawrence

Program Type Degree/Major

Department/Program Philosophy

School/College College of Lib Arts & Sciences

Degree Code Doctor of Philosophy - PhD

Consulting School(s)/College(s)

Consulting Department(s)

CIP Code 380101

Program Name Philosophy, Ph.D.

Do you intend to offer a track(s)?

Do you intend for this program to be offered online?
No

Effective Catalog 2018 - 2019

In Workflow

- A. CLAS Graduate Program and Course Coordinator
- B. CGS PCC Subcommittee
- C. CGS Committee
- D. CAC
- E. CLAS Final Approval
- F. Future Academic Catalog

Approval Path

- A. 03/09/18 10:37 am
Rachel Schwien (rschwien):
Approved for CLAS Graduate Program and Course Coordinator
- B. 03/20/18 9:17 am
Rachel Schwien (rschwien):
Approved for CGS PCC Subcommittee

History

- A. Dec 1, 2017 by Cari Kreienhop (c271k157)

Program Description

Degree Requirements

Ph.D. Degree Requirements

A student preparing for a doctorate in philosophy must meet general requirements and, before officially enrolling in [PHIL 999](#) Dissertation, must satisfy these special requirements:

Complete at least 39 credit hours of graduate work in regular philosophy courses numbered 500 or above with grades in each course of at least B– and an overall grade-point average of at least B in all graduate philosophy courses. At least 24 of these hours must be at the 800 level or above (including [PHIL 800](#) Tutorial and [PHIL 901](#) Ph.D. Tutorial). Beyond the 39-hour requirement, additional hours in [PHIL 999](#) Dissertation are required as appropriate in accordance with the rules of the Office of Graduate Studies and the Department.

A. Complete [PHIL 800](#) Tutorial with a grade of B- or higher in the first year of enrollment.

B. Formal Philosophy Requirement: Complete [PHIL 610](#) Symbolic Logic or [PHIL 666](#) Rational Choice Theory with a grade of B- or higher.

C. Ph.D. Course Distribution Requirement:

Metaphysics and Epistemology (6)

Select two of the following:

6

- [PHIL 620](#) Philosophy of Natural Science
- [PHIL 622](#) Philosophy of Social Science
- [PHIL 630](#) Philosophy of Mathematics
- [PHIL 638](#) Philosophy of Language
- [PHIL 648](#) Theory of Knowledge
- [PHIL 650](#) Metaphysics
- [PHIL 654](#) Philosophy of Mind
- [PHIL 850](#) Topics in Recent Philosophy: _____
- [PHIL 860](#) Topics in Philosophy of Science: _____
- [PHIL 868](#) Topics in Philosophy of Language: _____
- [PHIL 870](#) Topics in Metaphysics: _____
- [PHIL 872](#) Topics in Theory of Knowledge: _____
- [PHIL 877](#) Topics in Philosophy of Mind: _____
- [PHIL 888](#) Topics in the Philosophy of the Social Sciences: _____

Value Theory (6)

Select two of the following:

6

- [PHIL 504](#) Philosophy of Sex and Love
- [PHIL 555](#) Justice and Economic Systems
- [PHIL 662](#) Aesthetics
- [PHIL 668](#) Political Philosophy
- [PHIL 670](#) Contemporary Ethical Theory
- [PHIL 671](#) Feminist Theories in Ethics
- [PHIL 672](#) History of Ethics
- [PHIL 674](#) Philosophy of Law
- [PHIL 676](#) Medical Ethics: Life and Death Issues
- [PHIL 677](#) Medical Ethics: Professional Responsibilities
- [PHIL 850](#) Topics in Recent Philosophy: _____
- [PHIL 880](#) Topics in Ethics: _____
- [PHIL 884](#) Topics in Social and Political Philosophy: _____
- [PHIL 885](#) Topics in Law and Philosophy
- [PHIL 886](#) Topics in Applied Ethics: _____

Ancient Philosophy (3)

Select one of the following:

3

- [PHIL 508](#) Early Greek Philosophy
- [PHIL 605](#) The Philosophy of Plato
- [PHIL 607](#) The Philosophy of Aristotle
- [PHIL 608](#) Hellenistic Philosophy
- [PHIL 805](#) Plato
- [PHIL 807](#) Aristotle
- [PHIL 820](#) Topics in the History of Philosophy: _____

Modern Philosophy (3)

Select one of the following:

3

- [PHIL 558](#) **Seventeenth Century Philosophy**
- [PHIL 559](#) **Eighteenth Century Philosophy**
- [PHIL 820](#) Topics in the History of Philosophy: _____
- [PHIL 824](#) Hume
- [PHIL 828](#) Kant

Nineteenth- and 20th-Century Philosophy (3)

Select one of the following:

3

- [PHIL 560](#) Nineteenth Century Philosophy
- [PHIL 562](#) Kierkegaard
- [PHIL 570](#) Nietzsche
- [PHIL 580](#) Marxism
- [PHIL 582](#) Existentialism
- [PHIL 590](#) Phenomenology
- [PHIL 592](#) Contemporary Continental Philosophy
- [PHIL 820](#) Topics in the History of Philosophy: _____
- [PHIL 831](#) Hegel
- [PHIL 835](#) Frege
- [PHIL 848](#) Wittgenstein
- [PHIL 850](#) Topics in Recent Philosophy: _____

[PHIL 890](#) Topics in Continental Philosophy: _____ (Topic, instructor, and specific prerequisites to be announced in the Schedule of Classes.)

D. [PHIL 901 Ph.D. Tutorial](#): Students may not enroll in [PHIL 901](#) before the third semester and normally should enroll in [PHIL 901](#) no later than the sixth semester.

E. **Research Skills & Responsible Scholarship Requirement.** The University requires that every doctoral student have training in responsible scholarship and research skills pertinent to the field of research and appropriate to the doctoral level. This requirement must be met before taking the comprehensive oral exam. For Philosophy doctoral students, this requirement is met by the following:

- [PHIL 800](#)
- [PHIL 901](#)
- Demonstrated competence in an approved foreign language, OR completion of a faculty-approved course in a discipline related to the student's research interests.

F. Pass the **comprehensive oral examination** for Ph.D. candidacy. This examination must be taken after all of the above requirements have been completed, or in the semester in which the requirements will be completed.

After the oral comprehensive examination has been passed, the student must write a dissertation of substantial merit showing the planning, conduct, and result of original research and must pass a final oral examination and defense of the dissertation.

Reduction of Credits

University [graduate credit policy](#) does not allow for a direct transfer of credits toward the Ph.D.; however, the department's requirement of 39 credit hours of acceptable graduate work for the Ph.D. may be reduced by departmental petition depending on the amount and quality of equivalent graduate work completed at another institution. At minimum, 24 hours of acceptable graduate work must be taken in the Department of Philosophy at KU.

Rationale for proposal

PHIL 558 and 559 are newly proposed courses under review. At the request of COGA, the role of these additional electives in the graduate course program is now reflected in the Degree Requirements with the addition of these courses under the "Modern Philosophy" subfield.

Additional Information

Supporting Documents

Program Reviewer Comments

Key: 102



Program Change Request

Date Submitted: 03/01/18 9:04 am

Viewing: **PSYC-PhD : Psychology, Ph.D.**

Last approved: 12/07/17 3:49 pm

Last edit: 03/27/18 9:00 am

Changes proposed by: k835h859

Catalog Pages Using this Program [Doctor of Philosophy in Psychology.](#)

Academic Career Graduate, Lawrence
 Program Type Degree/Major
 Department/Program Psychology
 School/College College of Lib Arts & Sciences
 Degree Code Doctor of Philosophy - PhD
 Consulting School(s)/College(s)
 Consulting Department(s)
 CIP Code 42.2799
 Program Name Psychology, Ph.D.
 Do you intend to offer a track(s)?

Do you intend for this program to be offered online?
 No

Effective Catalog **2019 2018-- 2020**
~~2019~~

In Workflow

- A. CLAS Graduate Program and Course Coordinator
- B. CGS PCC Subcommittee
- C. CGS Committee
- D. CAC
- E. CLAS Final Approval
- F. Future Academic Catalog

Approval Path

- A. 03/08/18 4:05 pm
 Rachel Schvien (rschwie):
 Approved for CLAS Graduate Program and Course Coordinator
- B. 03/27/18 9:00 am
 Rachel Schvien (rschwie):
 Approved for CGS PCC Subcommittee

History

- A. May 12, 2016 by Lauren Bias (l520b484)
- B. Mar 6, 2017 by Smana Hitt (s364h085)
- C. Dec 1, 2017 by Smana Hitt (s364h085)
- D. Dec 7, 2017 by Kim O'Bryon (kobryon)

Program Description

Degree Requirements

[Ph.D. Degree Requirements](#)

Although graduate education is offered through separate programs, each student prepares an individualized plan of study in consultation with faculty members. These plans indicate how the student proposes to fulfill the requirements for the M.A. and Ph.D. degrees, including all general requirements and conditions.

Note: Contact your department or program for more information about research skills and responsible scholarship, and the current requirements for doctoral students. Current policies on Doctoral Research Skills and Responsible Scholarship are listed in the KU Policy Library.

Social Psychology

~~Monica Biernat, Social Psychology Program Director~~ The social psychology program is an intensive research training experience seeking students who are committed to empirical, scholarly work. The major research interests of faculty members are stereotyping, prejudice, intergroup relations, person perception, close relationships, emotion and motivation, self and identity, culture.

In addition to course work, the central requirement of the program is continuous involvement in research. Research opportunities range from laboratory experimentation to field research. Depending on backgrounds and goals, students may move from one research setting to another or concentrate on a particular type of research throughout their training.

Requirements

Students are guided by individually tailored plans called contracts. These describe sequences of learning experiences developed by the student and a 3-member faculty committee. Beginning students are urged to enroll in basic courses in theory and research in social psychology and statistics. The contract specifies students' long-range goals, specialties, other fields of psychology or related disciplines in which they will become proficient, proposed sequence of course work, research and teaching experiences they hope to obtain, plans for the M.A. proposal, comprehensive requirements and dissertation landmarks, and an approximate timetable. Contract details can be changed by agreement of the student and faculty committee.

The contract is a general framework that permits students' graduate work to be adapted to their interests and abilities and provides a standard against which progress can be assessed. Students' contracts must specify how the research skills and responsible scholarship requirement is to be met. The research skills requirement typically is met by completion of 6 graduate courses in statistics and research design. The responsible scholarship requirement is met via coursework as specified in the contract, completion of online tutorials, and attendance at ethics proseminars. All contracts must comply with other departmental and general rules including residence and time limits.

Cognitive and Brain Sciences

~~Evangelia C. Chrysoikou, Cognitive and Brain Sciences Program Director~~ The Cognitive and Brain Sciences PhD program at the University of Kansas seeks students with the intellectual potential, motivation, and quantitative aptitude to engage in productive scholarship in a basic or applied area of interest, including:

- Cognitive Psychology
- Cognitive Neuroscience
- Developmental Science
- Aging and Cognition
- Child Language
- Quantitative Methods

The training program emphasizes the development of a broad-based foundation in theory, research methods, technical skills, and quantitative analysis for application in a variety of basic and applied research settings. Areas of focus of [current faculty members](#) and [faculty affiliate members](#) include language, perception, attention, memory, cognitive development, aging, higher-order cognition, neuropsychology, computational neuroscience, psycholinguistics and neurolinguistics, philosophy of psychology, and philosophy of mind.

Our graduate students begin research as soon as they enter the program. As a result of this focus on guided research, our recent graduates have quickly found employment in academic programs, research organizations, and applied research units in industry and government. The current general program requirements can be found [here](#). The program follows a mentorship model. That is, students are admitted to work with specific faculty members rather than to the program at large. Students and faculty can also work closely with one of the CBS affiliated faculty members within the Department of Psychology or in other Departments (Linguistics, Gerontology, Speech-Language-Hearing, and Philosophy). Students benefit from regular monthly talks by faculty members and researchers in the field that take place within the Psychology Department, in other KU departments, and at the KU Medical Center (see our [CBS Brown Bag](#) and [Mind Lecture Series](#)).

Our admission requirements are listed [here](#). During the application process, applicants are encouraged to contact faculty members with whom they are interested in working.

General Program Requirements

1. Course Requirements

Overview: Students are expected to complete a PhD degree within 4-5 years. During their time in the program, students are required to take 4 Advanced Content courses and 4 Methods & Statistics courses (*Primary Course Requirements*, 24 didactic credits), at least 3 elective courses on areas of particular interest to their research (*Secondary Course Requirements*, 9 didactic credits), and complete a minimum of 18 research credits (PSYC 980 or PSYC 999). Students are also required to take 2 hours of the Teaching of Psychology course (PSYC 981), which is intended to prepare them for teaching undergraduate courses. Additional elective courses that are related to the student's area of research interest are strongly encouraged, in consultation with the student's advisor. The program is structured such that the primary course requirements can be completed during the first three years in the program and prior to the

student's oral comprehensive examinations. The selection of elective courses further allows the student to acquire depth of knowledge and skills within one or more areas within the Cognitive and Brain Sciences.

Required Courses

1.1 Primary Course Requirements

Advanced Content Courses - 4 courses required (12)

All CBS students are required to take the following two Advanced Content courses:

PSYC 723	Advanced Cognitive Psychology	3
PSYC 725	Cognitive Neuroscience	3

For the remaining two required core courses, CBS students can choose among the following Advanced Content course options, depending on their research interests and in consultation with their primary advisor:

PSYC 757	Theories of Perception
PSYC 860	Affective Science
PSYC 870	Cognitive Development
PSYC 890	Foundations of the Mind

Methods & Statistics - 4 courses required (14-15)

All CBS students are required to take the following three Methods & Statistics courses:

PSYC 790	Statistical Methods in Psychology I	4
PSYC 791	Statistical Methods in Psychology II	4
PSYC 983	Methods & Professional Issues in the Cognitive & Brain Sciences	3

For the remaining one required Methods & Statistics course, CBS students can choose among the following Methods & Statistics course options (or a preapproved alternative; approval of CBS Program Director required prior to registration):

PSYC 879	Applied Nonparametric Statistical Methods	4
PSYC 887	Factor Analysis	4
PSYC 892	Test Theory	3
PSYC 893	Multivariate Analysis	4
PSYC 894	Multilevel Modeling	3
PSYC 895	Categorical Data Analysis	3
PSYC 896	Structural Equation Modeling I	3
PSYC 996	Structural Equation Modeling II	4
PSYC 988	Modeling of Intraindividual Observations	4
PSYC 993	Seminar: _____ (Seminar Topic: Missing Data Analysis)	4
PSYC 984	Missing Data Analysis	4

1.2. Elective Course Requirements

Students, in consultation with their advisor, are required to take at least 3 approved elective courses (9 didactic credits) within a given area of expertise to satisfy the electives requirement. The student may satisfy the elective course requirement by demonstrating competence in areas such as Statistics (see also the [Quantitative Minor in Psychology](#)), including psychometrics or mathematical modeling of psychological processes, beyond the primary required courses in Statistics and Methodology (see above); neuroscience (e.g., expertise in neuroscience techniques, such as brain imaging and mapping, neurostimulation, or mastery of psychophysiological methods); computer science, (such as artificial intelligence, computer simulation of cognitive processes, or programming skills); linguistics, psycholinguistics, and neurolinguistics; or human factors. It is expected that CBS students will enroll in elective CBS courses offered by the CBS faculty. A list of the approved elective courses for the CBS program appears below:

Computer Science

EECS 138	Introduction to Computing: _____
EECS 368	Programming Language Paradigms
EECS 649	Introduction to Artificial Intelligence

Human Factors

ADS 710	Advanced Human Factors in Interaction Design
ADS 765	Interaction Design
ADS 770	Design Cognition

Linguistics

PSYC 735	Psycholinguistics I
PSYC 737	Psycholinguistics II

Linguistics / Neuroscience

LING 738	Neurolinguistics I
LING 742	Neurolinguistics II
SPLH 620	The Communicating Brain: The Ultimate Personal Computer
SPLH 764	Seminar in: _____ (Speech Perception)
SPLH 820	Developmental Phonological Disorders
SPLH 846	Language Disorders of Adults
SPLH 850	Language Disorders Secondary to Closed Head Injury and Dementia
LING 715	Second Language Acquisition I

Neuroscience

PSYC 800	Experimental Psychology: _____ (Fundamentals of Neuroimaging)
PSYC 831	Advanced Human Learning and Memory

PSYC 956	Social Neuroscience
PSYC 843	Behavioral Pharmacology
PSYC 993	Seminar: _____ (Seminar Topic: Developmental Neuroscience*)
PSYC 993	Seminar: _____ (Seminar Topic: Human Behavioral Genetics)

Neuroscience / Computer Science

PSYC 993	Seminar: _____ (topics as listed below)
	Seminar Topic: Language*
	Seminar Topic: Memory*
	Seminar Topic: Ethics in CBS*

PHIL 654	Philosophy of Mind
--------------------------	--------------------

Statistics

PSYC 879	Applied Nonparametric Statistical Methods
PSYC 887	Factor Analysis
PSYC 892	Test Theory
PSYC 893	Multivariate Analysis
PSYC 894	Multilevel Modeling
PSYC 895	Categorical Data Analysis
PSYC 896	Structural Equation Modeling I
PSYC 996	Structural Equation Modeling II
PSYC 988	Modeling of Intraindividual Observations
PSYC 991	Longitudinal Data Analysis
PSYC 984	Missing Data Analysis
PSYC 993	Seminar: _____ (Seminar Topic: Missing Data Analysis)

*Courses offered by CBS faculty. The exact content of the course may vary depending on individual instructor (i.e., different content within the general seminar topic of Memory, Language, etc.). Students are permitted to take multiple [PSYC 993](#) courses within the same topic (e.g., two from Language), so long as the course content/emphasis varies.

1.3 Research Credit Requirements

Research Credits

(At least 18 credits required)

CBS students can complete the research credit requirement by registering either for PSYC 980 (Special Problems in Psychology, 1-5 credits/semester) or PSYC 999 (Dissertation, 1-12 credits/semester) credit hours, depending on their year in the program.

2. Graduate Research & Scholarship Requirements

Due to the program's strong emphasis on research, CBS students are required to be actively engaged in research and laboratory activities (e.g., study design, data collection, data analysis, manuscript and grant preparation) from the first semester of their 1st year in the program.

2.1. CBS Brown Bag & Professional Development Series Attendance (continuous)

Each month there are talks by faculty members and researchers in the field that take place within the Psychology Department as part of the CBS Brown Bag and Professional Development Talk series. All students in the CBS program are required to attend all CBS Brown Bag and Professional Development talks until successful completion of the PhD degree. Attendance is mandatory and will be monitored and recorded on the student's record and annual evaluation report. Successful completion of the program requires satisfactory attendance of the CBS talk series, as determined by the CBS Program Director and faculty.

2.2. First Year Project & Presentation (Fall-Spring of Year 1)

Students are required to design and carry out an independent project, in consultation with their advisor, during their first two semesters in the program (Year 1). They are required to write a paper based on this project, as well as give a presentation at the CBS Brown Bag series in the Spring semester of their 1st year. The project is expected to result in a publication in a peer-reviewed scientific journal and/or presentation at a national or international conference in the cognitive and brain sciences. The project can also be a component of the student's MA thesis, to be completed by the end of their 2nd year in the program. The First Year Project process is intended to provide the student with the opportunity to conduct a complete research study in their chosen lab, with their chosen advisor. The student is expected to demonstrate competence conducting laboratory research in their chosen area. As such, the First Year Project serves as a first point of evaluation of the suitability of a student for continued progress in the CBS program. Instances of substandard performance are expected to be rare.

2.3. NIH/NSF Grant Proposal Preparation

All students will prepare a grant application to the National Institute of Health (NIH, F31) as a requirement of the PSYC 983 Methods course (typically taken either during the student's 2nd or 3rd year in the program). It is highly recommended that the student proceed with the submission of the actual application to NIH, in consultation with his or her advisor, during their 3rd year in the program. Students are also strongly encouraged to submit an application to NSF during their 1st year in the program (annual November deadline). Students admitted in the program are encouraged to work with their advisor on the preparation of an NSF application as soon as they begin their PhD studies at KU.

2.4. Master's Thesis and Oral Defense (Spring-Summer of Year 2)

Students are expected to complete a Master's thesis (MA) by the end of their 2nd year in the program. The MA thesis can be a continuation of the student's First Year Project, or other independent original research. Students are required to design and carry out their MA research, write a paper, and defend orally their MA thesis before the beginning of their 3rd year in the program (for MA defense procedures, see CBS Graduate Student Handbook). The MA thesis committee consists of three members, two of whom must be core CBS faculty members. It is anticipated that the student will publish and communicate the findings of their MA thesis, in consultation with their advisor, in a peer-reviewed scientific journal, as well as a national or international conference in the cognitive and brain sciences.

2.5. Research Skills and Responsible Scholarship Requirement (Year 3 or 4)

The [Research Skills and Responsible Scholarship Requirement](#) (RSRS) is a Graduate Studies requirement (described in the General Information section of the Graduate Studies section of the Catalog). The specific manner in which this requirement is to be satisfied is left to the discretion of a particular Program or Department. Students in the CBS Program can meet the RSRS Requirement as part of their overall plan for professional training as follows: (i) complete the

[HSC-L ethics tutorial](#) (through the Human Subjects Committee-Lawrence) and the [Responsible Conduct of Research \(RCR\) tutorial](#); (ii) complete the 4 required courses in Methods and Statistics (see section 1.1 above); (iii) become a graduate student member in one or more professional association in the cognitive and brain sciences, in consultation with the student's advisor and committee members (e.g., American Psychological Association, Cognitive Neuroscience Society, Psychonomic Society, Association for Psychological Science, Society for Neuroscience, etc.); and (iv) attend an ethics/responsible scholarship-related talk during the CBS proseminar, annually.

2.6. Written Preliminary Examination (Spring-Summer of Year 3)

The purpose of the written preliminary examination is to provide CBS students with the opportunity to demonstrate their ability to become independent, critical thinkers in their chosen research area. The expectation is that students will demonstrate the ability to think carefully about the literature in their chosen field and independently generate a critical evaluation of the field. They are further expected to be able to express themselves cogently in a written format. The form of this written examination varies depending upon the research interests of the student, the recommendation of the student's advisor, and the advice of the student's written preliminary examination committee. Formats have included an extensive review paper of a chosen research area, multiple smaller papers on a variety of research areas, or a full grant proposal (which may be submitted to a funding agency during the student's 3rd year in the program). The written preliminary examination committee consists of three members, two of whom must be core faculty of the CBS program. The written preliminary examination is independent of the comprehensive oral examination and dissertation proposal (for written preliminary examination procedures, see CBS Graduate Student Handbook).

2.7. Comprehensive Oral Examination & Dissertation Proposal (Summer of Year 3 or Fall of Year 4)

The program recommends students entering without a Master's degree to take the oral comprehensive examination before the beginning of their 4th year. For those entering with an accepted Master's degree, the recommendation is by the end of the Fall semester of their 3rd year in the program. Prior to asking the Department to request the Graduate Division of the College to schedule the comprehensive oral examination, the student must: (i) have completed and presented their First Year project; (ii) have obtained their MA degree; (iii) have passed their written preliminary examination; (iv) have taken at least ¾ of the required Advanced Content and Methods & Statistics courses, (v) have completed the Research Skills and Responsible Scholarship requirement; and (vi) have met the residency requirements. The comprehensive oral examination committee consists of five members, three of whom must be core faculty of the CBS program and at least one of whom is from outside the Department and represents Graduate Studies. The exact form of the examination is not specified by Graduate Studies but is intended to cover the student's major area and ought to review the student's plans for a doctoral dissertation. The program requires the student to prepare a written dissertation proposal and to distribute it to the committee at least two weeks prior to the scheduled examination date. The committee shall judge the student's performance as satisfactory or unsatisfactory. If the performance is judged to be unsatisfactory, the student may request another examination in accordance with Graduate Studies policy on [Doctoral Degree Comprehensive Oral Exams](#). The department may elect to dismiss the student upon the first or subsequent unsatisfactory outcomes.

Candidacy:

After passing the comprehensive oral examination, the student becomes a candidate for the doctoral degree. At this point, a dissertation committee of three members of the Graduate Faculty is formed, the Chairperson of which must be authorized by Graduate Studies to chair dissertations. From this point onward, the student must be continuously enrolled until the degree is earned and in accordance with Graduate Studies' policy on [Doctoral Candidacy](#). Please see [the College Office of Graduate Affairs website](#) for further information on post-comprehensive enrollment requirements.

2.8. Dissertation & Final Oral Examination (Years 4-5)

It is expected that CBS students defend their dissertation by the summer of their 5th year in the program. The dissertation must be written in final form and orally defended before the dissertation committee. The dissertation committee consists of five members, three of whom must be core faculty of the CBS program (primary dissertation committee) and at least one of whom is a member of the Graduate Faculty from outside the Department and represents Graduate Studies. Please see the [Degree Programs section](#) of the Graduate Studies' section of the catalog for more information on regulations governing committee composition.

2.9. Student Progress & Evaluation (continuous)

It is critical that students in the CBS program are continuously committed to and engaged in their progress and responsibilities toward earning their PhD degree. To this end, by October 15 of each year in the program, all students are required to submit to their advisor(s) and the CBS Program Director their Annual Academic Contract (AAC). Students are strongly encouraged to meet with their primary advisor(s) prior to this date, to discuss their plans for the preparation of their AAC. The purpose of the AAC is to provide an outline of the student's annual research, academic, and professional goals, as well as a clear and specific timeline toward their achievement. The AAC should explicitly discuss the following areas:

1. [Completed Coursework](#): A list of completed courses already taken, organized by the curriculum requirements as specified above.
2. [Projected Coursework](#): A list of projected courses to be taken during that year, organized by the curriculum requirements as specified above.
3. [Research Goals and Planned Research Activity](#): The student should discuss in as much detail as possible their research objectives and activities for the year. For example, in this section students can include an abstract for their First Year project or Master's thesis to be completed in the next two semesters, their goals for their preliminary examination, or comprehensive oral examination and proposal, the aims of a grant proposal to be prepared and submitted during that year, a manuscript to be prepared for that year, and so forth. Students are strongly encouraged to submit a month-by-month timeline for the year, according to which they anticipate to complete their research goals.
4. [Professional Goals](#): The student should discuss in as much detail as possible their professional goals for the year. For example, in this section students can discuss their plans for sharing their work with other laboratories (e.g., presenting at lab meetings, proseminars), preparing conference submissions (including submission deadlines), networking (within and outside KU), conducting peer reviews of scientific papers (in collaboration with their advisors), engaging in teaching activities, or preparing materials for job applications/interviews, etc.

Students are required to submit to their primary advisor before the Fall semester stop day, when faculty will meet, a summary of their progress toward their Annual Academic Contract goals. This progress will be discussed during the end-of-semester CBS faculty meeting. The CBS program Director will communicate to each student any mid-year faculty feedback. The CBS program Director will communicate to each student either in a personal meeting or in writing any mid-year faculty feedback. Any mid-year faculty feedback will be provided to students who have some deficiency or other issue that needs to be addressed.

Students are required to set up a meeting with their primary advisor before May 1st of each year, to discuss whether they met their annual goals according to the timeline specified in their Annual Academic Contract and assess their progress toward their degree. Following this meeting, all students are required to submit Annual Progress Report to their advisor(s) and the CBS Program Director by May 1st of each year in the program. The purpose of the Annual Progress Report is to evaluate the student's success in meeting his or her research and academic objectives toward their degree. The Annual Progress Report should

follow the format of the Annual Academic Contract and should specify in detail: (i) Completed courses and grades earned in each; (ii) how the student met their research goals and how they completed their planned research activities (e.g., published work, defended thesis, etc.); and (iii) how the student met the professional objectives they set in the beginning of the year in consultation with their advisor. This information will be shared with all core CBS faculty members and the student's progress will be discussed at the annual CBS faculty meeting. The CBS Program Director will then inform the student, in writing, of his or her standing in the Program. Aside from this formal evaluation, all students are strongly encouraged to seek feedback regularly from their advisors, other CBS faculty, committee members, or their instructors in graduate courses.

Templates for the Annual Academic Contract and Annual Progress Report are available on the [CBS website](#).

For any questions about the CBS Graduate Curriculum, please email the Program Director, Dr. Evangelia G. Chryssikou, at lilachryssikou@ku.edu Quantitative Psychology

~~Carol Woods, Interim Quantitative Psychology Program Director~~ The [quantitative psychology](#) program provides a unique doctoral training experience. Graduate students are trained as quantitative specialists who can interface quantitative methods with substantive issues across the behavioral and social sciences. Students develop a substantial background in quantitative methods. Some students pursue more depth in quantitative content areas, and some pursue complementary expertise in a nonquantitative content area (e.g., clinical, cognitive, developmental, health, social). The exact nature of a student's nonquantitative focus depends on the interests and goals of the student and the faculty mentor. Current methodological interests include psychometric methods, item response theory, structural equation modeling, multivariate statistics, multilevel modeling, differential equation modeling and dynamical systems, nonparametric statistics, and other topics in quantitative methods as applied in the behavioral and social sciences. Recent graduates are employed in academic programs, basic research units in academic and organizational settings, applied research, and freelance consultation. Nearly all graduates proceed directly to full-time employment. About half the positions are academic, nearly all in upper-tier universities with graduate programs. Quantitative specialists have substantial technical expertise that provides an advantage in the job market. They often earn higher starting salaries and have access to additional income-enhancing activities such as grants and departmental consulting. The program requires a total of 58 nonthesis hours (15 courses). Requirements are as follows:

Quantitative Training

Quantitative Foundations (4)

Quantitative foundations is 1 semester of basic psychological statistics, offered yearly:

PSYC 790	Statistical Methods in Psychology I	4
Area-Specific Methodology (3)		
(1 course, 3 hours minimum). e.g.:		
PSYC 815	Design and Analysis for Developmental Research	
PSYC 816	Design and Analysis for Neuroimaging Research	
PSYC 818	Experimental Research Methods in Social Psychology	
PSYC 819	Field and Evaluation Research Methods in Social Psychology	

Quantitative Core (27)

(7 courses, 27 hours minimum). The quantitative core is a more intense series of courses in fundamental quantitative areas, currently including (other courses may be substituted with the director's consent):

PSYC 791	Statistical Methods in Psychology II
PSYC 887	Factor Analysis
Nonparametric Statistical Methods	
PSYC 879	Applied Nonparametric Statistical Methods
PSYC 892	Test Theory
PSYC 893	Multivariate Analysis
PSYC 894	Multilevel Modeling
PSYC 895	Categorical Data Analysis
PSYC 896	Structural Equation Modeling I

Quantitative Concentration (9)

(3 courses, 9 hours minimum). The quantitative concentration focuses on a range of specialized applications, currently including:

PSYC 990	Methods for Clustering and Classification	9
PSYC 991	Longitudinal Data Analysis	
PSYC 993	Seminar: _____ (Advanced Quantitative Topics)	
PSYC 996	Structural Equation Modeling II	

Advanced courses offered in other departments or schools also may be taken with the director's consent.

Proseminar in Quantitative Behavioral and Social Sciences (6)

(6 semesters, 1 hour a semester, 6 hours minimum) 6

PSYC 881	Proseminar in Quantitative Behavioral and Social Sciences
--------------------------	---

The quantitative proseminar is an ongoing discussion series covering advanced topics and emerging issues.

Courses will be added to these offerings. In addition, students complete at least 1 semester of a research methodology course. Methodology courses associated with the different substantive foci are available.

Minor Concentration (9)

(3 courses, 9 hours minimum, e.g., Cognitive Psychology, Developmental Psychology, Health Psychology, Social Psychology, Education, Mathematical Statistics). The minor concentration is fulfilled by taking 3 or more courses in a specialized area, education (e.g., testing, evaluation), mathematical statistics, or a tailored curriculum that meets the goals and objectives of the student (e.g., business).

General Requirements

Research Skills and Responsible Scholarship

- Because the quantitative training track is all about research methods and statistics, the research skills requirement is met by completion of the core requirements in statistics and research design. The responsible scholarship requirement is additionally met via attendance at ethics proseminar presentations offered each semester, and through direct mentoring with the faculty advisor.
- M.A. thesis (1-9 hours plus public defense, typically completed by the end of the second year of training, 3-person committee).
- Comprehensive oral examinations (review paper, dissertation proposal, elaborate project, or written examination plus public defense, typically completed during the fourth year of training, 5-person committee with 1 outside member).
- Dissertation (1-12 hours plus public defense, 5-person committee with 1 outside member).

Additional Graduate Experiences

Quantitative psychology students have opportunities for experience in teaching, statistical consulting, and data analysis through employment in various settings. Students also are expected to participate and assist with our regular summer training institutes on advanced quantitative techniques. Opportunities may include teaching undergraduate statistics in psychology, research assistantships in quantitative projects, assisting in research at an institute such as the [Institute for Life Span Studies](#), or working in the [Center for Research Methods and Data Analysis](#). Students have access to quantitative workshops and brown-bag lunches offered regularly by the quantitative training program. Workshops are conducted by national leaders in quantitative methods. Special resources for attending national workshops and conventions are also available.

Quantitative Minor

A minor in quantitative psychology is offered for graduate students in any of the department's major programs and for select programs in the College of Liberal Arts and Sciences (e.g., sociology). The quantitative minor is an addition to the regular program and does not replace any existing or future requirements of the student's major program. Students desiring a major emphasis in quantitative psychology should apply directly to the quantitative psychology program.

The minor consists of advanced course work in statistics, measurement, and methodology. The quantitative minor provides the student with elevated levels of quantitative expertise to enhance the overall quality of the research program. It gives students a competitive edge in the job market. Many faculty positions now request expertise in both a specific content area and in quantitative methods. Advanced quantitative skills also offer students additional job opportunities. The quantitative minor provides the additional credentials needed to pursue these jobs.

The minor requires 5 courses in quantitative methodology beyond the basic foundations course requirement ([PSYC 790](#)). The classes normally are taken in the department but can come from other departments with approval. Currently available courses include Analysis of Variance, Categorical Methods, Nonparametric Statistics, Multivariate Methods, Multilevel Modeling I, Structural Equation Modeling I and II, Test Theory, Factor Analysis, and regularly offered Advanced Topics in Quantitative Psychology seminars with varying topics.

~~For more information, contact Carol Woods, cmw@ku.edu. Developmental Psychology Andrea Greenhoot, Developmental Psychology Program Director~~
Developmental Psychology

Training in developmental psychology is interdisciplinary and collaborative. The developmental emphasis profits significantly from affiliated faculty in other academic units such as Speech-Language-Hearing: Sciences and Disorders, the School of Education, and doctoral programs in Clinical Child Psychology, Child Language, Gerontology, and Neurosciences. The developmental emphasis is substantively linked to the Schiefelbusch Institute for Life Span Studies, the Kansas Intellectual and Developmental Disabilities Research Center, and the Center for Biobehavioral Neurosciences in Communication Disorders. Many of the developmental psychology faculty have affiliations with more than one entity on campus. This breadth offers students multidisciplinary exposure and experiences that train them to conduct cutting-edge research on developmental phenomena across the life span. The program includes a number of concentrations, including cognitive, social, evolutionary, language, and quantitative. Students work with a faculty mentor to customize a concentration that suits the needs of the student and the expertise of the available faculty. The program is appropriate for students who wish to be trained in the traditional divisions of psychology (e.g., cognitive-developmental, social-developmental, quantitative-developmental) as well as those whose interests may not fall squarely within traditional divisions.

Curriculum

The curriculum involves 35 hours of formal developmental courses in addition to master's, research skills and responsible scholarship, and dissertation research hours. Students are expected to enroll in a biweekly Proseminar on Developmental Science (6 semesters minimum). The program allows students to pursue their developmental research interests and accumulate academic credentials that give access to the job market of their choice. Formal course requirements are as follows:

Statistics, Design, and Professional Issues (13 hours, minimum) (13)	
PSYC 790 Statistical Methods in Psychology I	4
1 additional advanced quantitative psychology course	3
PSYC 815 Design and Analysis for Developmental Research	3
PSYC 982 Issues in Scientific Conduct	3

Core Developmental Courses (12 hours) (12)		
PSYC 691	The Psychology of Aging	3
PSYC 870	Cognitive Development	3
PSYC 825	Social Development	3
PSYC 923	History and Systems of Developmental Psychology: Developmental Theory	3

Concentration (9 hours, minimum)

The concentration builds expertise in an area chosen by the student in conjunction with the faculty advisor. Courses offered outside the department may count toward the concentration. The concentration can be either very focused or a uniquely tailored hybrid of courses. Some examples of concentrations that students may create are listed below. Many related courses may be substituted for the same general theme of the concentration and students can create a concentration that fits with their interests and educational objectives. Possible concentrations include

General Cognitive Development

PSYC 723	Advanced Cognitive Psychology	3
PSYC 800	Experimental Psychology: _____ (Cognition and Aging)	3
PSYC 872	Attention, Perception, and Learning in Infancy	3

Social-Personality Development

PSYC 777	Social Psychology: Theory, Research, and Clinical Applications	3
--------------------------	--	---

Theories of Personality

PSYC 962	Advanced Personality	3
--------------------------	----------------------	---

Quantitative Developmental Methods

PSYC 896	Structural Equation Modeling I	4
PSYC 996	Structural Equation Modeling II	3
PSYC 893	Multivariate Analysis	4

Note: Such a concentration also lends itself to completing a graduate minor in quantitative psychology and satisfying the Research Skills and Responsible Scholarship (RSRS) requirements.

Developmental Evolutionary Psychology

PSYC 993	Seminar: _____ (Developmental Evolutionary Psychology)	1-5
BIOL 625	Behavioral Ecology and Sociobiology	3
BIOL 668	Evolutionary Ecology	3

Developmental Cognitive Neuroscience

PSYC 725	Cognitive Neuroscience	3
PSYC 800	Experimental Psychology: _____ (Neuroscience Methods)	3
PSYC 800	Experimental Psychology: _____ (Developmental Cognitive Neuroscience)	3

Language Development

PSYC 735	Psycholinguistics I	3
PSYC 993	Seminar: _____ (Research Methods in Language Development)	1-5
SPLH 816	Language Development	3

Developmental Research Skills and Responsible Scholarship (8 hours, minimum)

The RSRS requirement generally is satisfied by taking 2 additional quantitative courses and [PSYC 982](#) Issues in Scientific Conduct. Satisfying the RSRS requirement in this way also lends itself to the completion of a graduate minor in quantitative psychology (6 quantitative courses total are required for the minor).

~~For more information, contact Andrea Greenhoot, agreenhoot@ku.edu Clinical Psychology Rick Ingram, Director of Clinical Training~~ **Clinical Psychology**

The clinical psychology program educates students to master knowledge in the field of scientific psychology so that they can generate new scientific knowledge and theory related to the field of clinical psychology, and can make independent contributions to the evolving base of skills and scientific knowledge required for clinical practice. All students take basic course work and practica in academic/research and clinical application. Students may take electives or practica to augment either aspect of training. About half the graduates pursue academic/research-oriented careers, and the rest undertake careers emphasizing applied activities (e.g., psychotherapy in community mental health centers or hospitals). Information is available from the graduate admission secretary or [online](#).

Health and Rehabilitation Specialty

Work centers on the psychosocial and biomedical aspects of physical health, illness, and disability. Students apply the knowledge and techniques to problems of prevention, assessment, treatment, and rehabilitation. A detailed overview is available from the graduate admission secretary or [online](#).

Requirements

Individual plans of study are designed to meet the standards established by state licensing boards and professional organizations. Individualization is achieved by selecting among alternate ways of meeting specific requirements and by selected electives or choosing the health and rehabilitation emphasis. The plan of study constitutes an agreement between the student and the entire clinical faculty. Program requirements:

General Core Requirements for Clinical Psychology (13-17 credit hours)

Quantitative Analysis of Behavior (6-7)

PSYC 789	Psychological Statistics: Foundations and Applications	3
or PSYC 790	Statistical Methods in Psychology I	
Select 1 of the following:		3-4
PSYC 791	Statistical Methods in Psychology II	
PSYC 795	Computing and Psychology	
EPSY 811	Analysis of Variance	
PSYC 879	Applied Nonparametric Statistical Methods	
PSYC 887	Factor Analysis	
PSYC 892	Test Theory	
PSYC 893	Multivariate Analysis	
PSYC 894	Multilevel Modeling	
PSYC 895	Categorical Data Analysis	
PSYC 896	Structural Equation Modeling I	
Cognitive Bases of Behavior (3)		
1 course from the following:		3
PSYC 723	Advanced Cognitive Psychology	
PSYC 725	Cognitive Neuroscience	
PSYC 800	Experimental Psychology: _____ (Cognition and Memory)	
PSYC 800	Experimental Psychology: _____ (Developmental Cognitive Neuroscience)	
PSYC 800	Experimental Psychology: _____ (Memory, Emotion, and Development)	
PSYC 831	Advanced Human Learning and Memory	
PSYC 863	Clinical Neuropsychology Across the Lifespan	
PSYC 870	Cognitive Development	
EPSY 807	Theories and Research in Human Learning	
Social Bases of Behavior (3)		
1 course from the following:		3
PSYC 774	Advanced Social Psychology I	
PSYC 775	Advanced Social Psychology II (Current Issues)	
PSYC 777	Social Psychology: Theory, Research, and Clinical Applications	
PSYC 825	Social Development	
PSYC 956	Social Neuroscience (Theory and Applications)	
Developmental Bases of Behavior (3)		
1 course from the following:		3
PSYC 825	Social Development	
PSYC 863	Clinical Neuropsychology Across the Lifespan	
PSYC 870	Cognitive Development	
EPSY 705	Human Development through the Lifespan	
Clinical Requirements (46)		
9 content courses (25 hours)		25
EPSY 998	Seminar in: _____	
PSYC 888	Diversity Issues in Clinical Psychology	
or EPSY 875	Understanding Cultural & Individual Differences in Professional Psychology	
PSYC 898	Proseminar: Professional Issues in Clinical and Health Psychology	
PSYC 946	Theories and Methods of Psychotherapy	
PSYC 950	Clinical Supervision and Consultation: Theory & Research	
PSYC 960	Advanced Psychopathology	
PSYC 961	Biological Foundations of Psychopathology	
PSYC 968	Research Methods in Clinical Psychology	
PSYC 975	Professional and Ethical Problems in Clinical Psychology	
or EPSY 900	Legal, Ethical, and Professional Issues in Professional Psychology	
Note: Because this is an American Psychological Association-approved clinical program, the faculty expect all students to operate within the APA Code of Ethics in professional and personal behavior. Adherence to the ethical principles is part of the normal evaluation of students during the degree program.		
7 Courses Covering Practicum Course Work (21 hours):		21
PSYC 850	Assessment I: Foundations of Psychological Assessment	
PSYC 855	Assessment II: Integrative Psychological Assessment	
PSYC 964	Clinical Practicum I	
PSYC 965	Clinical Practicum II	
PSYC 966	Clinical Practicum III	
PSYC 969	Clinical Practicum IV	
or PSYC 835	Clinical Practicum IV: Health	
PSYC 970	Clinical Practicum V	
or PSYC 836	Clinical Practicum V: Health	

Research Skills Proficiency

This requirement normally is met by completing all of the following with a grade of B or higher in each. Because these courses are required elsewhere in the curriculum, they do not represent additional required hours.

PSYC 968	Research Methods in Clinical Psychology	3
PSYC 790	Statistical Methods in Psychology I	4
One of the following:		3-4
PSYC 791	Statistical Methods in Psychology II	
Computer Analysis of Psychological Data		
EPSY 811	Analysis of Variance	
PSYC 879	Applied Nonparametric Statistical Methods	
PSYC 887	Factor Analysis	
PSYC 892	Test Theory	
PSYC 893	Multivariate Analysis	
PSYC 894	Multilevel Modeling	
PSYC 895	Categorical Data Analysis	
PSYC 896	Structural Equation Modeling I	

Responsible Scholarship Requirement

This is a new requirement. Satisfying this requirement will not necessitate additional credit-hour enrollments. Refer to the program website for the latest information.

[PSYC 968](#) Research Methods in Clinical Psychology (minimum of 3 hours on responsible research scholarship) 3

One of the following:

[PSYC 810](#) History and Ethics in Psychology 3

[PSYC 975](#) Professional and Ethical Problems in Clinical Psychology (minimum of 6 hours on research and academic ethics) 3

Students must also complete:

- ~~Online tutorial for Responsible Scholarship from Research & Graduate Studies~~ Online tutorial for IRB (institutional Review Board)
- Online tutorial for HIPAA data (completed annually)

Thesis and Dissertation (18 hours)

The student must complete a master's thesis based on an empirical study (minimum of 6 hours) and an empirical doctoral dissertation (minimum of 12 hours) and defend each in separate oral examinations. The thesis should be completed by the end of the second year and written in a form suitable for journal submission.

Electives/Independent Study (6 credit hours, minimum)

Because a minimum of 86 hours of graduate credit is required for the degree, the hours not included in the requirements above may be elective courses selected by the student and his or her advisor.

Examinations: Task

Each student must propose and demonstrate competence in one task or project. This task typically is done in the third year. It may be in applied/clinical, research/methodology, or program evaluation. A complete description is available from the clinic office or [online](#).

Upon completion of all degree requirements except the dissertation and internship, the student must pass the oral comprehensive examination. This examination addresses a proposal for the dissertation as well as related, general questions in the field. It should be taken before completion of 4 calendar years for students entering with the B.A. and 3 years for students entering with the M.A. The faculty believes that the student is best served by completing the entire dissertation before the internship.

Internship (3 hours)

Students must complete a 12-month predoctoral internship at a setting approved by the clinical psychology faculty. Clinical students may complete their internships at any setting approved by the American Psychology Association.

Rationale for proposal

The Clinical program has decided to add PSYC 810 as an option to the RSRS requirements because similar material is covered in it as is in PSYC 975. They would like to remove the RGS Responsible Scholarship Online Tutorial from its required RSRS requirements

because it is only offered sporadically and difficult to access. Further, the same materials are covered in PSYC 975 and PSYC 810.

Additional Information

Supporting Documents [CBS_Curriculum_Revision_V3_Summary_of_Changes.pdf](#)
[RSRS_reporting_form_CBS_12_17_15.pdf](#)

[The RSRS Requirement Notes.pdf](#)

Program Reviewer Comments

