

ANTH 785 Topics in Ethnology: ____ (3). Topic for semester to be announced. Usually the course will focus on selected problems in the social and cultural life of a people in a particular geographic region of the world. Coverage will include both the classical ethnological literature as well as special issues of current concern. Students may repeat the course for different topics. Prerequisite: Graduate standing or consent of instructor. LEC

ANTH 786 Ethnographic Documentary Production (3). This course combines classroom and fieldwork in applications of theories, ethics, and methods of visual representation. Students carry out team-based ethnographic fieldwork projects through which they learn about pre-production, video production, and nonlinear post-production of ethnographic video documentaries. Prerequisite: Successful completion of ANTH 564 or permission of instructor. LEC

ANTH 788 Symbol Systems: ____ (3). Anthropological approaches to the study of worldview, religion, folklore, mythology, art, and other expressive behavior. Topic for the semester to be announced. Prerequisite: Graduate standing or consent of instructor. LEC

ANTH 789 Anthropology of Gender: Advanced Seminar in the Four Fields (3). This seminar is intended primarily for graduate students in anthropology or other disciplines that share an interest in any of the subdisciplines of anthropology (archaeology, linguistic anthropology, biological anthropology, and sociocultural anthropology) and/or anthropological theories and methods. Undergraduates pursuing Honors or other major research projects are also encouraged to participate. Students will receive training in the contemporary theories, research, and pedagogies informing the anthropology of gender. Class participants will explore how these materials intersect with their current thesis or research projects and develop syllabi specific to their subdiscipline. (Same as WS 789.) Prerequisite: Permission of instructor. LEC

ANTH 794 Material Culture (3). The historical and cross-cultural study of artifacts as embodiments of technological, social, organizational, and ideological aspects of culture. LEC

ANTH 799 Anthropology Museum Apprenticeship (1-6). Provides directed, practical experience in research, collection care and management, public education, and exhibits, with emphasis to suit the particular requirements of each student. Limit of six hours of credit for the M.A. degree. (Same as AMS 799, BIOL 799, GEOL 723, HIST 799, and MUSE 799.) FLD

ANTH 810 Seminar in Ethnolinguistics: ____ (2-3). An advanced study of the relations between language and culture. Subject will vary each semester; students may repeat the course more than once. (Same as LING 810.) LEC

ANTH 811 Quantitative Archaeology (3). Instruction in statistical methods for analyzing quantitative data in archaeological research. Topics will include techniques for handling nominal, ordinal, and radio-scale variables, the collection and presentation of quantitative information, and the use of computers. Prerequisite: Graduate standing and college-level algebra and/or consent of instructor. LEC

ANTH 849 Seminar in Archaeology: ____ (2-4). Subject matter of seminar to be announced for semester. LEC

ANTH 851 Data Analysis in Archaeology: ____ (1-6). A two-semester course designed to provide graduate students with basic principles in the analysis of archaeological data. Course content will include an introduction to archaeological systematics, analytical procedures, application of multivariate statistics, and computer applications. Topic for semester to be announced. FLD

ANTH 853 Theory and Current Problems in Archaeology (3). Consideration of scientific methodology, basic assumptions of anthropological archaeology, relationship of archaeology and anthropology, and current theoretical and methodological trends in archaeology. LEC

ANTH 876 Advanced Medical Anthropology: ____ (3-6). This course provides advanced training in selected aspects of medical anthropology; the topic for a particular semester will reflect the current interests of the instructor. It is expected that the course content will alternate between theoretical and applied emphases. May be repeated for a total of six hours credit. Prerequisite: ANTH 461 or consent of instructor. LEC

ANTH 880 Advanced Feminist Anthropology: ____ (3-6). Intensive consideration of special problems in feminist anthropology. Topic for the semester to be announced. May be repeated for a total of six hours credit. (Same as WS 880.) Prerequisite: Permission of instructor. LEC

ANTH 889 Summer Archaeological Field Work (1-8). Under the direction of a professional archaeologist, undergraduate and graduate students are taught proper procedures for the excavation and laboratory analysis of data from a prehistoric or historic archaeological site. Data gathered may be used for additional graduate research. Enrollment by application; limited to twenty students. A fee for subsistence costs will be charged. FLD

ANTH 890 Training in Archaeological Field Work (1-6). Graduate students are taught techniques of archaeological field work, including survey and excavation, as well as laboratory procedures, including artifact classification and curation. FLD

ANTH 896 Graduate Research (1-9). Individual investigation of special problems in anthropology. Limit of six hours credit for the M.A. degree. RSH

ANTH 899 Master's Thesis (1-12). Limit of six hours credit for the M.A. degree. THE

ANTH 996 Graduate Research (1-9). Individual investigation of special problems in anthropology. RSH

ANTH 999 Doctoral Dissertation (1-12). THE

Applied Behavioral Science

The KU Program in Human Development and Family Life

Chair: Edward K. Morris, absc@ku.edu

Graduate Director: Gregory J. Madden

Dole Human Development Center, 1000 Sunnyside Ave., Room 4001
Lawrence, KS 66045-7555

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Professors: Fawcett, Greenwood, Miller, Morris, Roberts, Semb, Sheldon, Sherman, Vernberg, Warren, White

Associate Professors: Jackson, Madden, Steele

Assistant Professors: Biggs, Dozier

The department's graduate program trains scientist-practitioners and researchers in the discovery and production, translation and application, and communication of knowledge in the behavioral sciences for understanding and solving problems of societal importance. For this, the department offers a Master of Arts (M.A.) in applied behavioral science and a Doctor of Philosophy (Ph.D.) in behavioral psychology. In both degree programs, the department requires (a) a sequence of courses that integrates the basic principles of behavior, experimental methods and research design, and conceptual foundations with (b) training in basic, applied, and intervention research. Among the areas of application are early childhood, education, developmental disabilities, adolescence, family enhancement, independent living, physical disabilities, and health promotion and community development. Other areas are described in the graduate application materials available from the department and on the Web site. Since its inception, the department has received notable grant funding for its research and training. In 2000, it received an award for Enduring Programmatic Contributions by the Society for the Advancement of Behavior Analysis.

Admission

Applicants seeking admission to the master's or doctoral program should contact the department for application forms, as well as for materials beyond those described here. Applications are submitted to the Graduate Application Processing Center, which records and forwards them to the department. Applicants submit a completed application form and one official transcript of all undergraduate and any graduate course work. They also may submit copies of relevant scholarly or professional work, published or unpublished. Reports of Graduate Record Examination scores are encouraged but not required.

Submit your application online at www.graduate.ku.edu/GAPC. Send transcripts of all completed college and university course work to

**The University of Kansas
Graduate Application Processing Center
Strong Hall, 1450 Jayhawk Blvd., Room 313
Lawrence, KS 66045-7535**

KU's Schiefelbusch Institute for Life Span Studies comprises 12 centers conducting more than 120 programs and projects that constitute basic and applied research, training, direct services, consultation, and technical assistance.

Each year, thousands of practitioners, families, and agencies benefit from the Life Span Institute's training and direct services.

Send all other requested application materials to

The University of Kansas

Department of Applied Behavioral Science, Dole Human Development Center, 1000 Sunnyside Ave., Room 4001 Lawrence, KS 66045-7555

Applicants also must obtain letters of recommendation from three professionals familiar with their academic, scholarly, or professional records. These are submitted directly to the department by the references, not by the applicants.

Among the department's application materials is a list of the faculty members and descriptions of their research, scholarly, and professional interests. Applicants select at least three faculty members whose interests match their own. These faculty members constitute the applicant's admissions committee; they review the application and supporting materials. An applicant is accepted when one of the faculty members consents to admit the student. This faculty member becomes the adviser of record and secures the signatures of three additional faculty members to serve on the student's master's or doctoral graduate committee.

For admission with full graduate standing, the department recommends that applicants complete 12 credit hours of undergraduate or graduate course work in behavior analysis, behavioral science, psychology, education, or related fields, and 6 hours in experimental methods, research design, or statistics. These hours may, however, be taken concurrently while enrolled in the department's graduate programs.

Many faculty advisers offer research and teaching assistantships. Information about graduate scholarships is available online at www.rgs.ku.edu. Applicants should inform their prospective advisers if they apply for a scholarship.

For admission in the fall semester, the application and supporting materials should be received by January 15. Later applications will receive consideration in the order of their receipt. Students may be admitted for the spring semester through the application procedures described above, but there is no filing deadline.

M.A. in Applied Behavioral Science Degree Requirements

The master's program trains highly competent scientist-practitioners in applied behavioral science. The program requires course work on the empirical and conceptual foundations of behavioral science and its research methods, but it emphasizes course work and supervised experience in behavioral assessment, analysis, intervention, and evaluation. Its objective is to advance empirically-based solutions to problems of societal importance.

Course Requirements. The M.A. degree requires 30 credit hours: 12 hours in four content areas and 3 hours in a practicum. Students must also conduct, write, and orally defend an empirically-based thesis. A course is required in each of the following areas:

1. *Principles of Behavior I* (3). The science of behavior (observation, experimentation), laboratory methods, basic behavioral principles (e.g., reinforcement, stimulus control), and their applications (e.g., early childhood, disabilities).
2. *Research Methods I* (3). Strategies and tactics of scientific research (objectivity, empiricism), the logic of experimentation (validity, reliability), measurement and direct observation, and experimental designs for single-subject and time-series analyses.
3. *Conceptual Foundations I* (3). The history and philosophy of behavioral science, contemporary advances in basic research for application, the analysis of everyday conduct (e.g., cognition, emotion), and current issues in the discipline and the profession (e.g., relations between basic and applied research).
4. *Applied Behavior Analysis I* (3). The characteristics of applied behavioral research (assessment, analysis, intervention, evaluation), intervention research (clinical, community), applied procedures and programs, social validity, and ethical issues.
5. *Research or Intervention Practicum* (3). A supervised practicum course in (a) basic or applied research or (b) behavioral interventions.

Courses in these areas also satisfy five of the course requirements and the thesis requirement in the doctoral program.

Ph.D. in Behavioral Psychology Degree Requirements

The doctoral program trains highly competent researchers in applied behavioral science (e.g., applied behavior analysis, applied psychology). Students are taught to discover and produce, translate and apply, and communicate knowledge in the behavioral sciences for understanding and solving problems of societal importance. The curriculum requires a sequence of instruction that integrates (a) courses in the basic principles of behavior, experimental methods and research design, and conceptual foundations with (b) training in basic, applied, and intervention research (e.g., assessment, analysis, intervention, evaluation).

The doctoral training program follows a junior colleague model. Students work closely with their advisers and join them in every aspect of professional development. This includes designing and conducting research, preparing manuscripts for presentation and publication, and presenting and publishing those manuscripts. Students typically work with one adviser, but they may work with other faculty members or have co-advisers. If the student's or adviser's interests change over the course of training, students are free to seek another adviser.

Course Requirements. The doctoral degree program requires students to take one course in eight content areas, along with two practicum courses. The areas and the practicum courses are

1. *Principles of Behavior I* (3). The science of behavior (observation, experimentation), laboratory methods, basic behavioral principles (e.g., reinforcement, stimulus control), and their applications. (e.g., early childhood, disabilities).
2. *Research Methods I* (3). Tactics and strategies of scientific research (objectivity, empiricism), the logic of experimentation (validity, reliability), measurement and direct observation, and experimental designs for single-subject and time-series analyses.
3. *Conceptual Foundations I* (3). The history and philosophy of behavioral science, contemporary advances in basic research for application, the analysis of everyday conduct (e.g., cognition, emotion), and current issues in the discipline and profession (e.g., relations between basic and applied research).
4. *Applied Behavior Analysis I* (3). The characteristics of applied behavioral research (assessment, analysis, intervention, evaluation), intervention research (clinical, community), applied procedures and programs, social validity, and ethical issues.
5. *Principles of Behavior or Conceptual Foundations II* (3). Advanced treatment of (a) the basic principles (behavioral choice stimulus equivalence) or empirical research in selected content domains (behavioral development, verbal behavior) or (b) the historical, comparative, and contemporary foundations of behavior science.
6. *Research Methods II* (3). Advanced treatment of the tactics and strategies of basic, applied, and intervention research (e.g., measurement, design), with an emphasis on conducting research in applied settings (e.g., community, school, organizations).
7. *Applied Behavior Analysis II* (3). Advanced or specialized reviews of applied and intervention research relevant to new approaches (e.g., ecobehavioral analysis, functional assessment), special problems (e.g., autism, substance abuse), atypical populations (e.g., adolescents, elders), and applied settings (e.g., schools, nursing homes).
8. *Professional Development Seminar* (1-3). An overview of professional issues in basic and applied research (consent, deception, bias), professional communications (authorship, plagiarism, publications, presentations), and professional development (vita preparation, job search strategies).
9. *Research or Intervention Practicum I and II* (6). Two supervised practicum courses in (a) basic or applied research or (b) behavioral interventions.

In addition, students must present the results of their research orally at a proseminar meeting before defending the master's thesis and once again before defending the dissertation.

Master's Thesis. Students complete an empirically-based master's thesis and pass an oral examination on it. With an adviser's approval, empirically-based theses from other programs may meet this requirement.

Research Skill. Doctoral students must demonstrate proficiency in a Foreign Language or Other Research Skill (FLORS) independent of, but consistent with and contributing to, their research programs. In the department, this may be met by (a) demonstrating proficiency in productive and receptive spoken language other than English or in sign language; (b) demonstrating reading proficiency in two languages other than English; (c) demonstrating competence in both computer programming and computer applications; (d) completing three thematically related courses beyond those required to satisfy the ABS doctoral requirements (e.g., research methods, quantitative

methods, epidemiology, health psychology, law, linguistics, rehabilitation, public health); (e) at least two first-author publications in peer-refereed journals other than those used to fulfill written comprehensive requirements; or (f) at least three first-author scholarly presentations at professional meetings, no more than one of which may be a poster (the work must have been entirely completed at KU).

Teaching Requirement. Graduate students participate in the training and supervision of undergraduates. The requirement may be met by serving as a half-time teaching assistant for one semester or a quarter-time assistant for two semesters, in both cases assuming proportionate responsibility for class organization, teaching, grading, and office hours under a faculty member's supervision. Students satisfy this requirement by working as paid graduate teaching assistants or by enrolling for 3 hours (.25 GTA) or 6 hours (.50 GTA) of credit in ABSC 941 Teaching and Conference.

Comprehensive Examination. Students begin work on the requirements of the comprehensive examination after fulfilling the research skill requirements. The examination has four components:

1. *Editorial Critiques.* Students write three editorial reviews of published or unpublished journal articles, all of them empirical. The articles cover a range of topics and experimental designs. The first two are graded pass-fail by the student's adviser; the third must be passed by two other faculty members.

2. *Professional Writing Requirement.* Students write three papers on topics in behavioral science that are relevant to their research and approved by their advisers. The papers must include critical reviews of the relevant basic, applied, or conceptual literatures. The papers are graded blindly by three faculty members.

Alternatively, students may submit a sole- or first-author article, published or in-press, in a professional, peer-refereed journal for any of these papers. The articles may be reports of basic, applied, or intervention research; observational, empirical, or descriptive studies; critical reviews of the literature; or analyses of the field's research methods, principles, concepts, or theories. Published or in-press chapters and in-submission grant proposals may be submitted as well, but the following publications are excluded: abstracts, book notes, commentaries, communications, editorials, letters to the editor, and technical notes. Although some portion of the manuscripts or research may have been completed before students entered the program, the manuscripts must be completed under the supervision of the student's adviser as part of the department's comprehensive examination. The journal articles, chapters, and proposals must be at least six manuscript pages long. A first-author publication or proposal must be accompanied by a letter from the student's adviser stating that it meets the standards of the American Psychological Association for first authorship (i.e., primary responsibility for conceptualizing the project and preparing the manuscript; see the 2001 APA Publication Manual, pp. 6-7, 348-355). For in-press publications, students submit a letter confirming its final acceptance from the journal or book editor; for grant proposals, students submit a notice confirming its receipt from the granting agency. See the department's Graduate Handbook for details.

3. *Review Paper.* Students write an extended, integrated, and critical review of a basic, applied, or conceptual literature relevant to applied behavioral science in preparation for an oral examination over it.

4. *Oral Examination.* Upon successful completion of the three editorial critiques and two of the three professional writing requirements, students take an oral examination over the review paper.

Dissertation. In consultation with the adviser, the student proposes an empirically-based dissertation and a dissertation committee. All four components of the comprehensive examination must be passed before the oral defense of the dissertation may be scheduled. The written dissertation must be orally defended. Any interested member of the College's graduate faculty may attend.

Joint Ph.D./M.P.H. Degree in Applied Behavioral Science and Community Health Promotion

The department offers a joint Ph.D./M.P.H. degree in collaboration with the Master of Public Health program in the Depart-

ment of Preventive Medicine and Public Health at KU Medical Center. The degree incorporates efficiencies in the elective and research requirements of both departments. This is the first degree in the nation to combine an M.P.H. with the strengths of advanced study in applied behavioral science. Faculty and student research teams address issues in community health and development, child and youth health and development, disabilities and independent living, and healthy aging. Separate admission is required in both the Ph.D. program of the Department of Applied Behavioral Science and M.P.H. program in the Department of Preventive Medicine and Public Health. For information, see www.absc.ku.edu/graduate/joint_program.shtml.

Clinical Child Psychology Program

The department sponsors a joint Ph.D. program in clinical child psychology with the Department of Psychology. It prepares graduates for careers as scientist-practitioners in clinical child, pediatric, and adolescent psychology. Students complete a well-defined, cohesive, and integrated curriculum of course work in psychology, practica, research activities, and a clinical internship. The program is accredited by the American Psychological Association in clinical psychology with an emphasis in child psychology. For information, see Clinical Child Psychology in this catalog and www2.ku.edu/~clchild. Inquiries about the program, curriculum, applications, and admission requirements can be sent to ccpp@ku.edu.

Behavior Analysis

Master's Program. The department plans to offer a sequence of courses accredited by the Association for Behavior Analysis as a master's-level behavior analysis program. The courses also fulfill the requirements for the master's degree in applied behavioral science (see www.abainternational.org).

Doctoral Program. The department offers a sequence of courses accredited by the Association for Behavior Analysis as a doctoral-level behavior analysis program. The courses fulfill most of the requirements for the department's doctoral program (see www.abainternational.org).

Certification. The department's program satisfies the 15 hours of requisite course work (225 contact hours over six content areas) for students to become Board Certified Behavior Analysts™. The Behavior Analysis Certification Board® (BACB®) has pre-approved 16 courses (640 contact hours) that, in whole or in part, meet the requirement for admission to its national certification examination. The courses are ABSC 702, ABSC 725, ABSC 735, ABSC 788, ABSC 796, ABSC 798, ABSC 805, ABSC 821, ABSC 841, ABSC 845, ABSC 848, ABSC 861, ABSC 931, ABSC 935, ABSC 940, and ABSC 961. Students must also obtain requisite supervised or mentored experience and have earned a master's degree to sit for the examination (see www.bacb.com).

Graduate Certificate Program

Community Health and Development. The department offers a program in promoting community health and development that leads to a certificate. Educational objectives include (a) promoting an understanding of the processes and methods for enhancing community health and development that draw on theoretical foundations in behavioral science, public health, and community



KU's Language Acquisition Studies Lab works with children in more than 100 school districts to increase understanding of young children's language development.

The Institute for Life Span Studies brings together 130 scientists affiliated with 22 academic departments to study human development from its genetic origins through the final stages of life.

psychology; (b) developing core competencies in this work (e.g., creating partnerships, community assessment, analyzing problems and goals, strategic planning, intervention, advocacy, evaluation, planning for sustainability); and (c) enhancing experience and competence through supported practice in addressing issues in community health and development (e.g., substance abuse, independent living, prevention of chronic diseases, youth development). The curriculum consists of three 3-hour graduate-level content and practicum courses across fall and spring semesters.

Professionals who might benefit from this program include (a) students in related disciplines (e.g., human development, preventive medicine and public health, architecture and urban planning, social welfare, public administration, anthropology), (b) practitioners in community and public health (e.g., from public health departments and community health partnerships), (c) practitioners in child and youth health and development (e.g., from United Way agencies and regional prevention centers), (d) practitioners in community development (e.g., from community-based organizations), and (e) practitioners in global health and development (e.g., from non-governmental organizations).

Psychology Licensure

The department's doctoral program in behavioral psychology does not satisfy requirements for licensure in psychology. Students wishing to meet these requirements should, with their advisers, consult the Association of State and Provincial Psychology Boards for state and province requirements, www.asppb.org. In developing a curriculum that fulfills these requirements, students should consider carefully whether the required courses and clinical experiences for state and province licensure are offered by the department and university, and are open to them.

Affiliated Research and Training Programs

For information about the Schiefelbusch Institute for Life Span Studies, Juniper Gardens Children's Project, the Research and Training Center for Independent Living, the KU Work Group for Health Promotion and Community Development, and the Kansas Mental Retardation and Developmental Disabilities Research Center, see Schiefelbusch Institute for Life Span Studies in the Research and Academic Support chapter of this catalog.

Applied Behavioral Science Courses

ABSC 509 Contemporary Behavioral Science: Historical, Conceptual, and Comparative Foundations (3).

ABSC 535 Developmental Psychopathology (3).

ABSC 542 Applied Gerontology (3).

ABSC 555 Issues in Administering Early Childhood Services (2).

ABSC 560 The Juvenile Justice System: A Behavioral and Legal Perspective (3).

ABSC 565 Applied Developmental Psychology (3).

ABSC 599 Honors and Thesis in Applied Behavioral Science (1-5).

ABSC 606 Special Projects in the Community (1-10).

ABSC 620 Drug Abuse: From Basic Research to Public Policy (3).

ABSC 626 Psychology of Adolescence (3).

ABSC 632 Advanced Child Behavior and Development (3).

ABSC 671 Applied Behavior Analysis (3).

ABSC 672 Applied Behavior Analysis, Honors (3).

ABSC 675 Practicum in Infant-toddler Care and Early Intervention I (3-5).

ABSC 676 Practicum in Infant-toddler Care and Early Intervention II (3-5).

ABSC 677 Practicum in Preschool Education and Intervention I (3-5).

ABSC 678 Practicum in Preschool Education and Intervention II (3-5).

ABSC 679 Practicum in Behavior—Analytic Research in Early Childhood (3-6).

ABSC 680 Practicum in Advanced Laboratory in the Development of Behavioral Treatments for Children with Autism (1-6).

ABSC 685 Practicum in Community-based Residential or Day Treatment Programs for Disabled Adults (3-6).

ABSC 687 Practicum in Behavioral Gerontology (1-6).

ABSC 690 Practicum in Community Health and Development (1-6).

ABSC 691 Practicum in Community Health and Development, Honors (1-6).

ABSC 694 Practicum in Juvenile Problems (3-6).

ABSC 695 Special Practicum in: ____ (3-6).

ABSC 696 Special Practicum in, Honors: ____ (3-6).

ABSC 698 Special Research Practicum in: ____ (3-6).

ABSC 699 Special Research Practicum in, Honors: ____ (3-6).

ABSC 701 Parenting in Modern Society (3). The theoretical study of parenting and parent-child relationships, techniques for analyzing common parenting problems, designing appropriate interventions, fostering effective communication skills, understanding issues of diversity, and promoting parent education programs are some of the issues addressed in this course. Professional collaboration and support of families and children are emphasized throughout. Students develop analytical skills through reading, discussion, and application of theoretical and empirical research. (Formerly HDFL 701.) Prerequisite: ABSC/HDFL 160 or equivalent knowledge of child development or child psychology. LEC

ABSC 702 Curriculum Development for Young Children (3). A survey of educational materials and activities that are appropriate for young children (birth to age 8). Students explore several components of effective curriculum (e.g., objectives, effective methods of activity presentation, teaching strategies) and learn to combine them to construct curriculums for a range of content and skill areas. By focusing on the functional components of curriculums, students learn to construct, critically evaluate, and modify them for both typically developing children and children with special needs. A BACB® pre-approved course. (Formerly HDFL 702.) LEC

ABSC 703 Leadership in Early Education Programs: Theory and Research (3). Effective leadership skills and professional roles associated with the administration of early childhood services and programs are examined in this course. Theoretical principles, empirical research, and professional responsibilities inherent in the provision of quality service, including needs assessment, organizational skills, delivery systems, human resource management, communication skills, grant writing, legal and ethical considerations, conflict resolution, and advocacy are explored through readings, discussion, and assigned projects. Not open to students who have completed ABSC 555. (Formerly HDFL 677.) Prerequisite: ABSC/HDFL 160 or equivalent knowledge of child development or child psychology. LEC

ABSC 704 Research Practicum in Clinical Child Psychology (3). This course provides students in the Clinical Child Psychology Program with the opportunity to enhance and consolidate their research activities by fulfilling one of the elective cluster course requirements. This practicum involves a contract with a research adviser and the program director. The contract includes definable products and dates for completion to prepare research for submission for publication, develop a grant proposal, or conduct additional research project independent of other requirements in the program. The course is not to be taken as an overload, but is to be part of a full-time course schedule. May be repeated. (Same as PSYC 704.) (Formerly HDFL 704.) Prerequisites: Graduate standing in clinical child psychology and instructor permission. LEC

ABSC 705 Pediatric Psychology (3). Discussion of behavior problems commonly encountered in the pediatric population, including reviews of data-based methodologies for remediation. Topics include general child rearing skills, bedtime problems, enuresis, encopresis, toilet training, self-injurious behavior, temper tantrums, behavior in community settings, child abuse, psychotropic drugs for children, adolescent behavior problems and selection of children's play materials. (Formerly HDFL 705.) Prerequisite: ABSC/HDFL 160, ABSC/HDFL 632, or PSYC 602. LEC

ABSC 706 Special Topics in Clinical Child Psychology: ____ (3). A course offering detailed discussion of the literature and research methods of a special topic within clinical child and pediatric psychology. Topic and instructor may change by semester and will be announced in the Schedule of Classes. May be repeated. (Same as PSYC 706.) (Formerly HDFL 706.) Prerequisite: Graduate standing in clinical child psychology and instructor permission. LEC

ABSC 709 Biology and Behavior (3). A course on the role of physiology and anatomy in behavior, with an emphasis on their participation in the basic behavioral processes and in typical and atypical behavioral development. The course also addresses issues in measurement and current research. (Formerly HDFL 709.) Prerequisite: ABSC/HDFL 796; ABSC/HDFL 798 recommended. LEC

ABSC 710 Community Health and Development (3). This course extends knowledge and skills for addressing issues in community health and development (e.g., substance abuse, adolescent pregnancy, child and youth development, prevention of violence). Students learn core competencies such as analyzing community problems and goals, strategic planning, intervention, and evaluation, and then apply these skills to issues that matter to them and to the communities they serve. (Formerly HDFL 710.) (Same as INS 871.) LEC

ABSC 716 Experimental Problems in Community Settings (1-5). Research in the experimental design and analysis of community settings. No more than 10 hours total. (Formerly HDFL 716.) Prerequisite: Instructor permission. RSH

ABSC 719 Experimental Field Work in Community Settings (1-5). Instruction in the methods and techniques of the experimental design and analysis of community settings through supervised participation in established research programs. Emphasizes the techniques of gathering original experimental data. No more than 10 hours total. (Formerly HDFL 719.) Prerequisite: Instructor permission. RSH

ABSC 721. Biological Bases of Mental Retardation (4). This course deals with the biological substrates of mental retardation. Retardation is classified as a medical syndrome, rather than by behavioral patterns, but behavioral peculiarities are addressed where relevant. Attention is directed to both genetic causes such as the chromosomal anomalies (e.g., Mongolism) and molecular and metabolic errors (e.g., phenylketonuria), as well as to the environmentally produced retardation by nutritional deficiency, prenatal rubella, and brain trauma. (Formerly HDFL 721.) Prerequisite: One course in biology or equivalent. LEC

ABSC 723 Adolescent Adjustment (3). An overview of adolescence with primary emphasis on various adjustment difficulties and respective therapeutic approaches. Content to provide perspectives on relevant practice, research, theory, and contemporary social forces. (Formerly HDFL 723.) Prerequisite: Instructor permission. LEC

ABSC 725 Research Methods and Application (3). Surveys research methods used to identify, describe, understand, and intervene on socially important problems occurring across the life span (e.g., early childhood, adolescence, elders) and in varied settings (homes, classrooms, group-care facilities, and communities). Discusses research methods and concepts (e.g., prediction, control, reliability, validity) within scientific, psychological, and behavior-analytic frameworks. Presents strategies and tactics regarding descriptive and experimental methods, direct and indirect measurement, graphic and statistical analysis, and single-subject and group experimental designs. Examines ethics and social responsibility in research. Provides opportunities to read secondary and primary sources, develop research questions, write and present research proposals. (Formerly HDL 725.) Prerequisite: Instructor permission. RSH

ABSC 730 Developmental Neurobiology (3). This course consists of lectures and discussion sessions on topics that describe the structural and functional maturation of the nervous system. The areas covered deal with the morphological, physiological, and biochemical changes in the developing central nervous system of vertebrates (including human infants), and with the interaction of the external environment with some of these maturational processes. Prerequisite: Introductory human development, psychology, or biology course. LEC

ABSC 735 Within Subjects Research Methodology and Direct Observation (3). A graduate level introduction to the logic of experimentation, direct observation strategies, and research conducted using individual (e.g., single subject) and time series experimental designs. An ABA-accredited and BACB® pre-approved course. (Formerly HDL 735.) Prerequisite: Graduate standing in applied behavioral science or instructor permission. LEC

ABSC 741 Readings in Gerontology (3-5). Supervised readings in topical areas of gerontology. A program of study, conferences, and reports are developed by the instructor and student. (Formerly HDL 741.) Prerequisite: Instructor permission. RSH

ABSC 742 Research in Gerontology (1-10). Original investigations of some unsolved problems relating to adult development and aging. (Formerly HDL 742.) Prerequisite: Graduate standing or instructor permission. RSH

ABSC 756 Philosophical Bases of Early Childhood Education (3). Historical influences and current theoretical models of early childhood education are addressed through a survey and analysis of the literature. Not open to students who have completed ABSC 356. (Formerly HDL 756.) Prerequisite: ABSC/HDL 160 or equivalent knowledge of child development or child psychology. LEC

ABSC 765 Evaluating and Disseminating Scientific Material I (1-3). Intensive training in the evaluation and production of scientific critiques and reviews of current issues in the analysis of behavior, as disseminated through the media. May be repeated. (Formerly HDL 765.) Prerequisite: Instructor permission. LEC

ABSC 787 Gerontology Proseminar (3). A proseminar coordinated by the Gerontology Center. The proseminar explores essential areas of gerontology for researchers and practitioners, providing a multidisciplinary (e.g., psychology, biology, sociology, communication) perspective on aging. The proseminar surveys contemporary basic and applied research, service programs, and policy and management issues in gerontology. (Same as AMS 767, COMS 787, PSYC 787, and SOC 767.) (Formerly HDL 787.) LEC

ABSC 788 Designing Early Education Environments (3). This course reviews empirically-supported strategies for designing effective and socially valid care and education environments for young children with and without disabilities. Topics will include: early educational theory, individualized curricula and goal selection strategies, various instructional typologies (e.g., direct instruction, embedded teaching), specific teaching tactics (e.g., prompting, time delay, differential reinforcement), preventive and assessment-based behavioral management strategies, current best practice recommendations for design of the social and physical environment, and methods for assessing children's, caregivers', and teachers' programmatic preferences. Prerequisite: ABSC 796. LEC

ABSC 796 Laboratory in Behavioral Development and Modification: The Analysis of Behavior I (3). An introductory graduate laboratory course on the basic principles of behavior, and related procedures for producing behavioral change, with nonhuman subjects. The principles and procedures have special relevance to analogous processes in child development, both normal and deviant. An ABA-accredited and BACB® pre-approved course. (Formerly HDL 796.) Prerequisite: Instructor permission. LAB

ABSC 797 Proseminar in Child Language (2). A review and discussion of current issues in children's language acquisition. May be repeated for credit. Students are graded S/F. (Same as LING 799, PSYC 799 and SPLH 799.) (Formerly HDL 797.) LEC

ABSC 798 The Analysis of Behavior II: Conceptual Foundations, Advanced Principles, and Contemporary Issues (3). A graduate seminar on the conceptual, scientific, disciplinary, and professional foundations of behavior analysis, with an emphasis on their relation to application. The course addresses history and philosophy, advanced behavioral principles, complex behavioral processes, analyses of various domains of behavior (e.g. emotion, language, cognition), the dimensions of and topics in applied behavioral science, and current disciplinary and professional issues. An ABA-accredited and BACB® pre-approved course. (Formerly HDL 798.) Prerequisite: ABSC 796 or instructor permission. LEC

ABSC 801 Design and Analysis of Community Development Methods (1-6). An examination of principles and practices of community development and evaluation of methods used to promote community improvement. May be repeated if the content differs. (Formerly HDL 801.) Prerequisite: Instructor permission. RSH

ABSC 804 Research in Community Health Promotion (1-6). Supervised, original investigations of problems relevant to community health, such as the prevention of substance abuse or promotion of child outcomes. As appropriate, the course is focused on any combination of: literature research, research planning, and preparation conducting research, analyzing data, writing research reports, or preparing oral reports of completed research. (Formerly HDL 804.) Prerequisite: Instructor permission. RSH

ABSC 805 Functional Behavioral Assessment (3). The strategies, tactics, and ethics of functional assessment are presented in the larger context of behavioral

assessment (e.g., nomothetic and idiographic approaches). Research articles relevant to indirect, descriptive, and experimental functional assessment approaches and assessment-based interventions are carefully reviewed to determine the appropriate conditions for each type of assessment and intervention. (Formerly HDL 805.) Prerequisite: ABSC 796 and instructor permission. LEC

ABSC 806 Functional Behavioral Assessment Practicum (1-6). This course provides supervised experience in the use of functional behavioral assessment in home, clinic, or educational environments with young children presenting problem behaviors. (Formerly HDL 806.) Prerequisite: ABSC 805 and instructor permission. FLD

ABSC 807 Design and Evaluation of Community Health Promotion Methods (1-6). An examination of the methods used to develop and evaluate community health promotion programs. The course addresses topics of interest to participants, such as substance abuse, adolescent pregnancy, or child outcomes. May be repeated for credit if the content differs. (Formerly HDL 807.) Prerequisite: Instructor permission. RSH

ABSC 809 Professional Issues: Clinical Child Psychology (1). Consideration of special problems confronting the child and family oriented scientist-practitioner, and in the development of a professional identity. Topics include critical issues, including ethical, legal, cultural, empirical, and clinical aspects of research and practice. May be repeated. (Formerly HDL 809.) (Same as PSYC 809.) Prerequisite: Graduate standing in clinical child psychology. LEC

ABSC 810 Introduction to Developmental Assessment (3). A course covering the general principles of developmental assessment from birth through adulthood, with special emphasis on the history and nature of assessment instruments and the criteria for acceptance, reliability, and stability of results. Selected assessment techniques for infants, preschool children, elementary school children, adolescents, and adults are reviewed and evaluated for their utility, limitations, and applications. A critical analysis of assessment in general and particular assessment tools is made. (Formerly HDL 810.) LEC

ABSC 811 Achievement and Intellectual Assessment in Clinical Child Psychology (3). Course covers the basic theory, research, administration, and reporting of psychological assessment of development, intelligence, and achievement for children, adolescents, and adults within cultural and developmental contexts. The range of psychological instruments examined includes, for example, WIAT, K-ABC, W-J, S-B, WISC, WAIS, and WPPSI. (Same as PSYC 811.) Prerequisite: Graduate student in clinical child psychology. LEC

ABSC 812 Behavioral and Personality Assessment of Children (3). Lecture, laboratory, field work, and supervision. Theory and applications in the psychological evaluation of children with standardized assessment techniques. The administration, scoring, interpretation, and reporting of behavioral and personality functioning in children. (Formerly HDL 812.) (Same as PSYC 812.) Prerequisite: Graduate standing in clinical child psychology. LEC

ABSC 813 Behavioral Science Research Proseminar (1-3). A master's level professional seminar in which faculty and students present research proposals; offer formal presentations of completed empirical research, reviews of the literature, and other areas of scholarship; and engage discussion about contemporary empirical, conceptual, and professional issues in applied behavioral science. May be repeated for a total of six credits. (Formerly HDL 813.) Prerequisite: Graduate standing in applied behavioral science or instructor permission. LEC

ABSC 814 Advanced Child and Family Assessment (3). Lecture, laboratory, field work, and supervision. Supervised experience in specialized psychological assessment approaches for children and families. Emphasis on interviewing, observation, psychometric scales, consultation, rationale, administration, analysis, and reporting of mental health functioning of children and families. Experience with clinical populations, and communication with referral sources. (Formerly HDL 814.) (Same as PSYC 814.) Prerequisite: Graduate student in clinical child psychology. LEC

ABSC 820 Advanced Child Development (3). A survey of the basic empirical research in the field of child development, covering intelligence, cognition, perception, attention, personality, social behavior, and socialization processes. These literatures are integrated and their implications for social application are addressed. (Formerly HDL 820.) (Same as PSYC 820.) Prerequisite: A course in child development or equivalent. LEC

ABSC 821 Behavior Analysis of Child Development (3). An advanced graduate seminar on the behavior-analytic approach to child development. Students examine the behavior-analytic view of child development and compare and contrast this approach with other systems for understanding development. Students also review and critically evaluate current and seminal literature related to several different developmental domains (e.g., motor, emotional, social, cognitive development) and explore implications for the application of current knowledge. An ABA-accredited and BACB® pre-approved course. (Formerly HDL 821.) Prerequisite: ABSC 798 and consent of instructor. LEC

ABSC 822 Children and Public Policy (3). This course examines how public policies affect the development of children. Includes examination of child and family policy in the United States and other countries, policy-related research on children, major policy issues affecting children, and child advocacy. (Formerly HDL 822.) Prerequisite: Instructor permission. LEC

ABSC 824 Treatment of Severe Learning Problems (3). The course reviews new approaches to working with persons with retardation and autism; theoretical orientations and how they affect implementation of procedures; and current research outcomes in various developmental areas of persons with retardation. It covers approaches used with persons through the life span, from childhood through adulthood, that are based on ecological and stimulus control variables. Ethical and practical implications are the focus of class lectures and discussions. (Formerly HDL 824.) LEC

ABSC 825 Social Development (3). A lecture and discussion course in social development. It includes such topics as theoretical approaches to the study of social development, as well as the literature on family processes, peer relations, aggression and prosocial behavior, child abuse and neglect, family violence, child care, and the media. (Same as PSYC 825.) (Formerly HDL 880.) Prerequisite: A course in child psychology or development. LEC

ABSC 828 Research in Early Intervention with Children (3). A seminar on current issues in assessment and intervention for young children who are at risk for or who have special needs. Provides foundation for evaluating and understanding research in early intervention. Includes historical, conceptual and legislative underpinnings of early intervention, risk factors affecting development, methodological issues in early intervention research, best practice standards, and applications to social, language, and pre-academic domains. (Formerly HDFL 828.) LEC

ABSC 834 Directed Readings in Community Health Promotion (1-5). Supervised readings in topical areas of community health promotion, such as the prevention of substance abuse and promotion of child outcomes. A program of study, conferences, and reports is developed by the instructor and student. (Formerly HDFL 834.) RSH

ABSC 837 Advanced Study of People with Disabilities (3). This course reviews major approaches in identifying disability pathogenesis and explores the biological bases of selected congenital physical disabilities, and etiologies of selected acquired physical disabilities. Rehabilitation approaches and the role of scientist-practitioners in working with people with disabilities are also discussed. This course primarily covers adults with physical disabilities. (Formerly HDFL 837.) Prerequisite: Graduate standing or instructor permission. LEC

ABSC 840 Theoretical Concepts of Human Development and Child Care Practice (3). Basic introduction to treatment concepts and procedures related to child development and child-care programs. The major goal is to provide a theoretical framework that is effective in dealing with various types of child deviancy. (Formerly HDFL 840.) Prerequisite: Graduate standing or instructor permission. LEC

ABSC 841 Legal, Ethical, and Professional Issues in Applied Behavioral Science (1-3). Seminar designed to provide an overview of topics such as principles guiding research with humans, human subjects procedures, use of animal subjects, deception in research, duties to refer, informed consent in special populations, data ownership and sharing, bias and fraud in data collection and analysis, scientific communication, professional communication, publication authorship, duplicate or fragmented publication, plagiarism, conflicts of interest, reporting misconduct, vita preparation, and job search strategies. A BACB® pre-approved course. (Formerly HDFL 841.) Prerequisite: Graduate standing in applied behavioral science. LEC

ABSC 845 Rules of Evidence for Applied Research (3). A course on experimental problems specific to research on socially significant behaviors of humans. Emphasis on editing and critiquing research articles of the type submitted for publication in applied research journals. (Formerly HDFL 845.) LEC

ABSC 846 Practicum in Clinical Child Psychology I (1-3). Lecture, laboratory, field work, and supervision appointment. Psychological evaluation and treatment of children and their families; supervised, progressive experience in psychological interventions in clinical child psychology. (Same as PSYC 846.) (Formerly HDFL 846.) Prerequisite: Graduate standing in clinical child psychology and instructor permission. FLD

ABSC 847 Practicum in Clinical Child Psychology II (1-3). A continuation of ABSC 846/PSYC 846. (Formerly HDFL 847.) (Same as PSYC 847.) Prerequisite: Graduate standing in clinical child psychology and instructor permission. FLD

ABSC 848 Applied Gerontology: Practice and Intervention (3). A survey of intervention research in gerontology. Program evaluations designed to determine the effectiveness of community-based interventions, current social service delivery practice, and contemporary social policies are examined. An ABA-accredited and BACB® pre-approved course. (Formerly HDFL 848.) LEC

ABSC 856 An Interdisciplinary Approach to Intervention with the Handicapped (3). This course surveys knowledge from various disciplines that address developmental disabilities across the life span. Its focus is on designing strategies for individual intervention and treatment programs by an interdisciplinary team. Designed for students in social work, speech pathology, psychology, nutrition, audiology, special education, physical therapy, nursing, child development, behavior analysis, and related fields. (Formerly HDFL 707.) Prerequisite: A basic course in child development or instructor permission. LEC

ABSC 861 Applied Behavior Analysis (3). This advanced course extends knowledge and skill in analyzing behavioral problems, designing interventions, and planning applied research projects. Topics include the selection of problems and target populations, analysis of problems and goals, designing measurement systems, developing interventions, and disseminating products from applied behavioral research. Students use examples from their own applied research. An ABA-accredited and BACB® pre-approved course. (Formerly HDFL 871.) LEC

ABSC 865 Applied Behavior Analysis in Complex Organizations (3). An examination of the theory, principles, and methods of behavior analysis and their applications to problems of human behavior in complex organizations such as businesses, industries, human service organizations, and governments. (Formerly HDFL 888.) Prerequisite: Graduate standing or instructor permission. LEC

ABSC 866 Service System and Consumer Issues in Developmental Disabilities (3). This course provides a service-system perspective on developmental disabilities. Students learn (a) how service systems have developed for people with develop-

mental disabilities; (b) about service systems from the perspective of agency administrators, program evaluation, and public and private payment systems (e.g., health insurance, Medicaid, Medicare, CHIPS, Title V); and (c) from consumers, themselves, about the barriers they face in obtaining needed services. Finally, students learn about advocating for service-system change at a consumer, program, and policy level. Prerequisite: Graduate standing or instructor permission. LEC

ABSC 870 Practicum I in Behavioral Psychology (1-6). Instruction and supervised laboratory or field work for master's students. Practica are offered by different instructors on different topics; may be repeated for credit if the content differs. Topics and instructors are announced in the Schedule of Classes. Prerequisite: Graduate standing in applied behavioral science or instructor permission. FLD

ABSC 871 Practicum I in Behavior Analysis: _____ (1-6). Instruction and supervised laboratory or field work for master's students. Practica are offered by different faculty members on different topics; may be repeated for credit if the content differs. Topics and instructors are announced in the Schedule of Classes. (Formerly HDFL 873.) Prerequisite: Graduate standing in applied behavioral science or instructor permission. FLD

ABSC 872 Practicum I in: _____ (1-6). Instruction and supervised laboratory or field work for master's students. Practica are offered by different faculty members on different topics; may be repeated for credit if the content is different. Topics and instructors are announced in the Schedule of Classes. Prerequisite: Graduate standing in applied behavioral science or instructor permission. FLD

ABSC 873 Practicum in Educational Psychological/ Rehabilitative Services: _____ (3-6). This course is for students who wish to complete practicum experiences in services related to persons with retardation, autism, or physical disabilities in programs in various settings, such as the Ann Sullivan Center in Lima, Peru and the Algeria School in Paraguay. The course is designed to give interested students opportunities to work with professionals in these programs on a semester or summer basis. The course consists of participation in professional activities associated with the practicum program and a report of these activities to the instructor. (Formerly HDFL 789.) Prerequisite: Instructor permission. FLD

ABSC 874 Practicum in Consumer Evaluation of Behavior Programs (3-6). A practicum course designed to provide students with the knowledge, background, and practical experience in the conduct of consumer evaluations for behavioral treatment programs. (Formerly HDFL 855.) Prerequisite: Instructor permission. FLD

ABSC 875 Practicum in Community Health Promotion (1-6). A practicum course designed to provide students with knowledge, background, and practical experience in the implementation of community health promotion projects and their evaluation. May be repeated for credit if the content differs. (Formerly HDFL 808.) Prerequisite: Instructor permission. FLD

ABSC 876 Practicum in Community Development (1-6). A practicum course designed to provide students with knowledge, background, and practical experience in the implementation of community improvement projects and their evaluation. May be repeated for credit if the content differs. (Formerly HDFL 802.) Prerequisite: Instructor permission. FLD

ABSC 877 Advanced Practicum in Gerontology (1-6). Supervised practical experience in working with elders in home, community, or institutional settings. Regular individual conferences with faculty are used to evaluate student progress. (Formerly HDFL 849.) Prerequisite: Graduate standing or instructor permission. FLD

ABSC 880 Early Childhood Practicum for Allied Professionals (1-6). Professionals in fields such as journalism, social welfare, and psychology may have career interests that include work with or on behalf of young children. This practicum provides students with individualized opportunities to work with young children in a group setting in order to extend their professional skills. (Formerly HDFL 790.) Prerequisite: Instructor permission. FLD

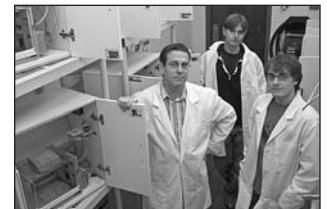
ABSC 881 Early Childhood Care and Intervention Practicum I (1-6). A course covering the specification of learning goals and the implementation and evaluation of curriculum design management of groups of young children. May be repeated for no more than a total of six credit hours. (Formerly HDFL 791.) Prerequisite: Instructor permission. FLD

ABSC 882 Early Childhood Care and Intervention Practicum II (1-6). A course to assess and teach skills in diagnosis and evaluation of particular problems in the developmental process of young children (1-5 years of age), and to design and implement interventions. May be repeated for no more than a total of six credit hours. (Formerly HDFL 792.) Prerequisite: ABSC 791 and instructor permission. FLD

ABSC 883 Early Childhood Administration Practicum (1-6). Experiences in understanding and developing parent satisfaction with care arrangements for their child(ren), providing services to personnel responsible for care and development of young children, and/or maximizing use of available services for young children on their behalf. May be repeated for no more than a total of six credit hours. (Formerly HDFL 793.) Prerequisite: ABSC 791 and instructor permission. FLD

ABSC 884 Early Childhood Early Intervention Practicum (1-6). Laboratory teaching in an early childhood classroom that includes children who are developmentally delayed, demonstrate behavioral or learning difficulties, or have other developmental disabilities. Experience includes individualized programming for chil-

The Department of Human Resources and Equal Opportunity in Carruth-O'Leary Hall ensures that KU meets its commitment to provide equal opportunity and freedom from discrimination to all students in their academic pursuits.



dren with special needs, as well as group management and group curriculum planning. May be repeated for no more than a total of six credit hours. (Formerly HDFL 794.) Prerequisite: ABSC 791 and instructor permission. FLD

ABSC 885 Early Childhood Teacher Training Practicum (1-6). Experience in supervising staff who work in programs for young children. Supervision includes orienting, monitoring, and evaluating staff performance; opportunities for interaction with other professionals; experience in facilitating staff communication; and consulting on research projects. (Formerly HDFL 795.) Prerequisite: ABSC 791 and instructor permission. FLD

ABSC 886 Developmental Assessment Practicum: ____ (1-6). This course provides direct experience in the developmental assessment of a selected age group, such as infants, preschool and elementary children, adolescents, or adults. It may be repeated providing the age group specification is not repeated. (Formerly HDFL 811.) Prerequisite: HDFL 810 or an equivalent course. FLD

ABSC 887 Clinical Practicum in Pediatric Psychology (1-6). Supervised experience with pediatric patients referred for behavior problems, including, for example, temper tantrums, enuresis, encopresis, and hyperactivity. Also includes evaluation and treatment of children with commonly encountered behavior problems. In addition, students observe pediatric staff performing appropriate physical exams and observe the interaction between the medical staff and the pediatric psychologist. (Formerly HDFL 823.) Prerequisite: ABSC 705 and instructor permission. FLD

ABSC 888 Diversity Issues in Clinical Psychology (3). Review of individual differences pertaining to culture, ethnicity, race, gender, sexual orientation, age, etc., as these have an impact upon theory, research, assessment, and treatment issues in clinical psychology. (Same as PSYC 888.) Prerequisite: Graduate status in clinical psychology, or consent of instructor. LEC

ABSC 890 Seminar in: ____ (3). A seminar for master's level students. It examines basic and applied research literatures in specialized fields of applied behavioral science. May be repeated for credit if the content differs. (Formerly HDFL 701.) Prerequisite: Graduate standing in applied behavioral science or instructor permission. LEC

ABSC 891 Research in: ____ (1-6). Supervised research investigations in basic or applied behavioral science for master's students. The course introduces observational measurement, research methods and designs, and the conduct of research in the behavioral sciences. May be repeated for credit if the content is different. (Formerly HDFL 800.) Prerequisite: Graduate standing or instructor permission. RSH

ABSC 892 Readings in: ____ (1-3). An individual, supervised study of recent research and scholarship for master's students. The course emphasizes current scholarship in selected areas of basic and applied behavioral science and its conceptual foundations. Designed for students whose needs cannot be met in other courses. May be repeated for credit if the content differs. (Formerly HDFL 833.) Prerequisite: Graduate standing or instructor permission. RSH

ABSC 893 Special Topics in: ____ (1-3). A research and readings course for master's students. It allows them to concentrate their studies on selected basic and applied problems in behavioral science and carry out independent research. May be repeated for credit if the content differs. (Formerly HDFL 722, HDFL 724, HDFL 725, HDFL 799.) Prerequisite: Graduate standing or instructor permission. LEC

ABSC 894 Study Abroad Topics in: ____ (1-3). A course designed to enhance international experience in topic areas related to behavioral science for master's students. May be repeated for credit if the content differs. Prerequisite: Graduate standing or instructor permission. LEC

ABSC 897 Master's Thesis in Clinical Child Psychology (1-10). Supervised research experience for completing the thesis leading to master's degree. (Formerly HDFL 897.) (Same as PSYC 897.) Prerequisite: Graduate standing in clinical child psychology and instructor permission. RSH

ABSC 899 Master's Thesis in Applied Behavioral Science (1-9). Supervised research experience for the thesis leading to a master's degree in applied behavioral science. May be repeated. (Formerly HDFL 899.) Prerequisite: Graduate standing in applied behavioral science or instructor permission. THE

ABSC 900 Self-control, Impulsivity, and Human Addictive Disorders (3). This course examines basic research designed to explore variables affecting animal and human decision making; particularly decisions classified as demonstrating impulsivity and self-control. The evidence for genetic and learning contributions to patterns of impulsive decision making will be explored, as will the relation between impulsivity and a range of addictive disorders. LEC

ABSC 905 Psychopathology in Children (3). Diagnosis and treatment of psychological problems in childhood and adolescence. Preference given to graduate students in child clinical psychology, school psychology, and counseling psychology. (Same as PSYC 905.) Prerequisite: Fifteen hours of graduate credit in psychology or consent of instructor. LEC

ABSC 908 Psychotropic Drugs: Effects Through the Life Span (3). This course covers basic pharmacological concepts, neuropharmacological principles, and the therapeutics of drug effects on behavior. Special attention is given to age and history as influences in psychopharmacological outcomes. (Formerly HDFL 908.) LEC

ABSC 913 Behavioral Science Research Proseminar (1-3). A doctoral level professional seminar in which faculty and students present research proposals; offer formal presentations of completed empirical research, reviews of the literature, and other areas of scholarship; and engage discussion about contemporary empirical, conceptual, and professional issues in applied behavioral science. May be repeated for a total of eight credits. (Formerly HDFL 913.) Prerequisite: Graduate standing in behavioral psychology or instructor permission. LEC

ABSC 920 Seminar in Language Development (3). The course pertains to relevant research regarding infant speech development, vocabulary development, linguistic development, articulation development, and language retardation. (Same as SPLH 966.) (Formerly HDFL 920.) LEC

ABSC 921 The History and Systems of Psychology (3). An advanced graduate seminar on the history of psychology and its systems, and their relations to contemporary psychology. Pertinent issues in the history and philosophy of science are addressed (e.g., scientific revolutions), as are concerns in the historiography of psychology (e.g., presentism). (Formerly HDFL 891.) Prerequisite: Master's degree or instructor permission. LEC

ABSC 931 Verbal Behavior (3). An advanced graduate seminar on the analysis of the verbal behavior of the proficient speaker and the biological, environmental, and motivational factors affecting it. Structural and developmental issues, as well as implications for language training and remediation are integrated throughout. Critiques and rebuttals are examined, along with current empirical and conceptual advances in research and theory. An ABA-accredited and BACB® pre-approved course. (Formerly HDFL 831.) Prerequisite: ABSC 798, advanced coursework in psycholinguistics or linguistics, or instructor permission. LEC

ABSC 934 Directed Readings in Clinical Child Psychology (3-5). Designed to meet the needs of advanced students whose study in clinical child psychology cannot be met with present courses or for whom advanced work is desired in a specialized area of study. (Formerly HDFL 934.) Prerequisite: Graduate standing in clinical child psychology and instructor permission. RSH

ABSC 935 Experimental Foundations of Applied Behavior Analysis (3). A graduate level introduction to basic behavioral research. This course surveys seminal and current research in the experimental analysis of behavior and relates this work to research and practice in applied behavior analysis. Topics include respondent conditioning, complex schedule performance, avoidance, stimulus control, and choice. Prerequisite: ABSC 798 and consent of instructor. LEC

ABSC 940 Measurement and Experimental Design for Applied Research (3). This is an advanced course on research methods helpful in the development, evaluation, and dissemination of effective and sustainable behavior-analytic programs. The practices examined involve (a) selecting non-reactive measures of staff implementation behaviors; (b) selecting effective and sustainable components of a staff management program; and (c) experimentally analyzing the effectiveness and sustainability of the staff management program. Particular emphasis is placed on the analysis of the principles of behavior that determine the maintenance of staff interventions and, therefore, the survival of behavioral programs in their post-research phase. Students read and discuss the literature on factors that promote or impede program survival. Students design an intervention program using the practices examined in the course, simulate an experimental analysis of the program, and write a JABA-style manuscript describing the program and their simulated data. An ABA-accredited and BACB® pre-approved course. (Formerly HDFL 940.) Prerequisite: ABSC/HDFL 735 or HDFL 803, ABSC/HDFL 796, and ABSC/HDFL 871 or instructor permission. LEC

ABSC 941 Teaching and Conference (3-6). This course is used by graduate students fulfilling the doctoral program teaching requirement. Students assist in class preparation and organization, teaching, grading, and office hours or serve as discussion section leaders or laboratory course supervisors. They meet regularly with the faculty members they are assisting. Students enroll for 3 hours for the equivalent of a 25% assistantship and 6 hours for a 50% equivalent. (Formerly HDFL 941.) Prerequisite: Instructor permission. FLD

ABSC 942 Techniques of Data Analysis for Applied Research (3). This course examines data analysis procedures commonly used with both large group and single subject experimental designs. In addition to presenting specific data analysis techniques, the strengths and weaknesses inherent in the various techniques are carefully reviewed and evaluated. (Formerly HDFL 942.) Prerequisite: ABSC/HDFL 735 or HDFL 803 and an intermediate statistics course. LEC

ABSC 943 Advanced Practicum in Clinical Child Psychology III (1-3). Lecture, laboratory, field work, and supervision appointment. Advanced psychological intervention techniques for children, youth, and families; supervised progressive experience in application of behavioral and psycho-therapeutic methods to behavioral and emotional problems. (Formerly HDFL 943.) (Same as PSYC 943.) Prerequisite: Graduate standing in clinical child psychology and instructor permission. FLD

ABSC 944 Advanced Practicum in Clinical Child Psychology IV (1-3). A continuation of ABSC/HDFL 943 and PSYC 943. (Formerly HDFL 944.) (Same as PSYC 944.) Prerequisite: Graduate standing in clinical child psychology and instructor permission. FLD

The Research and Training Center for Independent Living studies and develops self-advocacy and independent living systems for people of all ages who have physical and developmental disabilities.

KU graduate programs in biological sciences ranked 30th in the nation, according to U.S. News & World Report's "America's Best Graduate Schools" rankings for 2007.

ABSC 947 Advanced Practicum in Clinical Child Psychology V (1-5). A continuation of ABSC/HDFL 944 and PSYC 944. May be taken in more than one semester. (Formerly HDFL 947.) (Same as PSYC 947.) Prerequisite: Graduate standing in clinical child psychology and instructor permission. FLD

ABSC 951 The Analysis of Cognition (3). A graduate seminar on the behavior analysis of cognition. Topics include consciousness, attention, perception, memory, language, rule-governed behavior, problem-solving, decision-making, generativity, creativity, and beliefs and attitudes. Comparisons and contrasts are drawn among different theoretical orientations (information-processing, parallel-processing, nonmediational theories). Prerequisite: ABSC 798, advanced coursework in cognitive psychology, or instructor permission. RSH

ABSC 961 Advanced Seminar in Applied Behavior Analysis: _____ (3). An advanced seminar examining the literature and research methods in specialized areas of applied behavior analysis (e.g., developmental disabilities, community health, organizational development). May be repeated for credit if the content differs. An ABA-accredited and BACB® pre-approved course. (Formerly HDFL 971.) LEC

ABSC 963 Clinical Child Psychology Internship (1). Three consecutive enrollments, covering a minimum of eleven months of experience in an approved clinical psychology field setting; supervision by qualified clinical child psychology faculty and field staff clinicians. Required of all clinical child psychology program students. An intensive guided experience in application of clinical child psychology theory, methods, and practices. Integrates scientific and clinical aspects of field. (Formerly HDFL 963.) (Same as PSYC 963.) Prerequisite: Completion of Ph.D. comprehensive examinations, graduate standing in clinical child psychology, and permission of clinical child psychology faculty. FLD

ABSC 965 Evaluating and Disseminating Scientific Material II (1-3). Intensive training in the evaluation and production of scientific critiques and reviews on current issues in the analysis of behavior, as disseminated through the media. May be repeated. (Formerly HDFL 965.) Prerequisite: Instructor permission. LEC

ABSC 970 Practicum II in Behavioral Psychology (1-6). Advanced instruction and supervised laboratory or field work for doctoral students beyond ABSC 870. May be repeated for credit if the content differs. Prerequisite: Graduate standing in behavioral psychology or instructor permission. FLD

ABSC 971 Practicum II in Behavior Analysis: _____ (1-6). Advanced instruction and supervised laboratory or field work for doctoral students beyond ABSC 871. May be repeated for credit if the content differs. Prerequisite: Graduate standing in behavioral psychology or instructor permission. FLD

ABSC 972 Practicum II in: _____ (1-6). Advanced instruction and supervised laboratory or field work for doctoral students beyond ABSC 872. May be repeated for credit if the content differs. Topic and instructor are announced in the Schedule of Classes. Prerequisite: Graduate standing in applied behavioral science or instructor permission. FLD

ABSC 976 Therapeutic Interventions with Children (3-5). Clinical approaches to the therapeutic treatment of children with special emphasis on research findings and laboratory (practicum) experience. A survey of relationship therapies, operant strategies, system approaches, parent education and play therapy by the right therapist for a specific child with a particular problem. (Same as PSYC 976.) Prerequisite: Instructor permission. FLD

ABSC 989 Methods of Obtaining External Research Funding (1-3). The objective of this course is to demystify this process and prepare participants to submit their first independent research grant application. Participants learn about the characteristics of different funding mechanisms and agencies, the characteristics of successful and unsuccessful application strategies, how to turn an initial research idea into a competitive application, ethical issues that influence each stage of the development and submission process, and the nuts and bolts of grant development and management. Specific activities include critiquing an actual NIH grant application, participating in a mock review panel, and developing an actual grant application. LEC

ABSC 990 Advanced Seminar in: _____ (3). An advanced seminar for doctoral students. It examines basic and applied research literatures in specialized fields of applied behavioral science. May be repeated for credit if the content differs. (Formerly HDFL 930.) Prerequisite: Graduate standing in behavioral psychology or instructor permission. LEC

ABSC 991 Advanced Research in: _____ (1-9). Advanced, supervised research in basic or applied behavioral science for doctoral students. The course may focus on any combination of a literature review, research planning and preparation, conducting research, analyzing data, writing research reports, and preparing oral reports of completed research. May be repeated for credit if the content differs. (Formerly HDFL 900.) Prerequisite: Graduate standing in behavioral psychology or instructor permission. RSH

ABSC 992 Advanced Readings in: _____ (1-6). An advanced individual, supervised study of recent research and scholarship for doctoral students. The course emphasizes current scholarship in selected areas of basic and applied behavioral science and its conceptual foundations. Designed for students whose needs cannot be met in other courses. May be repeated for credit if the content differs. (Formerly HDFL 933.) Prerequisite: Graduate standing in behavioral psychology or instructor permission. RSH

ABSC 993 Advanced Special Topics in: _____ (1-3). An advanced research and readings course for doctoral students. It allows them to concentrate their studies on selected basic and applied problems in behavioral science and carry out independent research. May be repeated for credit if the content differs. (Formerly HDFL 931.) Prerequisite: Graduate standing in behavioral psychology or instructor permission. RSH

ABSC 994 Advanced Study Abroad Topics in: _____ (1-6). An advanced course designed to enhance international experience in topic areas related to behavioral science for doctoral level students. May be repeated for credit if the content differs. Prerequisite: Graduate standing in behavioral psychology or instructor permission. LEC

ABSC 998 Doctoral Dissertation in Clinical Child Psychology (1-10). Research experience making an original contribution to literature in clinical child psychology. (Same as PSYC 998.) (Formerly HDFL 998.) RSH

ABSC 999 Doctoral Dissertation in Behavioral Psychology (1-9). Advanced supervised research that makes an original, empirical contribution to the literature in applied behavioral science leading to a doctoral degree in behavioral psychology. May be repeated. (Formerly HDFL 999.) Prerequisite: Graduate standing in behavioral psychology or instructor permission. THE

Art History

See History of Art.

Astronomy

See Physics and Astronomy.

Atmospheric Science

See Physics and Astronomy.

Biochemistry

See Biological Sciences: Molecular Biosciences.

Biological Sciences

Haworth Hall, 1200 Sunnyside Ave., Room 2045
Lawrence, KS 66045-7534, www.biology.ku.edu, (785) 864-4301

The Division of Biological Sciences includes the Departments of Ecology and Evolutionary Biology and Molecular Biosciences. It administers the genetics program and the undergraduate program in biology. Both departments offer programs leading to Master of Arts or Doctor of Philosophy degrees. Each offers graduate study specialties (e.g., biochemistry and biophysics; molecular, cellular, and developmental biology; microbiology; neurobiology; ecology and population biology; entomology; plant biology; and systematics, biodiversity, and macroevolution). For information on specialties and degree requirements, see the descriptions under the individual departments.

Organization for Tropical Studies

KU is a charter member of the Organization for Tropical Studies, which provides tropical field experience and training in Costa Rica. Advance application and enrollment are necessary. Interested students should see their advisers at least four months before undertaking study in Costa Rica.

Biological Sciences: Ecology and Evolutionary Biology

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Haworth Hall, 1200 Sunnyside Ave., Room 2041
Lawrence, KS 66045-7534, www.2.ku.edu/~eeb, (785) 864-3645

Graduate Adviser: Bryan Foster, bfoster@ku.edu,
2041 Haworth Hall, (785) 864-4361

Graduate Program Coordinator: Jaime Keeler, jrkeeler@ku.edu,
2041C Haworth Hall, (785) 864-2362

Professors: H. Alexander, deNoyelles, Fautin, Haufler, Jander, Krishtalka, C. Martin, L. Martin, Martinko, Peterson, Slade, V. Smith, E. Taylor, O. Taylor, T. Taylor, Thorp, Trueb, Wiley
Courtesy Professors: Burg, Busby, Eifler, Freeman, Hagan, Huggins, Kindscher, Lieberman

Adjunct Professors: Crawford, Tourtellot

Professors Emeriti: Armitage, Byers, Coil, Cutler, Duellman, Fitch, Humphrey, Johnston, Lichtwardt, Michener, Schlager, Torres
Associate Professors: deBoer, Dimmick, Engel, B. Foster, Kelly, Mort, Orive, Pierotti, D. Smith, Timm