The University of Kansas  
College of Liberal Arts & Sciences  
COMMITTEE ON GRADUATE STUDIES  

AGENDA  
April 21, 2016, 11:00AM  
STRONG HALL – ROOM 210  

I. Approval of the April 7, 2016, Minutes  

II. Program and Curricular Changes (PCC) Report  
(Dr. Justin Blumenstiel, reporting)  

A. Curricular Changes for Approval  

   COURSE CHANGES: ABSC 901, ABSC 921, ABSC 931, ABSC 981  
   
   COURSE DEACTIVATIONS: ABSC 951, EALC 766, ISP 879  

B. Program Changes for Approval  

   a. Change to existing degree – Chemistry, M.S.  
   b. Change to existing degree – Chemistry, Ph.D.  
   c. Change to existing degree – Environmental Assessment, PSM  
   d. Change to existing degree – Psychology, Ph.D, Cognitive and Brain Science Program (CBS)  

III. Policies and Student Petitions, (PSP) Report  
(Dr. Alesia Woszidlo, reporting)  

   A. Second Reading - Recommendations on Provisional Admission and Academic Probation Policy  

IV. Old Business  

V. New Business
I. Approval of the April 7, 2016, Minutes

The meeting was called to order by Dr. Steele at 11:04 a.m.

Minutes
A motion was made and seconded to approve the March 24, 2016, minutes of the Committee on Graduate Studies, as written. The motion was approved unanimously.

Report of the Program and Curricular Changes (PCC) Subcommittee
(Dr. Blumenstiel, reporting)

A motion was made and seconded to approve the new course, BIOL 741, with the following friendly amendment: Add “Not open to students who have taken BIOL 541.” The motion was approved unanimously.

BIOL 741    BIOLOGY OF FRESHWATER INVERTEBRATES (3)

A motion was made and seconded to approve all course changes. The motion was approved unanimously.

COURSE CHANGES:    THR 828

A motion was made and seconded to approve all course deactivations. The motion was approved unanimously.

COURSE DEACTIVATIONS:    GEOG 741, 751, 756, 773, 775, 802, 835, 937, 939, 957, 975, THR 709, 829

A motion was made and seconded to approve all program changes. The motion was approved unanimously.
PORGRAM CHANGE: Change to Existing Degree - BIOL-PhD: Molecular, Cellular, and Developmental Biology Ph.D.

Report of the Policies and Student Petitions, (PSP) Subcommittee
(Dr. Walton, reporting)

Recommendations on Provisional Admission and Academic Probation Policy were presented for discussion. This was an initial review and update on progress. The recommendations will be brought back for additional review at a later date.

Old Business
(Dr. Latta, reporting)

Dr. Latta reported that the grading basis has been approved by University Senate. Once final, departments will be given the option of adopting this scale for the grading of thesis/dissertation or changing to an A-F grading basis. S/U will no longer be a grading option.

There being no further business, the meeting was adjourned by Dr. Steele at 11:50 p.m.

Upcoming Meetings
The next meeting of the Committee on Graduate Studies is Thursday, April 21, 2016, 11:00 a.m., 210 Strong Hall.

Respectfully submitted by Emily Dodson, COGA.

II. Program and Curricular Changes (PCC) Report
(Dr. Justin Blumenstiel, reporting)

A. Curricular Changes for Approval

COURSE CHANGES: ABSC 901, ABSC 921, ABSC 931, ABSC 981

COURSE DEACTIVATIONS: ABSC 951, EALC 766, ISP 879

APPLIED BEHAVIORAL SCIENCE

CHANGE: COURSE NUMBER / TITLE / DESCRIPTION / PREREQUISITE
ABSC 831 The Analysis of Verbal Behavior (3)
A graduate seminar on the analysis of human behavior, grounded in basic behavioral principles. The focus is on the process and products of human development, among them motivation/emotion, social behavior, personality, sensation/perception, language, cognition, creativity, attitudes/beliefs, consciousness/unconsciousness, purpose/will, and values. The course is pre-approved by the Behavior Analysis Certification Board® for its BCBA® certification requirements. Prerequisite: ABSC 800 and Master's degree in Applied Behavioral Science or instructor permission. SEM.

ABSC 901 Analysis of Everyday Human Behavior (3)

An advanced graduate seminar on the analysis of everyday human behavior, grounded in behavior-analytic principles, concepts, and theory. It covers the process and products of, for example, biological and behavioral development; sensation and perception; motivation and emotion; personality and social behavior; language, cognition, and creativity; attitudes and beliefs, consciousness and unconsciousness, and purpose, will, and values. Prerequisite: ABSC 800 or instructor permission. SEM.

Grading Basis: A-D (+/-)FI
Typically Offered Fall Semester
This course is required for the ABSC PhD
This course may not be repeated for credit

JUSTIFICATION: None provided. Similar to other updates.

CHANGE: TITLE / DESCRIPTION / COURSE TYPE / PREREQUISITE
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 921 History and Systems of Psychology (3)

An advanced graduate seminar on the history and systems of psychology from Greek antiquity to the 21st century, with an emphasis on psychology as a natural science. It covers the history of science (e.g., evolution vs. revolutions), the philosophy of science (e.g., ontology, epistemology), psychology's foundings (e.g., as a science, humanity, or practice), and psychology's early, later, and current systems (e.g., structuralism, functionalism, behaviorism, psychoanalysis, phenomenalism, humanism, cognitivism). Historiographic issues and methods are addressed throughout (e.g., great person vs. Zeitgeist history, presentism vs. historicism). Prerequisite: ABSC 800 or a Master’s in psychology or related discipline or instructor permission. SEM.
Grading Basis: A-D (+/-)FI
Typically Offered Spring Semester
This course is an elective
This course may not be repeated for credit

JUSTIFICATION: The new title reflects sensitivity to the evolving nature of knowledge. The new description better describes the course content. The prereq change broadens the prerequisite. The new course type corrects the course type of the original course. It has always been a seminar.

CHANGE: TITLE / DESCRIPTION
ABSC 931 Verbal Behavior (3)
(OLD) 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 800, advanced coursework in psycholinguistics or linguistics, or instructor permission. SEM.

ABSC 931 The Analysis of Verbal Behavior (3)
(NEW) An advanced graduate seminar on verbal behavior, grounded in behavior-analytic principles, concepts, and theory. Although focused on the verbal behavior of the proficient speaker, it also covers verbal behavior’s evolutionary and biological bases, the development and structure of verbal behavior, the training and remediation of verbal behavior, and critiques and rebuttals to the analysis (e.g., Chomsky’s). Prerequisite: ABSC 800, advanced coursework in psycholinguistics or linguistics, or instructor permission. SEM.

Grading Basis: A-D (+/-)FI
Typically Offered Fall Semester
This course is required for ABSC PhD
This course may not be repeated for credit

JUSTIFICATION: The new title is more descriptive of the course and hews closer to the field’s common phrasing. The new course description better describes the course content. It also uncouples national accreditation and certification from the course, as these may change or apply to different courses in the future.

CHANGE: DESCRIPTION / PREREQUISITE
ABSC 981 History of Behavior Analysis (3)
An advanced graduate seminar on the long past, short history, recent origins, and modern history of applied behavioral science. This includes the field's history, internally: its conceptual system, sciences and discipline, profession, and institutions. It also includes the field's history, externally, for instance, the history of Western philosophy, science, American culture, and the behavioral and social sciences. Historiographic issues are addressed throughout. Prerequisite: ABSC 800 and Master's degree in ABSC or Instructor permission. SEM.

ABSC 981 History of Behavior Analysis (3)
An advanced graduate seminar on the history of behavior analysis from Greek naturalism to the 21st century. It covers the history and philosophy of science and psychology (e.g., evolution vs. revolutions, ontology, epistemology); the long past, short history, and recent origins of behavior analysis in cultural context (e.g., Social Progressivism); historical and conceptual relations between behavior analysis and other systems (e.g., behaviorism, psychoanalysis, phenomenalism, cognitivism); and historiographic issues and methods (e.g., great person vs. Zeitgeist history, presentism vs. historicism). Prerequisite: ABSC 800 or instructor permission. SEM.

Grading Basis: A-D (+/-)FI
Typically Offered Fall Semester, Odd Year
This course is required for ABSC PhD
This course may not be repeated for credit

JUSTIFICATION: The new course description better describes the course content and in more detail. The prerequisite change broadens the prerequisite from, in part, a Master’s degree in ABS and ABSC 800 to just ABSC 800. The content of ABSC 800 is more important than when students receive their Master’s degree.

CHANGE: DEACTIVATION
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 800, advanced coursework in cognitive psychology, or instructor permission. SEM.

JUSTIFICATION: The content of this course is now incorporated into ABSC 901 Analysis of Everyday Human Behavior and ABSC 931 The Analysis of Verbal Behavior. The course was only taught once in the late 1980s and not since then.
EAST ASIAN LANGUAGES AND CULTURES

CHANGE: DEACTIVATION
EALC 766  Japanese People: Their Culture and Literature (3)
A study of Japanese people's life cycle through a combination of theoretical social scientific observations of Japanese as a cultural group and personal literary descriptions of them. An individual research paper is required. (Not open to students with credit in EALC 366.) LEC.

JUSTIFICATION: This course will not be offered in the Summer 2016 semester. The course has not been offered in the last 10+ years due to the retirement of the instructor and will not be offered in the future. The undergraduate iteration of this course (EALC 366) has also been submitted for retirement. Department faculty does not have an interest in redeveloping this course for future offerings and wishes to retire it at this time.

INDIGENOUS STUDIES

CHANGE: DEACTIVATION
ISP 879  Water Law (2.5-3)
(OLD) A study of water rights including the riparian and prior appropriation doctrines for surface water, and the various doctrines for groundwater. Private and public water distribution organizations, and special water districts. Water pollution control. Interstate conflicts over water resources. Federal government involvement in water distribution including federal powers and programs. Indian and reserved rights. Kansas water law. (Same as LAW 995.) Prerequisite: Permission from instructor. LEC.

JUSTIFICATION: After consulting with the course instructor and law school registrar, it has been determined that the course no longer meets ISP's requirement for minimum Indigenous content. We would like to deactivate ISP 879.

B. Program Changes for Approval

a. Change to existing degree – Chemistry, M.S.
OLD (Current)

*M.S. Degree Requirements*

Each student must complete (with a B- or better) a distribution requirement consisting of two courses selected from the following list of introductory courses in the 4 major areas of study:

- CHEM 720 Fundamentals and Methods of Analytical Chemistry 3
- CHEM 730 Coordination and Organometallic Chemistry 3
- CHEM 740 Principles of Organic Reactions 3
- CHEM 750 Introduction to Quantum Mechanics 3
- CHEM 760 Introduction to Chemistry in Biology 3

In addition, the student must also complete (with a B- or better) CHEM 701 (Laboratory Safety in the Chemical Sciences).

The minimum total credit hours required for the master’s degree is 30.

The candidate for the master’s degree must complete a thesis that does not exceed one-third of the credit hours and demands the solution of some research problem in chemistry. The remaining work may consist of additional specialized courses in chemistry or in related fields such as physics, mathematics, microbiology, biochemistry, or chemical engineering. Students completing a master’s thesis in chemical education must take EPSY 715 Understanding Research in Education and EPSY 710 Introduction to Statistical Analysis. Courses from outside the department cannot be from more than 2 departments.

At the time of the completion of the thesis, a candidate for the master’s degree must pass an oral thesis defense (examination) administered by a committee of three members of the department’s Graduate Faculty.

NEW (Proposed)

CHANGE TO MINIMUM COURSE GRADE REQUIRED

*M.S. Degree Requirements*

Each student must complete (with a B or better) a distribution requirement consisting of two courses selected from the following list of introductory courses in the 4 major areas of study:

- CHEM 720 Fundamentals and Methods of Analytical Chemistry 3
- CHEM 730 Coordination and Organometallic Chemistry 3
- CHEM 740 Principles of Organic Reactions 3
- CHEM 750 Introduction to Quantum Mechanics 3
In addition, the student must also complete (with a B or better) CHEM 701 (Laboratory Safety in the Chemical Sciences).

The minimum total credit hours required for the master’s degree is 30.

The candidate for the master’s degree must complete a thesis that does not exceed one-third of the credit hours and demands the solution of some research problem in chemistry. The remaining work may consist of additional specialized courses in chemistry or in related fields such as physics, mathematics, microbiology, biochemistry, or chemical engineering. Students completing a master’s thesis in chemical education must take EPSY 715 Understanding Research in Education and EPSY 710 Introduction to Statistical Analysis. Courses from outside the department cannot be from more than 2 departments.

At the time of the completion of the thesis, a candidate for the master’s degree must pass an oral thesis defense (examination) administered by a committee of three members of the department’s Graduate Faculty.

*Justification: The Department voted unanimously to raise the required grades for courses from a B- to a B. The Department does not believe that a grade of B- reflects mastery of the required subjects.*

b. Change to existing degree – Chemistry, Ph.D.

OLD (Current)

**Ph.D. Degree Requirements**

Each Ph.D. aspirant must complete the following course requirements:

1. Distribution Requirement: Complete the same distribution requirement as for the Master of Science in chemistry.
2. Complete with a B– or higher 4 courses at the 700 level or above in chemistry or a related area. The list of courses to be completed must be agreed upon by the student and the student’s research advisor and approved by the Graduate Affairs Committee before the beginning of the student’s second semester in the program. (Changes to the list can only be made with the approval of the student, the research advisor, and the graduate affairs committee.) Note: these 4 courses represent a minimal set and do not preclude the student, with consultation of the research advisor, from taking additional courses in support of the research effort.
3. Complete CHEM 700 (Responsible Scholarship in the Chemical Sciences) and CHEM 701 (Laboratory Safety in the Chemical Sciences) with a B- or better. CHEM 701 satisfies the university's Responsible Scholarship requirement for the chemistry Ph.D.
These courses must be satisfactorily completed before a student takes the comprehensive oral examination.

The aspirant also must fulfill the following requirements:

1. A comprehensive oral examination must be completed. The student must prepare a written, original research proposal before the examination is scheduled. The proposal must be presented and defended orally at the examination; however, the examination is comprehensive in nature. The student must be prepared for questions on a range of topics in the discipline. It should be noted that requirements (1) and (2) must be completed before the comprehensive oral examination can be taken. Failure to pass the oral examination before the beginning of the fourth year of graduate study leads to ineligibility for support by departmental or research funds.
2. A dissertation based on original work of high quality in one of the principal fields of chemistry must be completed.
3. A final oral examination and defense of the dissertation must be completed.

For further details, see Doctoral Degree Requirements, Doctor of Philosophy in the Graduate Studies section of the online catalog.

NEW (Proposed)
CHANGE TO MINIMUM COURSE GRADE REQUIRED

**Ph.D. Degree Requirements**

Each Ph.D. aspirant must complete the following course requirements:

1. Distribution Requirement: Complete the same distribution requirement as for the Master of Science in chemistry.
2. Complete with a B or higher 4 courses at the 700 level or above in chemistry or a related area. The list of courses to be completed must be agreed upon by the student and the student’s research advisor and approved by the Graduate Affairs Committee before the beginning of the student’s second semester in the program. (Changes to the list can only be made with the approval of the student, the research advisor, and the graduate affairs committee.) **Note:** these 4 courses represent a minimal set and do not preclude the student, with consultation of the research advisor, from taking additional courses in support of the research effort.
3. Complete CHEM 700 (Responsible Scholarship in the Chemical Sciences) and CHEM 701 (Laboratory Safety in the Chemical Sciences) with a B or better. CHEM 701 satisfies the university's Responsible Scholarship requirement for the chemistry Ph.D.

These courses must be satisfactorily completed before a student takes the comprehensive oral examination.

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3. A final oral examination and defense of the dissertation must be completed.

For further details, see Doctoral Degree Requirements, Doctor of Philosophy in the Graduate Studies section of the online catalog.

*Justification: The Department voted unanimously to raise the required grades for courses from a B- to a B. The Department does not believe that a grade of B- reflects mastery of the required subjects.*

c. Change to existing degree – Environmental Assessment, PSM

OLD (Current)

All PSMs must include a core of business, communication, and project management skills.

P.S.M. Core (12)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENTR 701</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>PMGT 833</td>
<td>Management of Internal Projects for Scientists and Technical Professionals</td>
<td>3</td>
</tr>
<tr>
<td>COMS 730</td>
<td>Writing and Speaking for Decision Makers</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 708</td>
<td>Accounting and Finance for Professionals</td>
<td>3</td>
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Concentration (12)

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<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>EVRN 616</td>
<td>Environmental Impact Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EVRN 721</td>
<td>Environmental Regulation and Policy</td>
<td>3</td>
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Select two from:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EVRN 611</td>
<td>Water Quality, Land Use, and Watershed Ecosystems</td>
<td>3</td>
</tr>
<tr>
<td>EVRN 740</td>
<td>Soil Science for Environmental Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EVRN 750</td>
<td>Environmental Air Quality Assessment</td>
<td>3</td>
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Related Electives (6)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EVRN 510</td>
<td>Advanced Environmental Applications in Geospatial Techniques</td>
<td>3</td>
</tr>
<tr>
<td>EVRN 535</td>
<td>Soil Geography</td>
<td>3</td>
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Choose 2 courses

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<tr>
<th>Course Code</th>
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<tbody>
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<td>Soil Geography</td>
<td>3</td>
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</tbody>
</table>
**EVRN 656**  Ecosystem Ecology  
**EVRN 730**  Environmental Toxicology  
**EVRN 745**  Environmental Data Analysis and Statistics  

Capstone (3)  
**EVRN 815**  Professional Science Masters Capstone  

Total Hours  
1 Elective courses will be determined by advisor and student

**NEW (Proposed)  
ADDED COURSE OPTIONS**

All PSMs must include a core of business, communication, and project management skills.

**P.S.M. Core (12)**  
**ENTR 701**  Entrepreneurship  
or **PUAD 845**  Organizational Analysis and Public Management  
**PMGT 833**  Management of Internal Projects for Scientists and Technical Professionals  
or **PUAD 607**  Introduction to Project Management  
**COMS 730**  Writing and Speaking for Decision Makers  
or **COMS 811**  Applied Organization Communication  
**ACCT 708**  Accounting and Finance for Professionals  
or **PUAD 837**  Budgeting and Resource Allocation

**Concentration (12)**  
**EVRN 611**  Water Quality, Land Use, and Watershed Ecosystems  
**EVRN 616**  Environmental Impact Assessment  
**EVRN 721**  Environmental Regulation and Policy  

Select two from:  
**EVRN 611**  Water Quality, Land Use, and Watershed Ecosystems  
**EVRN 740**  Soil Science for Environmental Assessment  
**EVRN 750**  Environmental Air Quality Assessment

**Related Electives (6)**  
Choose 2 courses  
**EVRN 510**  Advanced Environmental Applications in Geospatial Techniques  
**EVRN 535**  Soil Geography  
**EVRN 656**  Ecosystem Ecology  
**EVRN 730**  Environmental Toxicology  
**EVRN 745**  Environmental Data Analysis and Statistics

Capstone (3)  
**EVRN 815**  Professional Science Masters Capstone  

Total Hours  
33
Elective courses will be determined by advisor and student

Justification: The PSM-Environmental Assessment Program has had – and likely will continue to have – a number of students who currently perform environmental work in the government/non-profit sector or anticipate a career in the government/non-profit sector. The current choice of professional skills courses, which is oriented toward private-sector work, therefore may not be the most appropriate for these students. We therefore add course options from the School of Public Affairs and Administration.

d. Change to existing degree – Psychology, Ph.D, Cognitive and Brain Science Program (CBS)

OLD (Current)

Cognitive and Brain Sciences

Evanagelia G. Chrysikou, Cognitive and Brain Sciences Program Director

The cognitive and brain sciences program seeks students with the intellectual potential, motivation, and quantitative aptitude to engage in productive scholarship in a basic or applied area of interest.

Interdisciplinary training is also available in

- 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 include memory, cognitive development, language, perception, attention, aging, and cognition.

Recent graduates have found employment in academic programs, research organizations, and applied research units in industry and government. The rate of employment for graduates is high. General program requirements are listed below. Applicants are encouraged to consult the department’s website for details.

The admission process includes evaluation of submitted materials and may include additional interviews by individual faculty members, as appropriate. The program follows a mentorship model; students are admitted to work with specific faculty members rather than to the program at large. During the application process, applicants are encouraged to contact faculty members with whom they are interested in working.
**General Program Requirements**
(with recommended completion time)

- Research activity (continuous)
- Course requirements (before oral comprehensive examinations)
- Master’s thesis and oral defense (year 2 or 3)
- Written preliminary examination (year 3 or 4)
- Research skills and responsible scholarship requirement (year 3 or 4)
- Comprehensive oral examination (year 4 or 5)
- Dissertation and oral defense (year 5 or 6)

**Course Requirements**

<table>
<thead>
<tr>
<th>Statistics/Methods Core (13)</th>
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<tbody>
<tr>
<td>(12 hours by the end of the third year)</td>
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<tr>
<td><strong>PSYC 790</strong> Statistical Methods in Psychology I</td>
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<tr>
<td>1 additional advanced quantitative psychology course</td>
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<td><strong>PSYC 982</strong> Issues in Scientific Conduct</td>
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<td><strong>PSYC 983</strong> Methodology</td>
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<th>Content Core (9)</th>
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<tr>
<td>(9 hours by the end of the second year)</td>
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<tr>
<td><strong>PSYC 723</strong> Advanced Cognitive Psychology</td>
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<td>Plus 2 subsequent classes in spring semester; these have previously included:</td>
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<tr>
<td><strong>PSYC 725</strong> Cognitive Neuroscience</td>
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<td><strong>PSYC 737</strong> Psycholinguistics II</td>
</tr>
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<td><strong>PSYC 757</strong> Theories of Perception</td>
</tr>
<tr>
<td><strong>PSYC 831</strong> Advanced Human Learning and Memory</td>
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<tr>
<td><strong>PSYC 870</strong> Cognitive Development</td>
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<th>Breadth/Depth (12)</th>
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<tbody>
<tr>
<td>(12 hours before oral comprehensives)</td>
</tr>
<tr>
<td>Breadth I and II</td>
</tr>
<tr>
<td>Depth I and II</td>
</tr>
<tr>
<td>Breadth/depth courses may come from a number of sources, depending on student interests</td>
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and advisor suggestions. Students are expected to use this requirement to gain additional specialization in 2 areas in addition to cognitive psychology. Examples include Quantitative (courses in psychology and PRE), Language (courses in linguistics or speech-language-hearing), Neuroscience (courses in psychology, biology, or pharmacology), Philosophy, or Computer Science. These courses also can be used to help meet research skills and responsible scholarship requirements with breadth goals set out by the advisor.

Seminar (continuous enrollment) (1)

| PSYC 902 | Proseminar in Experimental Psychology | 1 |

NEW (Proposed)
SEE ADDENDUM FOR SUMMARY OF CHANGES

**Cognitive and Brain Sciences**

**Evangelia G. Chrysikou, 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 6
- **PSYC 860** Affective Science
- **PSYC 870** Cognitive Development

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 3-
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
- **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 993** Seminar: _____ (Seminar Topic: Missing Data Analysis)
- **PSYC 984** Missing Data Analysis

### 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 836  Genetics of Communication and Learning Disorders
SPLH 846  Language Disorders of Adults
SPLH 850  Language Disorders Secondary to Closed Head Injury and Dementia
LING 715  Linguistics and Second Language Acquisition

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 986  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, prosemantics), 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. Chrysikou, at lilachrysikou@ku.edu.

Justification: See addendum for a brief summary of changes. Our goal with the revised
CBS curriculum is to train students to become productive researchers, by requiring them
to carry out, write up, and present their research projects both within (e.g., in classes,
prosem presentations), but also outside (e.g., grant applications, national conferences) of
the program. Our new CBS course and research requirements emphasize this goal and
are designed to provide students with the background and tools they need to produce
high quality research on their own.

*These proposed changes to CBS curriculum are not related to (and do not impact) the
other programs within the Psychology PhD.

The main objective of our revised CBS curriculum is to help students master the skills
required to accomplish high quality research within the Cognitive & Brain Sciences. The
motivation for redesigning the CBS curriculum is threefold: (1) CBS faculty’s aim to
ensure that we are providing meaningful graduate training in this area primarily through
courses offered or research activities organized by CBS faculty; (2) our intention to
construct a CBS curriculum that provides solid foundations for research in the Cognitive
& Brain Sciences, one that is also flexible to allow students’ research to feature the
interdisciplinary nature of our field; and (3) the interest of CBS students for more
structure in the curriculum, more classes offered regularly by CBS faculty, but also the
opportunity for acquiring expertise in additional—supplementing their primary—areas of
research focus (e.g., computer science, linguistics, neuroscience), through approved
elective course sequences.

The revised CBS curriculum intends to highlight a key aspect of our program, namely the
early and in-depth engagement in research. In the context of our mentorship model,
students join a laboratory and begin to design and are expected to carry out a research
project in their first and second semesters. They will be required to write a paper based on research they have performed during that time, as well as give a talk in our proseminar at the end of their first year in the program (First Year Project). The purpose of the First Year Project is to encourage engagement in research as early as possible, such that the student and their advisor can identify strengths and weaknesses to be addressed before the student’s MA thesis. The student’s 2nd-year project and paper generally result in the awarding of an MA degree. These activities are intended to place students on a concrete timeline and provide them with the preparation necessary to complete the program within the maximum duration of 5 years.

With our current list of primary and affiliate CBS faculty, we intend to encourage students to collaborate with more than one faculty member, either within the CBS Psychology faculty or in collaboration with affiliate CBS faculty in other departments (e.g., Linguistics, SPLH, etc.).

Our goal with the revised CBS curriculum is to train students to become productive researchers, by requiring them to carry out, write up, and present their research projects both within (e.g., in classes, prosemin presentations), but also outside (e.g., grant applications, national conferences) of the program. Our new CBS course and research requirements emphasize this goal and are designed to provide students with the background and tools they need to produce high quality research on their own.

III. Policies and Student Petitions, (PSP) Report  
(Dr. Alesia Woszidlo, reporting)

B. Second Reading - Recommendations on Provisional Admission and Academic Probation Policy

IV. Old Business

V. New Business