Meeting of the College Assembly
College of Liberal Arts & Sciences
Kansas Room, Kansas Union
May 4, 2004
4:00 p.m.

AGENDA

I. APPROVAL OF APRIL 6, 2004 MINUTES

II. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)
Presented by Terry Slocum; submitted by Emily Eichler


B. For Approval by College Assembly

CGS recommends the approval of the following:

1. Department of English – Proposal for a Master of Fine Arts in Creative Writing
2. Department of Political Science – Revisions of the MA Material in the Graduate Catalog
3. Department of Human Development and Family Life – Proposed Changes in the Master’s and Doctoral Degrees
III. REPORT OF THE COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING (CUSA) Presented by Nancy Baym, CUSA Chair; submitted by Andrea Noltner

A. Curricular Changes:


B. Degree Requirements:

1. SI Principal Course Status for:
   a. ABSC 100—Introduction to Applied Behavioral Science
   b. ABSC 101—Introduction to Applied Behavioral Science, Honors
   c. SOC 305—Principles of Self and Society
2. SF Principal Course Status for:
   a. ABSC 310—Building Healthy Communities
   b. ABSC 311—Building Healthy Communities, Honors
   c. SOC 306—Principles of Social Problems
3. SC Principal Course Status for SOC 308—Principles of Family Sociology
4. Non-Western Culture Status for:
   a. AAAS 598/HIST 598—Sexuality and Gender in African History
   b. One section of ANTH 501—Topics in Sociocultural Anthropology: Intro to Aboriginal Studies
   c. EALC 131—Myth, Legend, and Folk Beliefs in East Asia, Honors
5. New Technical Writing Certificate

C. Reports of Action

1. Clarification for English Major Requirements
2. Change to Human Development and Family Life Major and Minor
3. Change to Religious Studies Major

IV. Results from College Assembly Council Ballots
COLLEGE COMMUNICATIONS

I. MINUTES OF THE COLLEGE ASSEMBLY, APRIL 6, 2004

The meeting was called to order by Dean Kim Wilcox.

The first order of business was the approval of the March 2, 2004 minutes. The minutes were approved as published.

The CGS report was presented by Terry Slocum. Professor Slocum moved for the approval of proposed curricular changes. A vote was taken and the motion carried.

The CUSA report was presented by Nancy Baym. Professor Baym moved for the approval of the proposed curricular changes. A vote was taken and the motion carried.

Professor Baym mentioned the Reports of Action. Professor Baym then moved for the approval of the corrections to the CUSA report from the March meeting, noted in New Business. A vote was taken and the motion carried.

Dean Wilcox adjourned the meeting at 4:05 p.m.

Respectfully Submitted

Emily Eichler
Recording Secretary
II. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)
Presented by Terry Slocum; submitted by Emily Eichler

A. CURRICULAR CHANGES

CHANGE: COURSE DESCRIPTION, CROSS LISTING

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

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NEW COURSE

ENGL 803 Practicum in the Teaching of Creative Writing (1) H
A course for graduate teaching assistants pursuing M.F.A. or Ph.D. with emphasis in Creative Writing who have completed ENGL 801 and 802. Normally taken in the third year. Concerns primarily the pedagogy of creative writing: workshop techniques, approaches to conferencing, revision strategies, and the like. Includes weekly group meetings as well as class visitations and individual conferences. May not be repeated for credit toward graduate degree.

CHANGE: DELETE

HDFL 707 An Interdisciplinary Approach to Early Intervention with the Handicapped (3)
Focus on pooling knowledge from the various disciplines that deal with young children, so as to design strategies for individual early interpretation and treatment by an interdisciplinary team. Designed for students from disciplines such as social work, speech pathology, psychology, nutrition, audiology, special education, physical therapy, nursing, child development and other related fields. Prerequisite: A basic child development course or consent of instructor. LEC
HDFL 718  Determinants of Infant Development: _____ (3)
A seminar devoted to a review of current data concerning the variables that affect the early developmental process. May be taken more than once as long as repetitions involve different subtitles. Prerequisite: HDFL 160, HDFL 161, or HDFL 432. LEC

HDFL 722  Special Problems of Preschool Children and Teachers (1-6)
This course is designed to better equip nursery school teachers (and others working with young children) to create an environment in which children are maximally likely to learn and develop along intellectual, social, and personal dimensions. It emphasizes techniques that focus on the behaviors and attitudes of adults toward young children in preschool settings. Prerequisite: HDFL 160, HDFL 161, or HDFL 432, or concurrent with working in a preschool setting. RSH

HDFL 724  Topics in Children’s Learning: _____ (3)
A seminar devoted to topics related to the learning process, intellectual, and cognitive development. May be taken more than once as long as repetitions involve different subtitles. Prerequisite: HDFL 160, HDFL 161, or HDFL 432. LEC

HDFL 740  Systems and Methods of Observing Children’s Behavior (3)
The course will focus on the different systems and methods available for collecting, analyzing, and interpreting data dealing with children’s behavior in natural and contrived settings. Emphasis will also be placed on different theoretical orientations and associated methodological approaches across different components of development (physical, social, psychological, emotional, etc.). Prerequisite: Graduate status in educational psychology and research, human development, or psychology; equivalent experience for seniors. LEC

HDFL 750  Research in Behavioral Biology and Neurochemistry (1-10)
Laboratory work devoted to the experimental analysis of various molecular interactions in the central nervous system and their relationship to specific behavioral patterns. These investigations will include the study of CNS protein chemistry, enzymology, and neurotransmitter functions under basal conditions and during the elaboration of certain behaviors. This course to be taught each semester. Prerequisite: Background in chemical and behavioral sciences. RSH

HDFL 760  Systematic Analyses of Behavior I (1-3)
A continuing examination and development of the methods of the analysis of behavior. May be repeated. Prerequisite: Consent of instructor. LEC

HDFL 771  Experimental Research in Community Settings (3)
An advanced course in the experimental design and analysis of community settings that allows the student to concentrate his or her study upon selected experimental problems or research techniques and allows him or her to carry independent research projects. Prerequisite: Consent of instructor. LAB
HDFL 780  Field Instruction in Research (1-10)
On-site experience in research provided under the supervision of departmental faculty and qualified professionals in a research organization. Special attention given to ethical issues, issues of informed consent, research design, adequate controls, and evaluation in applied research setting. Designed to give students supervised practical experience in conducting research in real life situations. Frequent meetings with faculty will assist students in solving practical problems and relating experiences to course work. Prerequisite: Major in human development and family life or consent of instructor. RSH

HDFL 781  Field Instruction in Training (1-10)
On-site experience in training paraprofessionals or students provided under the supervision of departmental faculty and qualified professionals in a training organization. Special attention given to problems of designing, developing, and evaluating training programs. Designed to give students supervised practical experience in conducting professional activities in real life situations. Frequent meetings with faculty in solving practical problems and relating experiences to course work. Prerequisite: Major in human development and family life or consent of instructor. FLD

HDFL 782  Field Instruction in Applied Research Administration (1-10)
On-site experience in administering applied research programs provided under supervision of departmental faculty and qualified professionals in research or training organization. Special attention given to selecting and supervising personnel, budgeting for research and training. Designed to give students supervised practical experience conducting professional activities in real life situations. Frequent meetings with faculty will assist students in solving practical problems and relating experiences to course work. Prerequisite: Major in human development and family life or consent of instructor. FLD

HDFL 783  Field Instruction in Child Care (1-10)
On-site experience providing direct services to children under supervision of departmental faculty and qualified professionals in service-delivery organization. Emphasis given to determining appropriate goals of child care and study of interaction patterns between children and child-care personnel. Frequent meetings with faculty in solving practical problems and relating experiences to course work. Prerequisite: Major in human development and family life or consent of instructor. FLD

HDFL 789  Practicum in Educational Psychological/Rehabilitative Services:_____ (3-6)
This course is to serve 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 will consist of participation in professional activities associated with the practicum program and a report of these activities to the instructor. Prerequisite: Consent of instructor. FLD

HDFL 790  Special Practicum for Allied Professionals (2-6)
Professionals in fields such as journalism, social welfare, psychology, etc., may have career interests that include work with or in behalf of young children. This practicum is individualized to provide a student with the opportunity to work with young children in a group setting in order to extend his or her professional skills. Prerequisite: Consultation with instructor in advance. FLD
HDFL 791  Practicum I: Group Care of Young Children (1-5)
A course covering the specification of learning goals, implementation and evaluation of curriculum design management of groups of young children. May be repeated more than once up to a total of five hours. Prerequisite: Concurrent teaching with a group of young children, human development and family life major, and consultation with instructor. FLD

HDFL 792  Practicum II: Intervention into Individual Child Environments (1-5)
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 more than once up to a total of five hours. Prerequisite: Concurrent work with individual children, human development and family life major, and consultation with instructor. FLD

HDFL 793  Practicum III: Services to Child-Care Consumers, Providers, and Related Agencies (1-5)
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 in their behalf. May be repeated to a maximum of five hours. Prerequisite: Participation in an appropriate setting, human development and family life major, and consultation with instructor. FLD

HDFL 794  Practicum with Handicapped Children (1-5)
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 children with special needs as well as group management and group curriculum planning. May be repeated more than once to a total of 5 credit hours. Prerequisite: Concurrent with Early Childhood Sequence. Consultation with instructor. FLD

HDFL 795  Practicum in Supervision: Early Childhood Programs (1-3)
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. Prerequisite: HDFL 791 and concurrent placement in an early childhood program approved by Child Development Laboratory faculty. FLD

HDFL 799  Advanced Topics in Child Development: _____ (3)
A course offering detailed discussion of complex processes in child development, with special emphasis on applications and alternative theoretical accounts of child development. Prerequisite: Consent of instructor. LEC

HDFL 800  Research in Child Development (1-10)
Original investigations of some unsolved problem relating to child development. RSH

HDFL 803  Experimental Child Study (3)
A graduate level introduction to general problems of research with children. Emphasis will be upon the logic of experimentation (as contrasted to that of survey and correlational
modes of study) and upon both single subject and groupfactorial experimental designs. Examples of experimental child research from a variety of areas within child study will be examined both for design and content. This course is intended as one of the early required courses of the joint Ph.D. program in developmental and child psychology. Prerequisite: Graduate standing in the developmental and child psychology program, or consent of instructor. LEC

HDFL 808 Practicum in Community Health Promotion (1-5)
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 no more than ten hours total. Prerequisite: Consent of instructor. FLD

HDFL 811 Developmental Assessment Practicum: _____ (2-4)
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. Prerequisite: HDFL 810 or an equivalent course. FLD

HDFL 823 Clinical Practicum in Pediatric Psychology (1-5)
Supervised experience with pediatric patients referred for behavior problems. Including, for example, temper tantrums, enuresis, encopresis, and hyperactivity. 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. Prerequisite: HDFL 705 and consent of instructor. FLD

HDFL 833 Directed Readings in Child Development (3-5)
Designed to meet the needs of advanced students whose study in child development cannot be met with present courses. RSH

HDFL 842 Seminar in Child, Adolescent and Human Development (3)
New areas of research concerned with developmental issues surrounding child-parent relationships, the need for independence, and effective treatment procedures. Procedures effective in reducing institutionalization and recidivism. Prerequisite: Graduate standing in human development or consent of instructor. LEC

HDFL 843 Practicum and Evaluation in Human Development and Child Care (3)
Supervised practical experience in a human development or child-care setting. Opportunity for students to learn about the operation of a typical program. Regular individual and staff conferences with faculty to evaluate student progress. Prerequisite: Graduate standing in human development or consent of instructor. FLD

HDFL 844 Advanced Practicum and Evaluation in Human Development and Child Care (3)
Supervised practical experience in a human development or child-care setting. Opportunity for students to assume responsibility for the operation of a typical program. Regularly scheduled individual and staff conferences with faculty to evaluate student progress. Prerequisite: Graduate standing in human development or consent of instructor. FLD
**HDFL 849**  Advanced Practicum in Gerontology (1-5)
Supervised practical experience in working with elders in home, community, or institutional settings. Regular individual conferences with faculty to evaluate student progress. Prerequisite: Graduate standing in human development or consent of instructor. FLD

**HDFL 850**  Behavioral Consultation with Group Home Staff (3)
This course is designed to provide students with a conceptual framework and supervised practical experience in behavioral consultation for child-care staff in group home treatment settings. Emphasis to be placed on behavioral observation, measurement, and report presentation. Prerequisite: Consent of instructor. LEC

**HDFL 851**  Research in Development of Adult Behavior (1-5)
Supervised, original investigations of unsolved problems in the development of adult behavior. Will provide opportunities to obtain research experience prior to thesis research, or may be taken concurrently with thesis research to provide a broader base of research experiences. As deemed appropriate by the instructor, the course can be focused on any combination: literature research, research planning and preparation, conducting research, analyzing data, writing research reports, or preparing oral reports of completed research. Prerequisite: Consent of instructor. RSH

**HDFL 852**  Directed Readings in Adult Development (1-5)
Supervised readings in topical areas that are not covered in other courses and seminars. A program of study, conferences, and reports will be developed by the instructor and student for each enrollment. RSH

**HDFL 855**  Practicum in Consumer Evaluation of Behavior Programs (3)
A practicum course designed to provide students with the knowledge, background, and practical experience in the conduct of consumer evaluations for behavior treatment programs. Prerequisite: Consent of instructor. FLD

**HDFL 888**  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. Prerequisite: Graduate standing or consent of instructor. LEC

**HDFL 900**  Research in Child Development (1-10)
Original investigations of some unsolved problem relating to child development. RSH

**HDFL 901**  Seminar: _____ (3)
Each seminar will examine the literature and research methods of a specialized field of human development and social behavior. Topic and instructor will be announced in the Timetable. Seminars will be offered by different instructors on different topics and a student may take more than one topic. LEC
HDFL 902  Problems of the Preschool Child (1-3)
A laboratory course in research on problems of the preschool child with special emphasis on behavioral modification studies of personal-social and preacademic skills behavior. Data discussion section meets weekly. Laboratory coincident with preschool sessions. May be taken more than once up to a total of 8 credits. RSH

HDFL 903  Observational and Analysis Techniques in the Study of Human Behavior (1-3)
Discussion and reports of current problems in the observation, recording, and analysis of human behavior. The purpose of this seminar is to discuss potential solutions to these current problems and to implement these prescribed solutions in current research of the students. Prerequisite: Graduate standing. LEC

HDFL 905  Family Life Research Studies (2)
A survey and critical evaluation of selected research studies in the field of marriage and family relationships. Prerequisite: General psychology, elementary sociology, marriage and family relationships or the family, and human physiology or its equivalent. LEC

HDFL 906  Research in Community Life (1-10)
Original investigations of some unsolved problem relating to community life. RSH

HDFL 907  Research in Nutrition (1-10)
Original investigations of some unsolved problem relating to nutrition. RSH

HDFL 910  Seminar in Foods and Nutrition (3)
Discussion of and reports on current literature related to foods and nutrition. LEC

HDFL 912  Proseminar in Experimental Community Research (1-3)
Proseminar devoted to presentations of research proposals and accomplishments. Speakers are drawn from community life and related staff, visiting scientists, and from graduate students. Prerequisite: Graduate standing in community life or consent of instructor. LEC

HDFL 915  Issues and Methods in Behavioral Biology and Neurochemistry (1-3)
New techniques and methods in the fields of neurochemistry, neurophysiology, and behavioral biology will be presented and critically analyzed. This course to be taught fall semester. Prerequisite: Consent of instructor. LEC

HDFL 916  Concepts in Brain Research (1-3)
This course will involve the examination of both the theoretical and methodological aspects of the multidisciplinary approaches to the area of brain research. This course to be taught spring semester. Prerequisite: Consent of instructor. LEC

HDFL 917  Biobehavioral Plasticity and Development (3)
A course on developmental malleability in human and infrahuman behavioral systems, with an emphasis on the biological and physiological mechanisms underlying this malleability.
The course includes a review of general concepts involved with early experience effects, coverage of specific lasting effects of early stimulation and deprivation on the central nervous system, and those physical changes in the central nervous system that are responsible for the onset and end of this plasticity. Prerequisite: A course in biopsychology or consent of instructor. LEC

**HDFL 923  History and Systems of Developmental Psychology: Developmental Theory (3)**
An intensive study of traditional and recent developmental theories with an emphasis upon the role of heredity, early stimulation, reinforcement, and modification as each affects the course of the development of children. (Same as PSYC 923.) LEC

**HDFL 925  Seminar in Experimental Analysis of Abnormal Development (3)**
A seminar examining the promise of current techniques of behavior modification as applied to examples of deviant development, with discussions of the implications of such an approach for prevention and normal development. Prerequisite: Consent of instructor. LEC

**HDFL 928  Seminar in Recent Advances in Child Behavior and Development (3)**
A seminar devoted to an examination of the contents of the yearbook, Recent Advances in Child Behavior and Development. Prerequisite: Advanced graduate standing and consent of instructor. LEC

**HDFL 930  Seminar in Human Development: _____ (1-3)**
This seminar is designed to provide the advanced student an opportunity for intensive study of selected problems in human development. May be taken for two semesters. Prerequisite: HDFL 701 or equivalent. LEC

**HDFL 933  Directed Readings in Child Development (3-5)**
Designed to meet the needs of advanced students whose study in child development cannot be met with present courses. RSH

**HDFL 952  Advanced Directed Readings in Adult Development (1-5)**
Supervised readings in topical areas that are not covered in other courses and seminars. A program of study, conferences, and reports will be developed by the instructor and student for each enrollment. Prerequisite: Consent of instructor. RSH

**HDFL 960  Systematic Analyses of Behavior II (1-3)**
A continuing examination and development of the methods of the analysis of behavior. May be repeated. Prerequisite: Consent of instructor. LEC

**HDFL 701  Current Emphasis in Child Development:_____ (3)**
A survey of recent findings in selected important substantive areas of child development, such as learning, perception, and infant development, emphasizing changes in knowledge of these areas as a result of current research. Prerequisite: HDFL 160, HDFL 161, HDFL 432, or PSYC 333. LEC
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. Prerequisite: ABSC/HDFL 160 or equivalent knowledge of child development or child psychology. (Formerly HDFL 701.) LEC

**CHANGE: PREREQUISITE, COURSE DESCRIPTION**

HDFL 702  **Curriculum Development for Young Children (3)**  
Developing preacademic and creative curriculum with special attention to materials, skills, and teacher techniques used in early childhood education settings. Prerequisite: Consultation with instructor. 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

**CHANGE: TITLE, PREREQUISITE, COURSE DESCRIPTION**

HDFL 703  **Community Psychology (3)**  
Examines theories and method of understanding and influencing behavior in community settings. Students read the literature in the area and explore key concepts in lecture, discussion, and course assignments. 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. Prerequisite: ABSC/HDFL 160 or equivalent knowledge of child development or child psychology. (Formerly HDFL 677). LEC

**CHANGE: TITLE, CREDIT, PREREQUISITE, COURSE DESCRIPTION**

HDFL 704  **Special Topics in Clinical Child Psychology I: Diversity and Social Interventions (2)**  
Coverage of two significant aspects of training, research, and services for children and families: (a) ethnic and cultural diversity issues and, (b) social policy and system intervention. Includes didactic and experiential activities. (Same as PSYC 704.) Prerequisite: Graduate student in clinical child psychology or consent of instructor. 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.) Prerequisites: Graduate standing in clinical child psychology and instructor permission. (Formerly HDFL 704.) LEC

**CHANGE: PREREQUISITE, COURSE DESCRIPTION**

**HDFL 705 Pediatric Psychology (3)**
Discussion of behavior problems commonly encountered in the pediatric population, including reviews of data-based methodologies for remediation. Topics will 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.
Prerequisite: HDFL 160, HDFL 161, HDFL 432, or PSYC 602. 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.
(Formerly HDFL 705.) LEC

**CHANGE: TITLE, CREDIT, PREREQUISITE, COURSE DESCRIPTION**

**HDFL 706 Special Topics in Clinical Child Psychology II: Public Sector Mental Health and Prevention (2)**. Coverage of significant aspects of training, research, and services for children and families: (a) public sector mental health/rural mental health, and consultation issues, and (b) prevention of mental and physical problems. (Same as PSYC 706.) Prerequisite: Graduate student in clinical child psychology or consent of instructor. 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 Timetable. May be repeated. (Same as PSYC 706.) Prerequisites: Graduate standing in clinical child psychology and instructor permission.
(Formerly HDFL 706.) LEC

**CHANGE: TITLE, PREREQUISITE, COURSE DESCRIPTION**

**HDFL 709 Topics in Physiological Aspects of Child Development (4)**
A study of the physiological aspects of the development of the child with particular emphasis upon behavior correlates, the course of normal development, problems of measurement and current research areas. Prerequisite: HDFL 160, HDFL 161, HDFL 432 or PSYC 602 and one course in biology or physiology. 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.
Prerequisite: ABSC/HDFL 796; ABSC/HDFL 798 recommended. (Formerly HDFL 709). LEC
HDFL 710  
Community Health and Development (3)
Examines behavioral science principles and their application to community health and development. Emphasis on understanding and improvement of personal and environmental factors that affect health and development. Examines concepts and methods for prevention and building community capacities to address health concerns such as substance abuse, adolescent pregnancy, and violence. Prerequisite: An introductory social science course. 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.) LEC

CHANGE: COURSE DESCRIPTION

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

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. Prerequisite: Instructor permission. (Formerly HDFL 716.) RSH

CHANGE: COURSE DESCRIPTION

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

CHANGE: COURSE DESCRIPTION

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

ABSC 721  
Biological Bases of Mental Retardation (4)
This course deals with the biological substrates of mental retardation. Retardation is classified as a medical syndromes, 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. Prerequisite: One course in biology or equivalent. (Formerly HDFL 721.) LEC

CHANGE: COURSE DESCRIPTION

HDFL 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. Prerequisite: Consent of instructor. 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. Prerequisite: Instructor permission. (Formerly HDFL 723.) LEC

CHANGE: TITLE, PREREQUISITE, COURSE DESCRIPTION

HDFL 725  Topics in Research in Child Development: _____ (3)
An advanced course in research with children that allows the student to concentrate his or her study upon selected research problems or research technique and to carry out independent research projects. May be taken more than once as long as repetitions involve different subtitles. Prerequisite: HDFL 160, HDFL 161, or HDFL 432 and HDFL 308 or HDFL 309. RSH

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. Prerequisites: Instructor permission. (Formerly HDFL 725.) LEC

CHANGE: PREREQUISITE, COURSE DESCRIPTION

HDFL 735  With-In 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. Prerequisite: Graduate standing in the developmental and child program, or consent of instructor. 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. Prerequisite: Graduate standing in applied behavioral science or instructor permission. (Formerly HDFL 735.) LEC
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<td>HDFL 741</td>
<td>Readings in Gerontology (3-5)</td>
<td>Supervised readings in topical areas of gerontology. A program of study,</td>
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<td>conferences, and reports will be developed by the instructor and student</td>
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<td>for each enrollment. Prerequisite: Consent of instructor. RSH</td>
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<tr>
<td>HDFL 742</td>
<td>Research in Gerontology (1-10)</td>
<td>Original investigations of some unsolved problems relating to adult</td>
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<tr>
<td>HDFL 756</td>
<td>Philosophical Bases of Early Childhood Education (3)</td>
<td>This is the graduate and upper-division course of HDFL 456, Seminar in the History and Philosophy of Preschool Education. A survey of literature on historical and current theories of education for the preschool child. Not open to students who have taken HDFL 456. LEC</td>
</tr>
<tr>
<td>ABSC 756</td>
<td>Philosophical Bases of Early Childhood Education (3)</td>
<td>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. Prerequisite: ABSC/HDFL 160 or equivalent knowledge of child development or child psychology. (Formerly HDFL 756.)</td>
</tr>
<tr>
<td>HDFL 765</td>
<td>Evaluating and Disseminating Scientific Material I (1-3)</td>
<td>Intensive training in the evaluation and production of scientific critiques and reviews on current issues in the analysis of behavior, as disseminated through media. May be repeated. Prerequisite: Consent of instructor. LEC</td>
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<td>ABSC 765</td>
<td>Evaluating and Disseminating Scientific Material I (1-3)</td>
<td>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. Prerequisite: Instructor permission. (Formerly HDFL 765.) LEC</td>
</tr>
<tr>
<td>HDFL 787</td>
<td>Gerontology Proseminar (3)</td>
<td>A proseminar coordinated by the Gerontology Center. The proseminar explores essential areas of gerontology for researchers and practitioners, providing a multidisciplinary (psychology, biology, sociology, and 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.) LEC</td>
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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 HDFL 787.) LEC

NEW COURSE
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 teacher’s programmatic preferences. Prerequisite: ABSC 796. LEC

CHANGE: COURSE DESCRIPTION
HDFL 796  Laboratory in Behavioral Development and Modification: The Analysis of Behavior (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. Prerequisite: Consent of instructor. LAB

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. Prerequisite: Instructor permission. (Formerly HDFL 796.) LAB

CHANGE: COURSE DESCRIPTION
HDFL 797  Proseminar in Child Language (2)
A review and discussion of current issues in children’s language acquisition. May be repeated for credit. Students will be graded S/F. (Same as LING 799, PSYC 799 and SPLH 799). LEC

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 HDFL 797.) LEC

CHANGE: COURSE DESCRIPTION
HDFL 798  Behavioral Concepts and Content: The Analysis of Behavior II (3)
An introductory graduate course on the history and philosophy of behavior analysis, with a special emphasis on its basic concepts and theories, and their application to the various domains of behavior (e.g. perception, emotion, language, cognition). The relationships between behavior analysis and other psychological concepts and theories are also addressed, as are the major disciplinary and professional issues currently facing the field. Prerequisite: HDFL 796 or consent of instructor. LEC
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. Prerequisite: ABSC 796 or instructor permission. (Formerly HDFL 798.) LEC

CHANGE: CREDIT, COURSE DESCRIPTION

HDFL 801  **Design and Analysis of Community Development Methods (1-3)**
A continuing examination of principles and practices of community development and evaluation of methods used to promote community improvement. No more than a total of twelve combined hours of credit in HDFL 801 and HDFL 802 may be earned and applied towards a master’s degree. Prerequisite: Consent of instructor. RSH

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. Prerequisite: Instructor permission. (Formerly HDFL 801.) RSH

CHANGE: CREDIT, COURSE DESCRIPTION

HDFL 802  **Practicum in Community Development (1-5)**
A practicum course designed to provide students with knowledge, background, and practical experience in the implementation of community improvement projects and their evaluation. No more than a total of twelve combined hours of credit in HDFL 801 and HDFL 802 can be earned and applied towards a master’s degree. Prerequisite: Consent of instructor. FLD

ABSC 802  **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. No more than a total of twelve combined hours of credit in ABSC 801 and ABSC 802 may be earned and applied to a master’s degree. Prerequisite: Instructor permission. FLD

CHANGE: CREDIT, COURSE DESCRIPTION

HDFL 804  **Research in Community Health Promotion (1-5)**
Supervised, original investigations of problems relevant to community health, such as the prevention of drug abuse or cardiovascular disease. As appropriate, the course will be 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. Prerequisite: Consent of instructor. 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. Prerequisite: Instructor permission. (Formerly HDFL 804.) RSH
HDFL 805  Introduction to Behavioral Assessment (3)
An orientation to the concepts and literature of behavioral assessment and a survey of commonly used behavioral assessment techniques for specific disorders. Behavioral assessment will be related to more traditional descriptive, diagnostic, and evaluation approaches to human problems and human development, and to the study of human behavior as a natural science. LEC

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. Prerequisites: ABSC 796 and instructor permission. (Formerly HDFL 805.) LEC

HDFL 806  Behavioral Assessment Practicum (1-6)
Course provides supervised experience in behavioral assessment and use of standardized assessment instruments relevant to a selected problem or problem area, such as developmental disabilities, delinquency, language delay, pediatric problems, parent-child problems, academic performance, organizational behavior, social functioning, etc. The psychological measurement literature relevant to the selected topic will be reviewed in depth. May be repeated providing the specific topic is not repeated. Prerequisite: HDFL 805, or equivalent by consent of instructor. FLD

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. Prerequisites: ABSC 805 and instructor permission. (Formerly HDFL 806.) FLD

HDFL 807  Design and Evaluation of Community Health Promotion Methods (1-5)
A continuing examination of the methods used to develop and evaluate community health promotion programs. The course will address selected topics, including prevention of drug abuse, injuries, adolescent pregnancy, infant mortality, and cardiovascular disease. Prerequisite: Consent of instructor. RSH

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. Prerequisite: Instructor permission. (Formerly HDFL 807.) RSH

HDFL 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. (Same as PSYC 809.) Prerequisite: Graduate student in clinical child psychology or consent of instructor. LEC
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. (Same as PSYC 809.) Prerequisite: Graduate standing in clinical child psychology. (Formerly HDFL 809.) LEC

CHANGE: COURSE DESCRIPTION

HDFL 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 will be reviewed and evaluated for their utility, limitations, and applications. A critical analysis of assessment in general and particular assessment tools will be made. 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 HDFL 810.) LEC

CHANGE: PREREQUISITE, COURSE DESCRIPTION, CROSS LISTING

HDFL 812  Behavioral and Personality Assessment of Children (3)
Lecture, laboratory, field work, and supervision appointment. 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. (Same as PSYC 812.) Prerequisite: Graduate student in clinical child psychology or consent of instructor. 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. (Same as PSYC 812.) Prerequisite: Graduate standing in clinical child psychology. (Formerly HDFL 812.) LEC

CHANGE: TITLE, PREREQUISITE, COURSE DESCRIPTION, CROSS LISTING

HDFL 813  Developmental Research Proseminar (1-3)
A proseminar conducted jointly by the staffs of the developmental and child psychology Ph.D. training program. This course will meet weekly to hear presentations of research proposals and accomplishments in the area of developmental psychology. Speakers will be drawn from the staffs of the two departments, from visiting scientists, and from the graduate students enrolled in the program. The proseminar will present both the current research areas of importance in developmental psychology and the students’ and staffs’ own research as related to such areas. May be taken more than once up to a total of 16 credits. (Same as PSYC 813.) Prerequisite: Graduate standing in the developmental and child psychology program, or consent of instructor. 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. Prerequisite: Graduate standing in applied behavioral science or instructor permission. LEC

CHANGE: PREREQUISITE, COURSE DESCRIPTION

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

CHANGE: COURSE DESCRIPTION

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

CHANGE: PREREQUISITE, COURSE DESCRIPTION, CROSS LISTING

HDFL 821  Behavior Analysis of Child Development (3)
An advanced graduate seminar on the behavior analysis approach to child development. The course addresses (a) the history and philosophy of the approach as it relates to other developmental systems; (b) the current conceptual and empirical behavior-analytic literature as it relates to the general developmental literature (e.g., motor, emotional, social, and cognitive development); (c) the inherent contextualism within the contemporary behavior analysis; and (d) the implications of the aforementioned for application. (Same as PSYC 821.) Prerequisite: HDFL 796 and HDFL 798, or consent of instructor. 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. Prerequisite: ABSC 798 and consent of instructor. (Formerly HDFL
821.) LEC

CHANGE: PREREQUISITE, COURSE DESCRIPTION

HDFL 822  Children and Public Policy (3)
An examination of 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. Prerequisite:
Graduate course in child development or 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.
Prerequisite: Instructor permission. (Formerly HDFL 822) LEC

CHANGE: COURSE DESCRIPTION

HDFL 824  Treatment of Severe Learning Problems (3)
The course reviews new approaches to working with persons with retardation and autism;
thoretical orientations and how they affect implementation of procedures; current research
outcomes in various developmental areas of persons with retardation. It will cover
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
will be the focus of class lectures and discussions. LEC

ABSC 824  Treatment of Severe Learning Problems (3)
The course reviews new approaches to working with persons with retardation and autism;
thoretical 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 HDFL 824.) LEC

CHANGE: NUMBER, COURSE DESCRIPTION

HDFL 880  Social Development (3)
A lecture/discussion course in social development. Topics include theoretical approaches to
the study of social development, family processes, peer relations, the development of
aggression and prosocial behavior, child abuse and neglect and family violence, child care,
and the media. (Same as PSYC 880.) Prerequisite: A course in child psychology or
development. 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.) Prerequisite: A course in child psychology
or development. (Formerly HDFL 880.) LEC
CHANGE: COURSE DESCRIPTION

HDFL 828  Research in Early Intervention with Children (3)
Seminar course in 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 preacademic domains. LEC

CHANGE: PREREQUISITE, COURSE DESCRIPTION

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 preacademic domains. (Formerly HDFL 828.) LEC

CHANGE: PREREQUISITE, COURSE DESCRIPTION

HDFL 834  Directed Readings in Community Health Promotion (1-5)
Supervised readings in topical areas of community health promotion, such as the prevention of drug abuse or cardiovascular disease. A program of study, conferences, and reports will be developed by the instructor and student for each enrollment. Prerequisite: Consent of instructor. RSH

CHANGE: PREREQUISITE, COURSE DESCRIPTION

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

CHANGE: PREREQUISITE, COURSE DESCRIPTION

HDFL 837  Advanced Study of People with Disabilities (3)
This course will review major approaches in identifying disability pathogenesis, explore 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 will also be discussed. This course will primarily cover adults with physical disabilities. The course will consist of lecture, discussion, and course assignments. Prerequisite: Graduate standing in human development or consent of instructor. LEC

CHANGE: PREREQUISITE, COURSE DESCRIPTION

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. Prerequisite: Graduate standing or instructor permission. (Formerly HDFL 837.) LEC

CHANGE: PREREQUISITE, COURSE DESCRIPTION

HDFL 840  Theoretical Concepts of Human Development and Child Care Practice (3)
Basic introduction to treatment concepts and procedures related to human 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. Prerequisite: Graduate standing in human development or consent of instructor. LEC
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<td><strong>HDFL 841</strong></td>
<td>Legal and Ethical Issues in Human Development and Child Care (3)</td>
<td>Values of child advocacy, human rights, and the ethical considerations surrounding human development and child-care methods. Legal issues inherent in institutional settings and community based facilities. Prerequisite: Graduate standing in human development or consent of instructor. LEC</td>
<td><strong>ABSC 841</strong> 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. Prerequisite: Graduate standing in applied behavioral science. (Formerly HDFL 841.) LEC</td>
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<tr>
<td><strong>HDFL 845</strong></td>
<td>Rules of Evidence for Applied Research (3)</td>
<td>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. LEC</td>
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<tr>
<td><strong>HDFL 846</strong></td>
<td>Practicum in Clinical Child Psychology (1-3)</td>
<td>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. Graded on satisfactory/fail basis. (Same as PSYC 846.) Prerequisite: HDFL 812 or PSYC 812, and PSYC 850, or consent of instructor. FLD</td>
<td><strong>ABSC 846</strong> 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.) Prerequisite: Graduate standing in clinical child psychology and instructor permission. (Formerly HDFL 846.) FLD</td>
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<tr>
<td><strong>HDFL 847</strong></td>
<td>Practicum in Clinical Child Psychology II (1-3)</td>
<td>A continuation of HDFL 846/PSYC 846. Graded on satisfactory/fail basis. (Same as PSYC 847.) Prerequisite: HDFL 846 or PSYC 846, or consent of instructor. FLD</td>
<td>Change: Prerequisite, Course Description</td>
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ABSC 847  Practicum in Clinical Child Psychology II (1-3)
A continuation of ABSS 846/PSYC 846. (Same as PSYC 847.) Prerequisite: Graduate standing in clinical child psychology and instructor permission. (Formerly HDFL 847.) FLD

CHANGE: COURSE DESCRIPTION

HDFL 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 will be examined. LEC

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

CHANGE: NUMBER, COURSE DESCRIPTION

HDFL 707  An Interdisciplinary Approach to Early Intervention with the Handicapped (3)
Focus on pooling knowledge from the various disciplines that deal with young children, so as to design strategies for individual early interpretation and treatment by an interdisciplinary team. Designed for students from disciplines such as social work, speech pathology, psychology, nutrition, audiology, special education, physical therapy, nursing, child development and other related fields. Prerequisite: A basic child development course or consent of instructor. 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. Prerequisite: A basic course in child development or instructor permission. (Formerly HDFL 707.) LEC

CHANGE: NUMBER, COURSE DESCRIPTION

HDFL 871  Applied Behavior Analysis (3)
A course on the application of behavioral principles and methods to address societal problems and goals. The seminar will consider the methods commonly employed in behavioral interventions and will investigate, in detail, the procedures, assumptions, and implications involved in those methods. Topics will include processes such as problem analysis and design of interventions, and will extend to advanced topics and procedures such as behavioral observation, data analysis, program development, evaluation, and ethical considerations. Students may use examples from their applied research projects as topics for most of the exercises in the course. 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
CHANGE: NUMBER
HDFL 888 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. Prerequisite: Graduate standing or consent of instructor. 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. Prerequisite: Graduate standing or instructor permission. (Formerly HDFL 888.) LEC

NEW COURSE
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 developmental 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.

CHANGE: TITLE, CREDIT, PREREQUISITE, COURSE DESCRIPTION
HDFL 870 Cognitive Development (3)
A lecture/discussion course in cognitive development. The course will contrast the theory and research of Jean Piaget and his followers, with an information processing or cognitive psychology approach to issues. Topics include development of perception, attention and information getting; memory and metamemory; problem solving; discrimination learning and concept formation; and individual differences in cognitive styles and strategies. (Same as PSYC 870). Prerequisite: A course in child psychology or development, a course in cognitive psychology, or consent of instructor. 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 Timetable. Prerequisite: Graduate standing in applied behavioral science or instructor permission. FLD

CHANGE: NUMBER, TITLE, PREREQUISITE, COURSE DESCRIPTION
HDFL 873 Practicum in Behavior Analysis: _____ (1-6)
Instruction and supervised laboratory or field work. Practica will be offered by different instructors on different topics and a student may take more than one topic. Topic and instructor will be announced in the Timetable of Classes. Prerequisite: Graduate standing in human development or consent of instructor. 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 Timetable. Prerequisite: Graduate standing in applied behavioral science or instructor permission. (Formerly HDFL 873.) FLD
HDFL 872  Attention, Perception, and Learning in Infancy (3)
Coverage of the basic literatures on perceptual-cognitive behavior during the first three years of life, as assessed by measures of attention, perception, learning, and memory. Course material is approached from an information-processing framework. (Same as PSYC 872.) LEC

ABSC 872  Practicum 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 Timetable. Prerequisite: Graduate standing in applied behavioral science or instructor permission. FLD

HDFL 789  Practicum in Educational Psychological/Rehabilitative Services: _____ (3-6)
This course is to serve 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 will consist of participation in professional activities associated with the practicum program and a report of these activities to the instructor. Prerequisite: Consent of instructor. 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. Prerequisite: Instructor permission. (Formerly HDFL 789.) FLD

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

HDFL 808  Practicum in Community Health Promotion (1-5)
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 no more than ten hours total. Prerequisite: Consent of instructor. 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. Prerequisite: Instructor permission. (Formerly HDFL 808.) FLD

**CHANGE: NUMBER, CREDIT, COURSE DESCRIPTION**

**HDFL 802**  
Practicum in Community Development (1-5)  
A practicum course designed to provide students with knowledge, background, and practical experience in the implementation of community improvement projects and their evaluation. No more than a total of twelve combined hours of credit in HDFL 801 and HDFL 802 can be earned and applied towards a master’s degree. Prerequisite: Consent of instructor. 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. Prerequisite: Instructor permission. (Formerly HDFL 802.) FLD

**CHANGE: NUMBER, CREDIT, PREREQUISITE, COURSE DESCRIPTION**

**HDFL 849**  
Advanced Practicum in Gerontology (1-5)  
Supervised practical experience in working with elders in home, community, or institutional settings. Regular individual conferences with faculty to evaluate student progress. Prerequisite: Graduate standing in human development or consent of instructor. 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. Prerequisite: Graduate standing or instructor permission. (Formerly HDFL 849.) FLD

**CHANGE: NUMBER, TITLE, CREDIT, PREREQUISITE, COURSE DESCRIPTION**

**HDFL 790**  
Special Practicum for Allied Professionals (2-6)  
Professionals in fields such as journalism, social welfare, psychology, etc., may have career interests that include work with or in behalf of young children. This practicum is individualized to provide a student with the opportunity to work with young children in a group setting in order to extend his or her professional skills. Prerequisite: Consultation with instructor in advance. 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. Prerequisite: Instructor permission. (Formerly HDFL 790.) FLD

**CHANGE: NUMBER, TITLE, CREDIT, PREREQUISITE, COURSE DESCRIPTION**

**HDFL 791**  
Practicum I: Group Care of Young Children (1-5)  
A course covering the specification of learning goals, implementation and evaluation of curriculum design management of groups of young children. May be repeated more than once up to a total of five hours. Prerequisite: Concurrent teaching with a group of young children, human development and family life major, and consultation with instructor. 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. Prerequisite: Instructor permission. (Formerly HDFL 791.) FLD

CHANGE: NUMBER, TITLE, CREDIT, PREREQUISITE, COURSE DESCRIPTION

HDFL 792  Practicum II: Intervention into Individual Child Environments (1-5)
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 more than once up to a total of five hours. Prerequisite: Concurrent work with individual children, human development and family life major, and consultation with instructor. 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. Prerequisites: ABSC 791 and instructor permission. (Formerly HDFL 792.) FLD

CHANGE: NUMBER, TITLE, CREDIT, PREREQUISITE, COURSE DESCRIPTION

HDFL 793  Practicum III: Services to Child-Care Consumers, Providers, and Related Agencies (1-5)
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 in their behalf. May be repeated to a maximum of five hours. Prerequisite: Participation in an appropriate setting, human development and family life major, and consultation with instructor. 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. Prerequisites: ABSC 791 and instructor permission. (Formerly HDFL 793.) FLD

CHANGE: NUMBER, TITLE, CREDIT, PREREQUISITE, COURSE DESCRIPTION

HDFL 794  Practicum with Handicapped Children (1-5)
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 children with special needs as well as group management and group curriculum planning. May be repeated more than once to a total of 5 credit hours. Prerequisite: Concurrent with Early Childhood Sequence. Consultation with instructor. 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 children 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. Prerequisites: ABSC 791 and instructor permission. (Formerly HDFL 794.) FLD
HDFL 795  Practicum in Supervision: Early Childhood Programs (1-3)
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. Prerequisite: HDFL 791 and concurrent placement in an early childhood program approved by Child Development Laboratory faculty. 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. Prerequisites: ABSC 791 and instructor permission. (Formerly HDFL 795.) FLD

HDFL 811  Developmental Assessment Practicum: _____ (2-4)
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. Prerequisite: HDFL 810 or an equivalent course. 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 differs. Prerequisite: ABSC 810 or an equivalent course. (Formerly HDFL 811.) FLD

HDFL 823  Clinical Practicum in Pediatric Psychology (1-5)
Supervised experience with pediatric patients referred for behavior problems. Including, for example, temper tantrums, enuresis, encopresis, and hyperactivity. 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. Prerequisite: HDFL 705 and consent of instructor. 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. Prerequisite: ABSC 705 and instructor permission. (Formerly HDFL 823.)

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
HDFL 847  Practicum in Clinical Child Psychology II (1-3)
A continuation of HDFL 846/PSYC 846. Graded on satisfactory/fail basis. (Same as PSYC 847.) Prerequisite: HDFL 846 or PSYC 846, or consent of instructor. FLD

ABSC 889  Practicum in Clinical Child Psychology II (1-3)
A continuation of ABSS 846/PSYC 846. Graded on satisfactory/fail basis. (Same as PSYC 847.) Prerequisite: ABSS 846 or PSYC 846, or instructor permission. (Formerly HDFL 847.) FLD

HDFL 701  Current Emphasis in Child Development:________ (3)
A survey of recent findings in selected important substantive areas of child development, such as learning, perception, and infant development, emphasizing changes in knowledge of these areas as a result of current research. Prerequisite: HDFL 160, HDFL 161, HDFL 432, or PSYC 333. 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. Prerequisite: Graduate standing in applied behavioral science or instructor permission. (Formerly HDFL 701.) LEC

HDFL 800  Research in Child Development (1-10)
Original investigations of some unsolved problem relating to child development. RSH

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. Prerequisite: Graduate standing or instructor permission. (Formerly HDFL 800.) RSH

HDFL 833  Directed Readings in Child Development (3-5)
Designed to meet the needs of advanced students whose study in child development cannot be met with present courses. 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. Prerequisite: Graduate standing in or instructor permission. (Formerly HDFL 833.) RSH

HDFL 722  Special Problems of Preschool Children and Teachers (1-6)
This course is designed to better equip nursery school teachers (and others working with young children) to create an environment in which children are maximally likely to learn and develop along intellectual, social, and personal dimensions. It emphasizes techniques that focus on the behaviors and attitudes of adults toward young children in preschool settings. Prerequisite: HDFL 160, HDFL 161, or HDFL 432, or concurrent with working in a preschool setting. 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. Prerequisite: Graduate standing or instructor permission. (Formerly HDFL 722, HDFL 724, HDFL 725, HDFL 799.) LEC

HDFL 724  Topics in Children’s Learning: _____ (3)
A seminar devoted to topics related to the learning process, intellectual, and cognitive development. May be taken more than once as long as repetitions involve different subtitles. Prerequisite: HDFL 160, HDFL 161, or HDFL 432. LEC

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. Prerequisite: Graduate standing or instructor permission. (Formerly HDFL 722, HDFL 724, HDFL 725, HDFL 799.) LEC

HDFL 725  Topics in Research in Child Development: _____ (3)
An advanced course in research with children that allows the student to concentrate his or her study upon selected research problems or research technique and to carry out independent research projects. May be taken more than once as long as repetitions involve different subtitles. Prerequisite: HDFL 160, HDFL 161, or HDFL 432 and HDFL 308 or HDFL 309. 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. Prerequisite: Graduate standing or instructor permission. (Formerly HDFL 722, HDFL 724, HDFL 725, HDFL 799.) LEC

HDFL 799  Advanced Topics in Child Development: _____ (3)
A course offering detailed discussion of complex processes in child development, with special emphasis on applications and alternative theoretical accounts of child development. Prerequisite: Consent of instructor. LEC

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. Prerequisite: Graduate standing or instructor permission. (Formerly HDFL 722, HDFL 724, HDFL 725, HDFL 799.) LEC

NEW COURSE

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 differes Prerequisite: Graduate standing or instructor permission. LEC
CHANGE: COURSE DESCRIPTION
HDFL 897  Master’s Thesis in Clinical Child Psychology (1-10)
Supervised research experience completing thesis leading to master’s degree. (Same as PSYC 897.) RSH

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

CHANGE: TITLE, CREDIT, COURSE DESCRIPTION
HDFL 899  Master’s Thesis (1-10). 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. Prerequisite: Graduate standing in applied behavioral science or instructor permission. May be repeated (Formerly HDFL 899.) RSH

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

CHANGE: COURSE DESCRIPTION
HDFL 908  Psychotropic Drugs: Effects Through the Life Span (3)
This course addresses basic pharmacological concepts (i.e., assimilation, distribution, elimination, dose effect analyses, etc.), neuropharmacological principles (i.e., neuronal mechanisms of action of psychotropic drugs, etc.), and therapeutics (i.e., drug treatment of psychosis, depression, Alzheimer’s disease, etc.). Special attention is devoted to the organism’s age and history as these may influence psychopharmacological outcomes. 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

CHANGE: TITLE, PREREQUISITE, COURSE DESCRIPTION, CROSS LISTING
HDFL 913  Developmental Research Proseminar (1-3)
A proseminar, conducted jointly by the staffs of the developmental and child psychology Ph.D. training program. This course will meet weekly to hear presentations of research proposals and accomplishments in the area of developmental psychology. Speakers will be drawn from the staffs of the two departments, from visiting scientists, and from the graduate students enrolled in the program. The proseminar will present both the current research areas of importance in developmental psychology and the students’ and staffs’ own research as related to such areas. (Same as PSYC 913.) Prerequisite: Graduate standing in the developmental and child psychology program or consent of instructor. 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. Prerequisite: Graduate standing in behavioral psychology or instructor permission. (Formerly HDFL 913). LEC

HDFL 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.) 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

HDFL 891 The History and Systems of Psychology (3)
An advanced graduate seminar on the history of psychology and its theoretical systems, and their relationship to contemporary psychology. Pertinent issues in the history and philosophy of science are addressed (e.g., scientific revolution), as are current concerns in the historiography of psychology (e.g., internalist, presentist accounts). Prerequisite: Third year graduate standing or consent of instructor. 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). Prerequisite: Master’s degree or instructor permission. (Formerly HDFL 891.) LEC

HDFL 831 Verbal Behavior (3)
A seminar analyzing the verbal behavior of the proficient speaker and the factors of which it is a function. Structural and developmental issues, as well as implications for language training and remediation are integrated throughout. Critiques of the analysis, and the rebuttals thereto, are examined, along with current empirical and conceptual advances in the analysis of verbal behavior. Prerequisite: HDFL 796 and HDFL 798, an advanced course in linguistics, or consent of instructor. 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. Prerequisites: ABSC 798, advanced coursework in psycholinguistics or linguistics, or instructor permission. (Formerly HDFL 831.)

HDFL 934 Directed Readings in Community Life (3-5)
Designed to meet the needs of advanced students whose study in the family cannot be be met with present courses. RSH
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. Prerequisite: Graduate standing in clinical child psychology and instructor permission. (Formerly HDFL 934.) RES

NEW COURSE

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.

CHANGE: PREREQUISITE, COURSE DESCRIPTION

HDFL 940  Measurement and Experimental Design for Applied Research (3)
An advanced course on research problems specific to program development, evaluation, and dissemination. Problems of measurement, assessment of change, reliability, social validity, and identification of functional variables are considered. Prerequisite: HDFL 735/HDFL 803, HDFL 796, and HDFL 871 or 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. Prerequisite: ABSS/HDFL 735 or HDFL 803, ABSC/HDFL 796, and ABSC/HDFL 871 or instructor permission. (Formerly HDFL 940.) LEC

CHANGE: PREREQUISITE, COURSE DESCRIPTION

HDFL 941  Teaching and Conference (3-6)
This course will be used by graduate students fulfilling the teaching requirements in the developmental and child psychology Ph.D. program. The student will act as a discussion section leader or a laboratory course supervisor. Student will meet regularly with the faculty member he or she is assisting. Prerequisite: Graduate standing in the developmental and child psychology program. FLD

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. Prerequisite: Instructor permission. (Formerly HDFL 941.) FLD
CHANGE: COURSE DESCRIPTION
HDFL 942  Techniques of Data Analysis for Applied Research (3)
This course will examine data analysis procedures commonly used with both large group
and single subject experimental designs. In addition to presenting specific data analysis
techniques, strengths and weaknesses inherent in the various techniques will be carefully
reviewed and evaluated. Prerequisite: HDFL 735 or HDFL 803 and an intermediate
statistics course. LEC

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. (Formerly HDFL 942.) LEC

CHANGE: PREREQUISITE, COURSE DESCRIPTION, CROSS LISTING
HDFL 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. Graded on satisfactory/fail basis. (Same as PSYC 943.) Prerequisite: HDFL 846
or PSYC 846, and HDFL 847 or PSYC 847, or consent of instructor. FLD

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. (Same as PSYC 943.) Prerequisite: Graduate standing in clinical child
psychology and instructor permission. (Formerly HDFL 943.) FLD

CHANGE: PREREQUISITE, COURSE DESCRIPTION, CROSS LISTING
HDFL 944  Advanced Practicum in Clinical Child Psychology IV (1-3)
A continuation of HDFL 943 and PSYC 943. Graded on satisfactory/fail basis. (Same as
PSYC 944.) Prerequisite: HDFL 943 or PSYC 943, or consent of instructor. FLD

ABSC 944  Advanced Practicum in Clinical Child Psychology IV (1-3)
A continuation of ABSC/HDFL 943 and PSYC 943. (Same as PSYC 944.) Prerequisite:
Graduate standing in clinical child psychology and instructor permission. (Formerly
HDFL944.) FLD

CHANGE: PREREQUISITE, COURSE DESCRIPTION, CROSS LISTING
HDFL 947  Advanced Practicum in Clinical Child Psychology V (1-5)
A continuation of HDFL 944 and PSYC 944. May be taken in more than one semester.
Graded on satisfactory/fail basis. (Same as PSYC 947.) Prerequisite: HDFL 944 or PSYC
944, or consent of instructor. FLD

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. (Same as PSYC 947.) Prerequisite: Graduate standing in clinical child
psychology and instructor permission. (Formerly HDFL 947.) FLD

CHANGE: PREREQUISITE, COURSE DESCRIPTION
HDFL 951  Advanced Research in Development of Adult Behavior (1-10)
Supervised, advanced, original investigations of unsolved problems in the development of adult behavior. Will provide opportunities to obtain additional research experience prior to or concurrently with dissertation research. As deemed appropriate by the instructor, the course can be 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. RSH

**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. LEC

**CHANGE: NUMBER, TITLE, COURSE DESCRIPTION**

**HDFL 971** Seminar in Applied Behavior Analysis: _____ (3)
An advanced seminar on applied behavior analysis. Each seminar will examine the literature and research methods of a specialized area of applied behavior analysis (e.g., developmental disabilities, community health, organizational development). Topic and instructor will be announced in the Timetable of Classes. Seminars will be offered by different instructors on different topics and a student may take more than one topic. LEC

**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

**CHANGE: PREREQUISITE, COURSE DESCRIPTION, CROSS LISTING**

**HDFL 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. (Same as PSYC 963.) Prerequisite: Completion of Ph.D. comprehensive examinations and consent of clinical child psychology faculty. FLD

**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. (Same as PSYC 963.) Prerequisite: Completion of Ph.D. comprehensive examinations, graduate standing in clinical child psychology, and permission of clinical child psychology faculty. (Formerly HDFL 963.) FLD

**CHANGE: COURSE DESCRIPTION**

**HDFL 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 media. May be repeated. Prerequisite: Consent of instructor. LEC
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. Prerequisite: Instructor permission. (Formerly HDFL 965.) LEC

NEW COURSE

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

CHANGE:  TITLE, CREDIT, PREREQUISITE, COURSE DESCRIPTION

HDFL 971  Seminar in Applied Behavior Analysis: _____ (3)
An advanced seminar on applied behavior analysis. Each seminar will examine the
literature and research methods of a specialized area of applied behavior analysis (e.g.,
developmental disabilities, community health, organizational development). Topic and
instructor will be announced in the Timetable of Classes. Seminars will be offered by
different instructors on different topics and a student may take more than one topic. LEC

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

NEW COURSE

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 Timetable. Prerequisite: Graduate standing in applied behavioral science
or instructor permission. FLD

NEW COURSE

ABSC 976  Therapeutic Interv entions 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

CHANGE:  NUMBER, TITLE, CREDIT, PREREQUISITE, COURSE DESCRIPTION

HDFL 930  Seminar in Human Development: _____ (1-3)
This seminar is designed to provide the advanced student an opportunity for intensive study
of selected problems in human development. May be taken for two semesters. Prerequisite:
HDFL 701 or equivalent. 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. Prerequisite: Graduate standing in behavioral psychology or instructor
permission. (Formerly HDFL 930.) LEC
HDFL 900  
Research in Child Development (1-10)
Original investigations of some unsolved problem relating to child development. RSH

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. Prerequisite: Graduate standing in behavioral psychology or instructor permission. (Formerly HDFL 900.) RSH

HDFL 933  
Directed Readings in Child Development (3-5)
Designed to meet the needs of advanced students whose study in child development cannot be met with present courses. 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. Prerequisite: Graduate standing in behavioral psychology or instructor permission. (Formerly HDFL 933.) RSH

HDFL 931  
Advanced Topics in Behavior Analysis: ____ (1-4)
An advanced graduate seminar on the history, philosophy, concepts, principles and/or application of behavior analysis. In-depth coverage is offered on theoretical and empirical issues pertaining to the history and philosophy of the science of behavior, the experimental analysis of behavior, and applied behavior analysis. Primary source materials are emphasized throughout. May be repeated under different subtitles. Prerequisite: Consent of instructor. 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. Prerequisite: Graduate standing in behavioral psychology or instructor permission. (Formerly HDFL 931.) LEC

NEW COURSE

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

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

CHANGE: TITLE, CREDIT, PREREQUISITE, COURSE DESCRIPTION

HDFL 999  Doctoral Dissertation (1-10). 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. Prerequisite: Graduate standing in behavioral psychology or instructor permission. (Formerly HDFL 999.) RSH

CHANGE: COURSE DESCRIPTION, CROSS LISTING

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

LING 799  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, ABSC 797, PSYC 799 and SPLH 799). (Formerly HDFL 797.) LEC

NEW COURSE

POLS 905  **Complex Adaptive Systems, Agent-Based Modeling and Computer Simulation** (3)
This seminar addresses the rapidly growing science of complex systems. Topics addressed include political, economic, ecological, and biological systems. Includes a survey of the theory of complexity and computer models that are used to study complex adaptive systems. The main focus is on agent-based models, but attention is also given to traditional cellular automata. Methods of designing, programming, and interpreting results of agent-based models are addressed. Students who have no formal training in computer programming are welcome in the course, but they should expect to do some extra work on fundamentals of programming. A preparatory course in Java, C++, Objective-C, or another object-oriented language would significantly facilitate the student’s research effort.

NEW COURSE

POLS 906  **Advanced Regression** (3)
Covers topics appropriate for a second course in regression analysis. The content will vary according to the interest of the instructor and students, but will generally include such topics as multiple imputation of missing data, the generalized linear model (GLM), and specialized models for longitudinal data. The course will include a review of the principles of maximum likelihood estimation and applications of matrix algebra and differential calculus in statistical applications.

NEW COURSE

POLS 980  **International Organizations** (3)
Considers theoretical and empirical work on international governmental and non-governmental organizations (IOs). Specifically highlights the evolving scholarly debates regarding the function, design, and delegation of authority to IOs as well as their behavior and change. Explores these questions in depth through a wide range of cases, including comprehensive coverage of the United Nations, Bretton Woods Institutions, and the European Union, and their activities in issue areas concerning international security, trade, finance, development, humanitarian aid, and the environment.
NEW COURSE

POLS 981  Global Development (3)
Considers the nature and problems of development and underdevelopment from a cross-regional and interdisciplinary perspective. Deals with the historical origins of the enormous disparities in wealth that exist today, both between and within countries. Considers the explanations for those differences, prescriptions for how to narrow them, and specific cases (both successes and failures) from various regions of the globe.

CHANGE: TITLE, COURSE DESCRIPTION, CROSS LISTING

PSYC 704  Special Topics in Clinical Child Psychology I: Diversity and Social Interventions (2)
Coverage of two significant aspects of training, research, and services for children and families: (a) ethnic and cultural diversity issues and, (b) social policy and system intervention. Includes didactic and experiential activities. (Same as HDFL 704.)
Prerequisite: Graduate student in clinical child psychology of consent of instructor. LEC

PSYC 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 advisor 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. Prerequisites: Graduate standing in clinical child psychology and instructor permission. (Same as ABSC 704). (Formerly HDFL 704.) LEC

CHANGE: TITLE, CREDIT, COURSE DESCRIPTION, CROSS LISTING

PSYC 706  Special Topics in Clinical Child Psychology II: Public Sector Mental Health and Prevention (2)
Coverage of significant aspects of training, research, and services for children and families: (a) public sector mental health/rural mental health, and consultation issues, and (b) prevention of mental and physical problems. (Same as HDFL 706.) Prerequisite: Graduate student in clinical child psychology or consent of instructor. LEC

PSYC 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 Timetable. May be repeated. Prerequisites: Graduate standing in clinical child psychology and instructor permission. (Same as ABSC 706)
(Formerly HDFL 706) LEC

CHANGE: COURSE DESCRIPTION, CROSS LISTING

PSYC 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 (psychology, biology, sociology, and 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, HDFL 787, and SOC 767.) LEC

PSYC 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 (psychology, biology, sociology, and communication) perspective on aging. The proseminar surveys contemporary basic and applied research, service programs, and policy
and management issues in gerontology. (Same as ABSC 787, AMS 767, COMS 787, and SOC 767.) (Formerly HDFL 787.) LEC

**CHANGE: COURSE DESCRIPTION, CROSS LISTING**

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

**PSYC 799**  
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 ABSC 797, LING 799, and SPLH 799). (Formerly HDFL 797.) LEC

**CHANGE: COURSE DESCRIPTION, CROSS LISTING**

**PSYC 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. (Same as HDFL 809.) Prerequisite: Graduate student in clinical child psychology or consent of instructor. LEC

**PSYC 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. (Same as ABSC 809.) Prerequisite: Graduate standing in clinical child psychology. (Formerly HDFL 809.) LEC

**CHANGE: COURSE DESCRIPTION, CROSS LISTING**

**PSYC 812**  
Behavioral and Personality Assessment of Children (3)  
Lecture, laboratory, field work, and supervision appointment. 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. (Same as HDFL 812.) Prerequisite: Graduate student in clinical child psychology or consent of instructor. LEC

**PSYC 812**  
Behavioral and Personality Assessment of Children (3)  
Lecture, laboratory, field work, and supervision appointment. 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. (Same as ABSC 812.) Prerequisite: Graduate standing in clinical child psychology. (Formerly HDFL 812.) LEC

**CHANGE: DELETE**

**PSYC 813**  
Developmental Research Proseminar (1-3)  
A proseminar conducted jointly by the staffs of the developmental and child psychology Ph.D. training program. This course will meet weekly to hear presentations of research proposals and accomplishments in the area of developmental psychology. Speakers will be drawn from the staffs of the two departments, from visiting scientists, and from the graduate students enrolled in the program. The proseminar will present both the current research areas of importance in developmental psychology and the students’ and staffs’ own research as related to such areas. May be taken more than once up to a total of 16
Advanced Child and Family Assessment (3)
Lecture, laboratory, field work, and supervision appointment. Supervised experience in specialized psychological assessment approaches for children and families. Emphasis on interviewing, observation, psychometric scales, and consultation. Rationale, administration, analysis, and reporting of mental health functioning of children and families. Experience with clinical populations, and communication with referral sources. (Same as HDFL 814.) Prerequisite: Graduate student in clinical child psychology or consent of instructor. LEC

Design and Analysis for Developmental Research (3)
Coverage of the philosophy and basic principles of group-design research, with a special emphasis on designs that are appropriate for developmental studies. Designs for both experimental and quasi-experimental research are covered, and appropriate statistical procedures are presented concomitantly with the designs. Individual-difference analyses and statistical control issues are also addressed. (Same as HDFL 815.) LEC

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

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. (Same as ABSC 820.) Prerequisite: A course in child development or equivalent. (Formerly HDFL 820.) LEC

Behavior Analysis of Child Development (3)
An advanced graduate seminar on the behavior analysis approach to child development. The course addresses (a) the history and philosophy of the approach as it relates to other
developmental systems; (b) the current conceptual and empirical behavior-analytic literature as it relates to the general developmental literature (e.g., motor, emotional, social, and cognitive development); (c) the inherent contextualism within the contemporary behavior analysis; and (d) the implications of the aforementioned for application. (Same as HDFL 821.) Prerequisite: HDFL 796 and HDFL 798, or consent of instructor. LEC

PSYC 880  Social Development (3)
A lecture/discussion course in social development. Topics include theoretical approaches to the study of social development, family processes, peer relations, the development of aggression and prosocial behavior, child abuse and neglect and family violence, child care, and the media. (Same as HDFL 880.) Prerequisite: A course in child psychology or development. LEC

PSYC 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 ABSC 825.) Prerequisite: A course in child psychology or development. (Formerly PSYC 880.) LEC

PSYC 846  Practicum in Clinical Child Psychology (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. Graded on satisfactory/fail basis. (Same as HDFL 846.) Prerequisite: HDFL 812 or PSYC 812, and PSYC 850, or consent of instructor. FLD

PSYC 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 ABSC 846.) Prerequisite: Graduate standing in clinical child psychology and instructor permission. (Formerly PSYC 846.) FLD

PSYC 847  Practicum in Clinical Child Psychology II (1-3)
A continuation of HDFL 846/PSYC 846. Graded on satisfactory/fail basis. (Same as HDFL 847.) Prerequisite: HDFL 846 or PSYC 846, or consent of instructor. FLD

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

PSYC 870  Cognitive Development (3)
A lecture/discussion course in cognitive development. The course will contrast the theory and research of Jean Piaget and his followers, with an information processing or cognitive psychology approach to issues. Topics include development of perception, attention and information getting; memory and metamemory; problem solving; discrimination learning and concept formation; and individual differences in cognitive styles and strategies. (Same as HDFL 870.) Prerequisite: A course in child psychology or development, a course in cognitive psychology, or consent of instructor. LEC
PSYC 870  Cognitive Development (3)
A lecture/discussion course in cognitive development. The course will contrast the theory and research of Jean Piaget and his followers, with an information processing or cognitive psychology approach to issues. Topics include development of perception, attention and information getting; memory and metamemory; problem solving; discrimination learning and concept formation; and individual differences in cognitive styles and strategies. Prerequisite: A course in child psychology or development, a course in cognitive psychology, or consent of instructor. LEC

PSYC 872  Attention, Perception, and Learning in Infancy (3)
Coverage of the basic literatures on perceptual-cognitive behavior during the first three years of life, as assessed by measures of attention, perception, learning, and memory. Course material is approached from an information-processing framework. (Same as HDFL 872.) LEC

PSYC 872  Attention, Perception, and Learning in Infancy (3)
Coverage of the basic literatures on perceptual-cognitive behavior during the first three years of life, as assessed by measures of attention, perception, learning, and memory. Course material is approached from an information-processing framework. LEC

PSYC 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. Prerequisite: Graduate status in clinical psychology, or consent of instructor. LEC

PSYC 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 ABSC 888. Prerequisite: Graduate status in clinical psychology, or instructor permission. LEC

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

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

PSYC 913  Developmental Research Proseminar (1-3)
A proseminar, conducted jointly by the staffs of the developmental and child psychology Ph.D. training program. This course will meet weekly to hear presentations of research proposals and accomplishments in the area of developmental psychology. Speakers will be drawn from the staffs of the two departments, from visiting scientists, and from the graduate students enrolled in the program. The proseminar will present both the current
research areas of importance in developmental psychology and the students’ and staffs’ own research as related to such areas. (Same as HDFL 913.) Prerequisite: Graduate standing in the developmental and child psychology program or consent of instructor. LEC

**PSYC 921 Seminar in Early Development (3)**
A seminar devoted to factors affecting early human development with some attention to theoretical formulations and the relevant animal literature. (Same as HDFL 921). LEC

**CHANGE: OTHER**

**PSYC 923 History and Systems of Developmental Psychology: Developmental Theory (3)**
An intensive study of traditional and recent developmental theories with an emphasis upon the role of heredity, early stimulation, reinforcement, and modification as each affects the course of the development of children. (Same as HDFL 923.) LEC

**PSYC 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. Graded on satisfactory/fail basis. (Same as HDFL 943.) Prerequisite: HDFL 846 or PSYC 846, and HDFL 847 or PSYC 847, or consent of instructor. FLD

**PSYC 944 Advanced Practicum in Clinical Child Psychology IV (1-3)**
A continuation of HDFL 943 and PSYC 943. Graded on satisfactory/fail basis. (Same as HDFL 944.) Prerequisite: HDFL 943 or PSYC 943, or consent of instructor. FLD

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

CHANGE: COURSE DESCRIPTION, CROSS LISTING

PSYC 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.
(Same as HDFL 963.) Prerequisite: Completion of Ph.D. comprehensive examinations and
consent of clinical child psychology faculty. FLD

PSYC 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.
(Same as ABSC 963.) Prerequisite: Completion of Ph.D. comprehensive examinations and
permission of clinical child psychology faculty. (Formerly HDFL 963.) FLD

CHANGE: CROSS LISTING

PSYC 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. Prerequisite: Consent of instructor.
FLD

PSYC 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 ABSC 976. Prerequisite:
Instructor permission. FLD

CHANGE: COURSE DESCRIPTION, CROSS LISTING

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

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

CHANGE: NUMBER

POL 930  Public Administration and Democratic Theory (3)
This course focuses on the democratic context of public management. Topics could include:
theories of state; the place of the constitution, law and regulation; politics and
administration; citizenship and representative bureaucracy; administrative discretion and
public responsibility; theories of equity, justice and efficiency; theories of institutions; democracy as applied to bureaucracy; and ethics for administrators. LEC

**PUAD 930 Research Seminar in Public Administration and Democratic Theory (3)**
This course focuses on the democratic context of public management. Topics could include: theories of state; the place of the constitution, law and regulation; politics and administration; citizenship and representative bureaucracy; administrative discretion and public responsibility; theories of equity, justice and efficiency; theories of institutions; democracy as applied to bureaucracy; and ethics for administrators.

**CHANCE: NUMBER**

**POLS 931 Public Organizations and Management (3)**
The course focuses on public management within a democratic context. Topics could include: theories of bureaucracy; distinctions between public and private organizations and administration; administrative or organizational behavior including middle range theories like role theory, group theory, communication theory; leader, management and supervision; organizational change and innovation; and theories of decision-making including rationality, public choice and “garbage cans” (models of decision-making). LEC

**PUAD 931 Research Seminar in Public Administration and Management (3)**
The course focuses on public management within a democratic context. Topics could include: theories of bureaucracy; distinctions between public and private organizations and administration; administrative or organizational behavior including middle range theories like role theory, group theory, communication theory; leadership, management and supervision; organizational change and innovation; and theories of decision-making including rationality, public choice and “garbage cans” (models of decision-making).

**NEW COURSE**

**PUAD 932 Seminar in the Intellectual History of Public Administration**
This course will analyze the intellectual currents that undergird the theories and concepts in public administration. There are three primary perspectives crosscutting the topics. They are historical, cultural and analytical.

**NEW COURSE**

**PUAD 934 Research Methods in Public Administration (3)**
The course examines issues of research and epistemology with an emphasis on connecting theory and research and doing research in field settings.

**NEW COURSE**

**PUAD 935 Advanced Quantitative Methods for Public Administration (3)**
This seminar will assist students to develop a thorough competence in both theory and application of multivariate statistical models of the types that are commonly used to study questions of organization and policy in the public sector. These will include inference for the general linear regression model under a wide variety of specifications, as well as a consideration of path models and systems of simultaneous equations. The principal goal of this course is to strengthen the ability of doctoral students in public administration to work methodologically as independent scholars using relatively advanced designs and technique in their work.

**NEW COURSE**

**PUAD 937 Qualitative Methods in Public Administration (3)**
This course examines the concepts and practices of qualitative research. The focus will be on field research and the collection of “textual data” through observation,
interviewing, and documents. The course will also examine the interpretation and analysis of qualitative data and how to present qualitative findings.

POLS 939  
Topics in Public Administration: ______________________ (3)  
A study of selective topics in public administration. Course may be taken more than once. LEC

PUAD 939  
Topics in Public Administration: ______________________ (3)  
A study of selective topics in public administration. Course may be taken more than once. LEC

NEW COURSE

PUAD 943  
Constitutional Foundations of Public Administration (3)  
This course provides grounding in the constitutional premises of public administration including executive, legislative, and judicial powers, and federalism, and those issues associated with the development of economic institutions and processes such as taxation, employment regulation, and commerce controls.

NEW COURSE

PUAD 949  
Law, Courts, and Public Policy (3)  
This course provides an in-depth analysis of the role of law, litigation, and courts in the public policy process, with an emphasis on bureaucratic institutions. The course covers the main theories and empirical research on the policy effects of litigation and intervention, with a particular focus on civil rights in the areas of employment, policing, welfare, prisons, and environmental policy. As part of the course requirements, students will conduct original empirical research.

NEW COURSE

PUAD 998  
Directed Reading on Public Administration.

NEW COURSE

PUAD 999  
Dissertation.

CHANGE: COURSE DESCRIPTION, CROSS LISTING

SOC 767  
Gerontology Proseminar (3)  
A proseminar coordinated by the Gerontology Center. The proseminar explores essential areas of gerontology for researchers and practitioners, providing a multidisciplinary (psychology, biology, sociology, and 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, HDFL 787, and PSYC 787.) LEC

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

CHANGE: COURSE DESCRIPTION, CROSS LISTING

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

CHANGE:  OTHER

SPLH 836  Genetics of Communication and Learning Disorders  (2)
This course focuses on the description, assessment, and treatment of communication problems associated with particular genetic syndromes (e.g., Down’s, Turner’s syndromes). Also covered are current data about the genetic factors involved in nonsyndromic communication and learning problems, such as those commonly seen in the schools. Ethical and practical issues in these areas are discussed. (Same as HDFL 836.) LEC

SPLH 836  Genetics of Communication and Learning Disorders  (2)
This course focuses on the description, assessment, and treatment of communication problems associated with particular genetic syndromes (e.g., Down’s, Turner’s syndromes). Also covered are current data about the genetic factors involved in nonsyndromic communication and learning problems, such as those commonly seen in the schools. Ethical and practical issues in these areas are discussed. LEC

CHANGE:  TITLE, PREREQUISITE, COURSE DESCRIPTION, CROSS LISTING

SPLH 966  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 HDFL 920.) LEC

SPLH 966  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 ABSC 920.) (Formerly HDFL 920.) LEC

B. FOR APPROVAL BY COLLEGE ASSEMBLY

CGS recommends for approval the following:

1.  Department of English – Proposal for a Master of Fine Arts in Creative Writing

   Program Need and Student Characteristics

   (1) Centrality to Mission

   The proposed Master of Fine Arts program in creative writing is consistent with the mission of the Department of English at the University of Kansas to teach students to write effectively and is integral to its threefold endeavor to provide courses in literature, language, and writing. Moreover, it conforms to the goal of the College of Liberal Arts & Sciences to foster and advance excellent teaching, significant research, and public service within the state of Kansas and beyond. Our aim for students in the proposed MFA program is to bring them to the frontier of skill and knowledge in their discipline while promoting their independence as writers and productive citizens.
(a) Mission Statement

By replacing the current master’s degree (MA) in creative writing with the MFA—the standard terminal degree in the field—the English Department will be graduating six to eight students each year who will be qualified through their training to begin or advance their careers in teaching, writing, editing, and a variety of other occupations that require strong writing and critical-thinking skills.

The department’s award-winning creative-writing faculty will continue its strong commitment to teaching and publication, and, through regularly scheduled public readings, workshops, and theater productions by existing staff and visiting writers, enlarge and strengthen its service to the community.

(b) Statement of Aspiration

The proposal is not for a new program but for a modification of an already existing program. The Department of English at the University of Kansas seeks to replace its current 30-credit-hour MA program in creative writing with a 47-credit-hour MFA program, since the MFA is the standard terminal degree in the field. By providing our master’s-level students with a terminal degree, we will be more fully preparing them for jobs and other professional opportunities. Moreover, we aim to make the University of Kansas better known as a center of writing excellence within the state and the region. All the top 25 graduate-level creative-writing programs in the nation offer the MFA. With our current large and highly diverse staff—bolstered by the recent hiring of two fiction writers on the cutting edge of contemporary fiction—a highly respected national literary review, and an award-winning departmental theater company, we feel that the KU MFA program can become a top-25 program within seven to ten years. And we can achieve this by virtue of a faculty and curriculum that is almost entirely already in place. The proposed MFA program, as we have designed it, will require the approval of only one new course—a practicum in the teaching of creative writing—and very little additional expense. The faculty for the proposed MFA program is already at work, and no new creative-writing faculty positions need to be created, though we have a strong interest in adding a playwright to our staff to further strengthen that vitally important component of the program and to provide additional diversity.

(2) Student Demand

KU has long needed to offer an MFA in creative writing, the standard graduate degree in the subject and one much desired by applicants accepted into the present MA program, as well as by students who apply elsewhere because of the inadequacy of our MA program. The PhD in English with a creative-writing dissertation is principally a scholarly degree and prepares students for different professional paths and fields of study.

We anticipate that we will typically admit between six and eight full-time students a year into the MFA program, so that, in any given three-year cycle (the usual time to complete the degree), between eighteen and twenty-four graduate students will be enrolled in the program. We expect to receive applications for the program from three groups: students with bachelor’s degrees from other colleges and universities, students with a bachelor’s degree from KU, and people from the region who have received a bachelor’s or higher degree some time in the past and who now wish to enhance their skills and qualifications as writers.

The current MA program is smaller than the MFA program we propose, admitting usually three to six students each year in creative writing from a pool of about twenty-five to thirty applicants. By
offering a soundly and attractively constructed program in creative writing that offers the terminal degree, we expect that the number of applications for the program will increase significantly, and we will be able to admit a greater number of talented and highly qualified students from that larger pool. A good portion of the students enrolled in the existing master’s program at the time of the change to the MFA program will be able to make a smooth transition into the new program by virtue of the way the new curriculum will be designed with an emphasis not on additional course work but on thesis hours.

The level of interest in creative writing at KU has been very high at both the undergraduate and graduate levels. Each semester on the undergraduate level we offer a large number of creative-writing classes. A typical schedule would include eight or nine classes in fiction writing, four or five in poetry writing, two in screenwriting, one or two in playwriting, and one in creative nonfiction. Each of these classes enrolls approximately twenty students. This means that, every semester during the regular academic year, approximately 300 to 350 undergraduate students are taking courses in creative writing.

There are approximately 150 students currently majoring in English with an emphasis in creative writing at KU.

Of course, not all of our creative-writing majors are interested in seeking admission to a graduate writing program. The number usually approaches about twenty each year. Overwhelmingly, these students are most interested in writing programs which offer the MFA, the terminal degree. The University of Kansas does not now provide these students, should they wish to remain at KU, with the option of that degree.

Moreover, Lawrence and its surrounding area has a strong arts community, which includes many local writers and writers’ groups. It is not unusual for these “nontraditional students,” after a hiatus from school, to want to resume coursework and the development of their writing in a formal graduate program. This is a full-tilt trend. The average age of individuals applying to and enrolling in creative-writing programs on the graduate level has significantly increased. Writing is often a lifelong pursuit, and it can be reasonably expected that the existence of a graduate writing program at KU offering the terminal degree and having a strong regional and national reputation could take full advantage of the need and demand for graduate training and enhanced professional development among writers of all ages.

In general, the ratio of applicants to those accepted into graduate writing programs is very high. Typically, for our current MA program, it is close to ten to one. In most MFA programs, that ratio is much higher.

In conclusion, there are many well-qualified and talented students who are not admitted to graduate writing programs because the competition is so intense and the age range of the applicant pool is so great. By enlarging our program and offering the terminal degree, the Department of English at the University of Kansas would be offering training and educational opportunities to students, including KU graduates, who might not otherwise have those opportunities.

(3) Demand for Graduates

From the publishing industry to the teaching profession, the demand for graduates well trained in writing has grown steadily stronger over the last fifteen years or so, as witnessed clearly by the fact that the number of MFA programs in the United States has doubled since 1990—a fact that also testifies to the need for KU, if it is to compete effectively in graduate-level education in that area, to have such a program.
(4) Location and Comparative Advantages

(a) Comparison to Similar Programs in the Regents System

Wichita State University currently offers a three-year, 48-credit-hour MFA degree in creative writing. The MFA program there has significant curricular differences from the MFA program we propose at KU. The most significant difference is in thesis hours—the credit hours each student is allotted for the writing and revising of the thesis, a book-length manuscript of publishable quality that is the culmination of the degree program.

The MFA program at Wichita State allots two to six credit hours for the thesis. The remainder of the 48-hour curriculum consists of writing workshops (maximum of 12 hours), and various combinations of literature courses, writing-techniques courses, tutorials, and electives. The curriculum for the proposed MFA program at the University of Kansas also would require each student to complete four writing workshops (12 hours). Four literature courses would be required (12 hours). Students who have teaching assistantships and wish to teach creative writing will be required to take a total of three practica in teaching (four hours). If there are students who do not have assistantships, they will complete three of those four hours with an elective (for a total of 46 hours). A one-hour internship serving on the editorial staff of *Cottonwood* or the production staff of English Alternative Theatre is strongly recommended. The remainder of the typical 47-credit-hour program will be fulfilled by the completion of thesis hours. The curriculum we propose would require 15 credit hours for the completion of the thesis. The preparation for, writing, and completion of the thesis is the most important undertaking for the MFA student at the University of Kansas, and providing 15 credit hours for the completion of this important requirement will, we believe, result in more accomplished manuscripts, better opportunities for publication, and enhanced qualifications for students on the job market. (See the charts on pages 12-14 for the proposed MFA curriculum and comparison to the curriculum for the current KU MA program.)

All MFA candidates at Wichita State are required to pass a comprehensive examination based on a reading list of 30 books, chosen from a master reading list. The proposed MFA program at the University of Kansas will not require a comprehensive examination.

The proposed curriculum for the MFA program at the University of Kansas will offer students with teaching assistantships the opportunity to teach at least one undergraduate course in creative writing, enabling them to enhance their teaching credentials. ENGL 803: Practicum in the Teaching of Creative Writing will be a one-credit-hour course concerned with the pedagogy of teaching creative writing: workshop approaches, conferencing techniques, revisional strategies, etc. It will include group meetings as well as class visitations and individual conferences. This one-hour practicum will normally be taken at the beginning of the third year and provide students with training specifically for teaching creative writing. The MFA program at Wichita State does not offer a course in preparation for the teaching of creative writing.

The proposed KU MFA program will offer graduate students a one-credit-hour internship on the editorial staff of *Cottonwood*, KU’s nationally regarded and distributed literary review, or on the production staff of the English Alternative Theatre, the English Department’s award winning theater company. This hands-on experience will enhance students’ skills and job credentials and expand their educational opportunities. (According to the Association of Writers and Writing Programs (AWP) guidelines, an affiliation with a journal, press, or other literary publishing project that can provide editorial experience for students is a significant component of an outstanding graduate creative-writing program.)
Wichita State offers an opportunity for graduate students to work on MIKROKOSMOS, which is a campus rather than a national review. Only the editor is awarded credit (up to three hours) for this experience.

The creative-writing staff at Wichita State consists of five faculty members—three in prose and two in poetry. This staff is supplemented by visiting writers on a semester-by-semester basis. The creative-writing staff at the University of Kansas consists of eleven faculty members—four in fiction writing, five in poetry, one in creative nonfiction, and one in playwriting.

Emporia State University offers an MA degree with a creative-writing emphasis. Kansas State University also offers an MA in English with a concentration in creative writing. Neither offers the MFA.

(b) Comparison with Similar Regional Programs

Except for the University of Iowa, no other major university in the region (including Missouri, Oklahoma, Colorado, and Nebraska) offers an MFA in creative writing. In the large state universities that comprise the Big Twelve, there is currently only one MFA program, at the University of Texas. Many of these Big Twelve institutions offer a master’s degree (MA) in creative writing, but only Texas offers the terminal degree, a three-year, 54-credit-hour program that includes six thesis hours. We believe that a strong case can be made that by changing our own MA program, duplicated by most of the Big Twelve universities, to an MFA program offering the terminal degree we will greatly enhance the possibility of the University of Kansas becoming a center of writing excellence in the region and, ultimately, in the nation. Becoming a top-25 writing program is a priority and a goal we believe can be accomplished within seven to ten years.

Among KU’s peer institutions, only the University of Iowa and the University of Oregon offer an MFA degree in creative writing. The University of Iowa provides a two-year, 48-credit-hour MFA program that includes 24 hours of workshops and 12-24 hours of literature courses and electives. The two-year MFA program at the University of Oregon requires 72 quarter hours, including 36 quarter hours of workshops and up to 18 quarter hours for the thesis.

(c) Reason for Being at this Institution

The University of Kansas’ large, diverse, award-winning creative-writing staff is extremely well qualified to meet the challenges of providing students with a terminal degree. The staff of eleven—recently bolstered by the addition of two fiction writers—is as large (or larger than) and as accomplished as many of the staffs of the top creative-writing programs in the country. The existence of a highly respected and well-established national literary review (Cottonwood) and an award-winning theater company (the English Alternative Theater) are further strengths of the department, providing students with real opportunities for hands-on professional experience. In addition, the Science Fiction Institute, staffed by Professor Emeritus James Gunn and the writers Kij Johnson and Chris McKitterick, is well recognized throughout the country and affords students the opportunity to explore writing and publishing opportunities in this genre. The change from the current MA program to the MFA can be made smoothly and relatively easily, requiring no new staff at the present time and the approval of only one new practicum in the teaching of creative writing. The essentials are already in place to provide an impressive MFA program for prospective graduate students seeking the terminal degree.
It should be noted that in the 1997 Outside Evaluation of the KU Department of English, encompassing all aspects of departmental activity, the peer reviewers cited the creative-writing program as a major strength of the department: “The creative writing faculty feel valued and appreciated by their colleagues; their faculty numbers have grown four-fold since 1980, a fact all the more surprising given the steady loss of faculty in the Department generally over that time. From all accounts, the creative writing faculty work hard, teach well, and produce outstanding (and nationally successful) writers.”

(5) Student Characteristics

Students accepted into the MFA program at the University of Kansas must have a baccalaureate degree (or higher), a strong undergraduate record, ideally with emphases in English and the humanities, and demonstrated achievement and potential as creative writers. The process of applying for graduate study in the Department of English requires each applicant to fill out the application, which includes two copies of each transcript, three letters of recommendation, Graduate Record Examination scores, and a 500-word statement. In addition, students applying to the proposed MFA program will submit a portfolio of their creative writing: typically about thirty pages of prose, or fifteen to twenty pages of poetry, or two one-act plays or one full-length play. The quality of an applicant’s writing portfolio will be the most important factor in determining if the student will be admitted to the program. Members of the creative writing staff, working in conjunction with the Admissions and Fellowships Committee (headed by the Coordinator of Graduate Studies), will evaluate applications and make recommendations relative to acceptance.

(6) Curriculum of the Proposed Program

The curriculum of the proposed MFA program will consist of a three-year, 47-credit-hour course of studies that requires students to complete course work in writing workshops and literature courses and to complete and defend a book-length thesis of publishable quality. Students in the program who receive graduate teaching assistantships and who wish to teach creative writing will be required to complete four credit hours of practica in the teaching of composition and creative writing. Students who do not hold teaching assistantships will complete the curriculum by taking an alternate three-hour elective. A one-hour internship on the editorial staff of Cottonwood or the production staff of English Alternative Theatre is strongly recommended.

With the exception of the proposed practicum in the teaching of creative writing, all the courses for the proposed MFA program are already in existence.

Proposed Curriculum for MFA Student with Graduate Teaching Assistantship

First Year, Fall Semester:
   One Workshop (3)
   One Literature Course (3)
   Practicum in the Teaching of College English I (2)

8 hours

First Year, Spring Semester:
   One Workshop (3)
   One Literature Course (3)
   Practicum in the Teaching of College English II (1)

7 hours
Second Year, Fall Semester:
One Workshop (3)
One Literature Course (3)
*Cottonwood* Internship
or
EAT Internship (1)

7 hours

Second Year, Spring Semester:
One Workshop (3)
One Literature Course (3)
Three Thesis Hours (3)

9 hours

Third Year, Fall Semester:
Elective (3)
Practicum in the Teaching of Creative Writing (1)
Six Thesis Hours (6)

10 hours

Third Year, Spring Semester:
Six Thesis Hours and Defense (6)

6 hours

Total: 47 hours

Proposed Curriculum for MFA Student without a Graduate Teaching Assistantship

First Year, Fall Semester:
One Workshop (3)
One Literature Course (3)

6 hours

First Year, Spring Semester:
One Workshop (3)
One Literature Course (3)
Elective (3)

9 hours

Second Year, Fall Semester:
One Workshop (3)
One Literature Course (3)
*Cottonwood* Internship
or
EAT Internship (1)

7 hours
Second Year, Spring Semester:
  One Workshop (3)
  One Literature Course (3)
  Three Thesis Hours (3)

9 hours

Third Year, Fall Semester:
  Elective (3)
  Six Thesis Hours (6)

9 hours

Third Year, Spring Semester:
  Six Thesis Hours and Defense (6)

6 hours

Total: 46 hours

Electives may be chosen from among graduate-level courses in literature, language, and writing offered by the Department of English, or from graduate-level courses outside the department, with the approval of the Coordinator of Graduate Studies.

Students in the existing MA program with creative-writing emphasis are required to complete the following curriculum:

  Four graduate courses in literature, English or American (12)
  Three graduate courses in creative writing (9)
  One Elective (3)
  Six Thesis Hours (6)

Total: 30 hours

The MA thesis consists of original creative writing in fiction, poetry, drama, or nonfiction prose.

In the case of the MFA thesis, after the fall semester of the second year—normally halfway through the program—the student will select a member of the creative-writing faculty to serve as the director of the thesis. The MFA thesis in creative writing is the culmination of the student’s training and preparation and constitutes the most significant requirement for the student to complete the program and receive the terminal degree.

The thesis will consist of a portfolio of the student’s best work in poetry, fiction, creative nonfiction, playwriting, or some combination thereof. In completing the thesis, the student will work under the supervision of a member of the creative-writing faculty—the thesis director—and two other members of the faculty, at least one of whom must be in creative writing. It is required that the thesis be of publishable quality, in parts or as a whole, and be of substantial length: at least one hundred pages of prose; at least fifty pages of poetry; or at least two one-act plays or one full-length play. More specific requirements will be determined for each thesis by the thesis director and the other members of the thesis committee. Toward the end of the third year, the student will present the thesis in a timely manner to his or her committee members, and a defense will be scheduled. The student must satisfactorily pass the thesis defense in order to receive the MFA degree.
At the end of the three-year program, students receiving the MFA degree will possess advanced writing, reading, editing, and critical-thinking skills that will prepare them for jobs in teaching, writing, editing, and related fields, and for careers as independent publishing writers.

(7) Program Faculty

The creative-writing faculty at the University of Kansas consists of four full professors, five associate professors, one tenure-track assistant professor, and a new tenure-track assistant professor in fiction who will be joining the creative-writing faculty in fall 2004. We are also committed to pursuing a minority hire in playwriting. All are actively engaged in writing and/or editing and have produced award-winning books as well as regularly published poems, stories, essays, and other creative work. All are tenured or tenure track. The tenured and tenure-track faculty is also actively involved in the teaching of undergraduates. The core faculty consists of four in fiction (Curtis, Lorenz, Sullivan, Unferth), five in poetry (Contoski, Harrington, Harris, Irby, Johnson), one in creative nonfiction (Atkins), and one in playwriting (Lim). The core faculty in creative writing will be significantly involved in activities related to the MFA program: teaching courses, directing theses and serving on thesis committees, advising and mentoring, and supervising interns.

In their 1997 Outside Evaluation of the KU Department of English, the peer reviewers specifically singled out the creative-writing faculty at the University of Kansas for their growing numbers and for their productivity in teaching and research.

(8) Academic Support

Each member of the core creative-writing faculty will be involved in advising and mentoring graduate students. Students in the program will be able to avail themselves of KU’s extensive library collections. The Department of English itself receives about twenty journals, reviews, and literary magazines on a regular basis.

The Department of English requests an annual sum of $2,500 to help support the publication of Cottonwood, a central component of the proposed MFA program. That sum, to be provided by the College of Liberal Arts and Sciences, will be significantly supplemented by money from the English Department and the journal’s subscribers, patrons, and donors.

(9) Facilities and Equipment

No new space or equipment or other facilities are required for the proposed MFA program.

(10) Program Assessment and Review

Program review will occur as part of the regularly scheduled external review of the Department of English that evaluates program outcomes and student learning. The MFA program will be formally reviewed internally after two cycles (in the fifth year), as well. Exit surveys will be administered to each graduating class.

In addition, all faculty in the Department of English are annually evaluated in terms of teaching, research, and service by the Chair in conjunction with the Merit Review Committee. Besides the grades they receive in their course work, graduate students in the department are evaluated on their strengths and weaknesses after each of their courses by their instructors and receive regularly advising to ensure that they are maintaining steady and satisfactory progress toward a degree. The MFA degree will be awarded to a student in the writing program after the student
successfully completes the required credit hours and satisfactorily completes and defends the thesis, as determined by the student’s thesis committee.

2. Department of Political Science – Revisions of the MA Material in the Graduate Catalog

Concerning pages 247-248 in the current (2003-2005) catalog, we propose to make insertions (represented by italics) and deletions (represented by strikes). These changes are intended to “ratify” current practices. I do not believe they represent a significant substantive change in the content of our program requirements. The “two subfields” provision that is stricken is not a part of our current MA Guidelines.

M.A. Degree Requirements
All candidates for the M.A. degree must complete, at a satisfactory level, (1) 30 semester hours of graduate credit, 21 of which must be earned in courses at the 700 level or above; (2) research methods through POLS 706; and (3) a comprehensive master’s oral examination. The student will select a principal advisor from the Political Science graduate faculty by the end of the first year in order to choose courses and prepare for the comprehensive examination. The examination will be administered by a three-person M.A. committee that includes the student’s principal advisor and two other members of the KU graduate faculty who are selected by the student in consultation with the principal advisor. One member of the committee may be selected from another department (including Ad Hoc and Special members of the graduate faculty who have been approved by the Graduate School). Courses that satisfy the 30 credit hour requirement for the M.A. degree must be taken from at least two subfields in political science (excluding special courses such as directed readings and thesis). Directed readings courses in excess of 5 hours cannot be counted toward the 30 hours required for the degree. With the prior written approval of the principal advisor and Graduate Director, candidates may count up to 6 graduate hours taken outside the department (but in a field related to the academic program in political science) toward the 30 hours required for completion of the degree.

Applicants who have not completed at least 15 undergraduate credit hours in political science may be admitted with the provision that they complete additional hours of course work.

All candidates must fulfill the requirements of either the thesis or the non thesis option for the Master of Arts degree.

Thesis Option. Upon completion and certification of an acceptable thesis, candidates may count 6 credit hours of thesis enrollment toward the 30 credit hours required for the M.A. degree.

Nonthesis Option. Candidates may substitute a minimum of two 800- or 900- level research courses plus satisfactory performance on a comprehensive written examination administered by the three person MA committee before the oral examination.

3. Department of Human Development and Family Life – Proposed Changes in the Master’s and Doctoral Degrees

The Department of Human Development and Family Life proposes significant changes in its graduate degree programs. Administratively, we are requesting to (a) change the name of the department to Applied Behavioral Science, yet to retain “Human Development and Family Life” as a program name; (b) drop the M.H.D. degree and change the name of the Master’s degree to Applied Behavioral
Science; (c) change the name of the doctoral degree from Developmental and Child Psychology to Behavioral Psychology; and (d) change the current joint oversight of the Developmental and Child Psychology doctoral program by both HDFL and the Department of Psychology to the sole oversight by the Department of Applied Behavioral Science of its re-named doctoral program in Behavioral Psychology. The justifications for these changes are described in the department’s letter to the CLAS Deans requesting these and other changes, which they approved, which the Provost approved, and which are pending with the Council of Chief Academic Officers (COCAO) and the President and Chief Executive Officer of the Board of Regents.

Beyond the foregoing changes, the department also proposes specific changes in the degree requirement for its M.A. and Ph.D. programs. These and their justifications are described in the department’s annotated mock-up of its undergraduate catalog copy. For present purposes, we list the current requirements here, followed by the proposed requirements, first, for the M.A. Program and then for the Ph.D. program.

**MASTER’S PROGRAMS**

**Current Masters Degree**

“To qualify for the general M.A. degree the student must earn 30 credit hours, complete an acceptable thesis, and pass a general oral examination.”

**Proposed Changes in the Masters Degree**

The M.A. degree requires 30 credit hours -- 15 of them in five content areas, and three in a practicum. Student must also conduct, write, and orally defend an empirically-based thesis. The content areas and the practicum course 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). Required course:

   ABSC 796 Laboratory in Behavioral Development and Modification: The Analysis of Behavior I

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 of the effects of interventions. Required course:

   ABSC 735 Within-Subjects Research Methodology and Direct Observation

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 recent issues in the discipline and profession (e.g., relations between basic and applied research). Required course:

   ABSC 798 The Analysis of Behavior II: Conceptual Foundations, Advanced Principles, and Contemporary Issues
4. Applied Behavior Analysis I (3). The dimensions of applied behavioral research (assessment, analysis, intervention, evaluation), applied and intervention research (clinical, community), applied procedures and programs, social validity, and ethical issues. Required course:

   ABSC 861 Applied Behavior Analysis

5. Research or Intervention Practicum (3). A supervised practicum course in (a) basic or applied research or (b) behavioral interventions.

Justification: The previous requirement for the master’s degree was “30 hours.” Given (a) recent advances, areas of sustained growth, and professional development in basic and applied behavioral science and (b) new and changing career and professional opportunities for students, a sequence of 15 of the 30 hours must now be completed in five different areas.

Current Master’s in Human Development (M.H.D.)

“The M.H.D. degree prepares students to serve in professional positions concerned with the practical application of the principles of child behavior and human development. Students receive a thorough theoretical foundation and extensive supervised practical experience in applying these principles. The M.H.D. program is oriented toward specific professional roles. Students must have undergraduate baccalaureate degrees in psychology, sociology, social welfare, human development, or education. In special cases, students with baccalaureate degrees in other areas may be admitted if they have had extensive relevant experience. Depending on their academic backgrounds, such students may be required to complete undergraduate courses concurrently with graduate courses. Students must successfully complete a final comprehensive evaluation. A thesis option is possible. Almost all students admitted to the program are expected to be concurrently employed in a group home.”

Proposal for the Current Master’s in Human Development (M.H.D.)

Elimination of the degree program.

Justification: The Master’s in Human Development was for the training of group-home “teaching parents.” The degree will be eliminated because (a) it contains a non-thesis option inconsistent with the department’s new identity and focus, (b) the faculty members responsible for it have retired, (c) no current faculty members conduct research or training in the area, (d) and no students remain in the program. Students for whom the degree was originally intended will be accommodated in our revised master’s program and a to-be-proposed graduate certificate program.

DOCTORAL PROGRAM

Current Ph.D. Program in Developmental and Child Psychology

Programs. Students may choose one of two programs.

“Program 1 is maximally flexible so that students may pursue individual goals and interests. Attainment of skills and competences is the main focus. At a minimum, students must take one advanced course in research methods, one course dealing with comparative theory or systems of psychology, and one course in behavioral psychology. Additional courses may be required or elected for students’ programs when they consult with their advisers.”
“Program 2 is for students who wish to ensure breadth of training in developmental and child psychology. It is based on the American Psychological Association guidelines for programs in psychology. Requirements include courses in developmental theory, behavioral psychology, assessment, research methods, statistics, professional ethics, and in biological, cognitive, social, and individual bases for behavior. Students may pursue specialties in developmental studies, behavior analysis, or applied research and program development.”

Research Skill

“The FLORS requirement enables the student to acquire a research skill that contributes to research competence and scholarship in some depth. In Program 1, it is satisfied by courses (usually 9 credit hours) in a discipline outside human development constituting a coherent package that gives the student depth in a research skill or method of approaching the major content area. If courses in HDFL are used to satisfy part of the FLORS requirement, they must emphasize research methods as opposed to substantive content. Examples include computer science, quantitative methods, linguistics, logic, juvenile law and probation, rehabilitation, and epidemiology/health psychology.” In Program 2, one required course in each of three areas --assessment, research methods, and statistics -- constitute the research skill requirement.”

Comprehensive Examination

“Ph.D. aspirants normally take the comprehensive oral examination after satisfactorily completing the required courses and fulfilling the teaching and research skills requirements. The comprehensive examination is composed of four parts:”

“2. Written comprehensive examinations. Questions for the written comprehensive examinations are drawn from the following concentrations: behaviorism in science and society, community, communication media, deviant development, early childhood development, infancy, language, operant techniques, perceptual-cognitive development, social learning and social cognition, university instruction, public policy, health promotion and injury prevention, stimulus control, theory, and education. Students must answer six questions, choosing three questions from each of two areas or two questions from each of three areas.”

Proposed Changes in the Ph.D. Program

Program Course Requirements. The doctoral program requires that students take one course each 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). Required course:

   ABSC 796 Laboratory in Behavioral Development and Modification: The Analysis of Behavior I

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 of the effects of interventions. Required course:

   ABSC 735 Within-Subjects Research Methodology and Direct Observation
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 recent issues in the discipline and profession (e.g., relations between basic and applied research). Required course:

   ABSC 798 The Analysis of Behavior II: Conceptual Foundations, Advanced Principles, and Contemporary Issues

4. Applied Behavior Analysis I (3). The dimensions of applied behavioral research (assessment, analysis, intervention, evaluation), applied and intervention research (clinical, community), applied procedures and programs, social validity, and ethical issues. Required course:

   ABSC 861 Applied Behavior Analysis

5. Principles of Behavior or Conceptual Foundations II (3). Advanced treatment of (a) the basic principles (behavioral choice stimulus equivalence) and empirical research (development, language) or (b) the historical, conceptual, and comparative foundations in behavior science, and recent advances therein. Required course (select one):

   ABSC 821 Behavior Analysis of Child Development
   ABSC 931 Verbal Behavior
   ABSC 921 The History and Systems of Psychology

6. Research Methods II (3). Advanced treatment of the tactics and strategies of basic, applied, and intervention research (e.g., measurement, design), with particular emphasis on conducting research in applied settings (e.g., community, school, organizations). Required course:

   ABSC 940 Measurement and Experimental Design for Applied Research

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). Required course (select one):

   ABSC 848 Applied Gerontology: Practice and Intervention
   ABSC 961 Advanced Seminar in Applied Behavior Analysis: _____

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). Required course:

   ABSC 841 Legal and Ethical Issues in Applied Behavioral Science

9. Research or Intervention Practicum I and II (6). Two supervised practicum courses in (a) basic or applied research or (b) behavioral interventions. Select from:

   ABSC 802 Practicum in Community Development
   ABSC 804 Research in Community Health Promotion
ABSC 870 Practicum I in Behavioral Psychology  
ABSC 871 Practicum I in Behavior Analysis: _____  
ABSC 872 Practicum I in:  
ABSC 873 Practicum in Educational Psychological/Rehabilitative Services: _____  
ABSC 874 Practicum in Consumer Evaluation of Behavior Programs  
ABSC 875 Practicum in Community Health Promotion  
ABSC 876 Practicum in Community Development  
ABSC 877 Advanced Practicum in Gerontology  
ABSC 880 Early Childhood Practicum for Allied Professionals  
ABSC 881 Early Childhood Care and Intervention Practicum I  
ABSC 882 Early Childhood Care and Intervention Practicum II  
ABSC 883 Early Childhood Administration Practicum  
ABSC 884 Early Childhood Early Intervention Practicum  
ABSC 885 Early Childhood Teacher Training Practicum  
ABSC 886 Developmental Assessment Practicum: _____  
ABSC 887 Clinical Practicum in Pediatric Psychology  
ABSC 891 Research in: _____  
ABSC 970 Practicum II in Behavioral Psychology  
ABSC 971 Practicum II in Behavior Analysis: _____  
ABSC 972 Practicum II in: _____  
ABSC 991 Advanced Research in: _____  

Justification: Previously, the department had two tracks: (a) its original Track 1 ensured maximum flexibility in student research and training, while (b) a more recent Track 2 was modeled after psychology state licensure requirements. The first track required three courses (research methods, theory, and ecological psychology or an elective); the second track required approximately a dozen courses, many of them outside the department. The department now has one sequenced and integrated track in applied behavioral science. The course requirements reflect (a) changes in the department’s scientific and disciplinary identity and focus, (b) recent advances, areas of sustained growth, and professional development in the behavioral sciences, and (c) new and changing career and professional opportunities for students. They are also based on or surpass the current standards of training in other nationally accredited programs. The Professional Development Seminar (1-3) will be a regular, team-taught course, replacing a first-year, two-semester Developmental Proseminar (1) that required attendance at the Department’s weekly colloquia.

Research Skill Requirement

The Graduate School requires that doctoral students demonstrate proficiency in a Foreign Language or Research Skill (the FLORS requirement) independent of, but consistent with and contributing to, their research program. This may be met by (a) demonstrated proficiency in productive and receptive spoken language other than English or in a sign language, (b) demonstrated reading proficiency in two languages other than English, (c) competence in both computer programming and computer applications, (d) a record of substantive coursework beyond that required to satisfy the doctoral requirements in applied behavioral science (e.g., research methods, quantitative methods, epidemiology, health psychology, law, linguistics, rehabilitation, public health), or (e) a record of publications in peer-refereed journals, presentations at professional meetings, or professional experiences beyond those required by the professional writing requirement.

Justification: The department’s original FLORS requirement has been amended and modeled after the one in Gerontology. Options (a), (b), (c), and (d) are the same as before, except with the addition of sign language to (a). Option (e) is the same as Gerontology’s: “a record of publications in peer-refereed journals, presentations at professional meetings, or professional experiences.” This requires
professional performance beyond the formal doctoral requirements, often requiring proficiency in one of the other options. Although it may include, it must go beyond the professional writing requirement (see below).

Comprehensive Examination

Students ordinarily take their comprehensive examination after completing the required courses and fulfilling the teaching and research skill requirements. The examination has four components:

2. Professional writing requirement. Students write three short papers based on questions drawn from a standard pool or proposed by them with the approval of their adviser and another faculty member. The questions require critical reviews of basic, applied, or conceptual literatures relevant to applied behavioral science, as well as to the student’s research program. The papers are graded blindly by three faculty members. Alternatively, students may submit a sole- or first-author article published or in-press in professional, peer-refereed journals for any of the three papers. These 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, theories, concepts, or principles. Published or in-press chapters and in-submission grant proposals may be submitted as well, but the following forms of publication are excluded: abstracts, book notes, commentaries, communications, editorials, letters-to-the-editor, and technical notes. Although some portion of the manuscripts or the research they report may have been written or conducted before students matriculated into the program, the manuscripts must be completed under the supervision of the student’s current advisor as part of the department’s comprehensive examination. All publications and proposals must be at least six manuscript pages long. For a first-author publication or proposal, students submit a letter from their 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 of its final acceptance from the journal or book editor; for proposals, students submit a letter of its receipt from the granting agency. See the department’s Graduate Handbook for more details.

Justification: Previously, students were required to answer what were called six “comp questions” — not three — for lack of content courses in Track 1 because of that track’s heavy emphasis on research. The requirement was named: “2. Written comprehensive examinations.” The new doctoral program will require 9 courses, greatly reducing the need for as many comp questions. Still, the department wishes to ensure student competence in professional writing and thus will retain a three-question requirement. Moreover, given that a measure of professional competence is publications in professional, peer-refereed journals, the department will allow three publications to fulfill this requirement. Hence, the change in the name of the requirement to a “professional writing requirement.”

III. COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING REPORT (CUSA) Presented by Nancy Baym, CUSA Chair; submitted by Andrea Noltner

A. CURRICULAR CHANGES

CHANGE: TITLE, COURSE DESCRIPTION

AMS 110 The American People 3 S
An examination of the backgrounds, cultural values, and social institutions of the different groups found in the United States. Analysis of American diversity through the study of ethnicity, race, religion, gender, sexual orientation, regionalism and age. Not open to students who have taken AMS 112. (Same as SOC 110.)
AMS 110  **The American Peoples  3 S**  
An introduction to the backgrounds, cultures, and institutions of diverse groups in American society. Analysis of American diversity through the study of factors such as ethnicity, race, religion, gender, sexual orientation, region, and age. Not open to students who have taken AMS 112 or SOC 112. (Same as SOC 110.)

**CHANGE: TITLE, PREREQUISITE, COURSE DESCRIPTION**

AMS 112  **The American People, Honors  3 S**  
An examination of the backgrounds, cultural values, and social institutions of the different groups found in the United States. Analysis of American diversity through the study of ethnicity, race, religion, gender, sexual orientation, regionalism and age. Not open to students who have taken AMS 110. Prerequisite: Membership in the University Honors Program. (Same as SOC 112.)

AMS 112  **The American Peoples, Honors  3 S**  
An introduction to the backgrounds, cultures, and institutions of diverse groups in American society. Analysis of American diversity through the study of factors such as ethnicity, race, religion, gender, sexual orientation, region, and age. Not open to students who have taken AMS 110 or SOC 110. Prerequisite: Membership in the University Honors Program or approval by the American Studies Program. (Same as SOC 112.)

**CHANGE: DELETION**

ANTH 381  **Ethnobotany of Costa Rica  3 S**  
A field study of useful plants found in Southern Costa Rica and other parts of this tropical region. The class covers, but is not limited to, construction, medicinal, feeding and clothing uses. The course introduces students to anthropological perspectives in ethnobotanical research. It also covers ethnographic field research methods and techniques, and basic concepts for plant identification, collection and preservation. Students will also learn about recent world trends in plant conservation. Taught in Golfito, Costa Rica. Course taught in Spanish. Contact the Department of Anthropology, or the Office of Study Abroad.

**CHANGE: COURSE DESCRIPTION**

ANTH 382  **People and the Rain Forest  3 S**  
A field study of practices and values of the people by and around the tropical rain forest. It will cover ethnographic methods in order to research people's views of the rain forest and their relations with nature. The class will compare and contrast practices and values of the Gwami peoples, who lived scattered in the forest, with different mestizo communities of the lower lands and the upper lands, including foreign immigrants who settled in this area. Taught in Golfito, Costa Rica. Course taught in Spanish. Contact the Department of Anthropology, or the Office of Study Abroad.

ANTH 382  **People and the Rain Forest  3 S**  
An analysis of the cultural origin, diversity, and unity of the peoples of the neotropics. Emphasizing the peoples of Amazonia, the course introduces students to topics associated with the economic, political, and cultural dimensions of social life in rain forest communities.

**CHANGE: DELETION**

ANTH 383  **Sustainable Rural Development  3 S**  
A theory and practice course that explores the notion of development and sustainability against the paradigm of social justice, equality and conservation for the environment in Latin America. Special emphasis is given to five areas: environmental culture, management culture, gender, leadership, and monitoring. Students will be required to study and investigate six different
projects as example of "development" and/or "sustainability." It also covers ethnographic research techniques and approaches. Taught in Golfito, Costa Rica. Course taught in Spanish. Contact the Department of Anthropology, or the Office of Study Abroad.

CHANGE: DELETION

ANTH 384 Maritime Anthropology  3  S
A field research of the fishing communities, and the people who make a living from marine resources. It covers their culture, traditions and unique ways of life. Field work varies depending on area of study of the semester. Field trips to other fishing communities: Puerto Jimenez, Playa Zancudo, and Pavones. Class taught in Golfito, Costa Rica. Course taught in Spanish. Contact the Department of Anthropology, or the Office of Study Abroad.

CHANGE: DELETION

ANTH 385 Medical Anthropology of the Tropics  3  S
This course uses theories and methods of medical anthropology to investigate concepts of health and disease in tropical Central America. The course covers discourses of health and disease, socio-cultural variables in health and disease practices, and health care systems (non-Western and Western). A theory and practice class taught in Golfito, Costa Rica. Course taught in Spanish. Contact the Department of Anthropology, or the Office of Study Abroad.

CHANGE: CROSS LISTING

ANTH 447 Human Behavioral Genetics  3  S
A survey of human behavioral genetics for upper division undergraduates. Emphasis is on how the methods and theories of quantitative, population, medical, and molecular genetics can be applied to individual and group differences in humans. Both normal and abnormal behaviors are covered, including intelligence, mental retardation, language and language disorders, communication, learning, personality, and psychopathology. (Same as BIOL 432, HDFL 432, PSYC 432, SPLH 432.) Prerequisite: Introductory courses in biology/genetics or biological anthropology, and psychology are recommended.

ANTH 447 Human Behavioral Genetics  3  S
A survey of human behavioral genetics for upper division undergraduates. Emphasis is on how the methods and theories of quantitative, population, medical, and molecular genetics can be applied to individual and group differences in humans. Both normal and abnormal behaviors are covered, including intelligence, mental retardation, language and language disorders, communication, learning, personality, and psychopathology. (Same as BIOL 432, PSYC 432, SPLH 432.) Prerequisite: Introductory courses in biology/genetics or biological anthropology, and psychology are recommended.

CHANGE: CROSS LISTING

ANTH 449 Laboratory/Field Work in Human Biology  1-3  N
Faculty supervised laboratory or field research for Human Biology majors. Students design and complete a research project in collaboration with a Human Biology faculty member. (Same as BIOL 449, HDFL 449, SPLH 449, and PSYC 449.) Prerequisite: Consent of instructor and Human Biology major.

ANTH 449 Laboratory/Field Work in Human Biology  1-3  N
Faculty supervised laboratory or field research for Human Biology majors. Students design and complete a research project in collaboration with a Human Biology faculty member. (Same as BIOL 449, SPLH 449, and PSYC 449.) Prerequisite: Consent of instructor and Human Biology major.
BIOL 404  Introduction to Genetics  3  N
Lecture only. Mendelian and physical basis of inheritance; developmental, population and human genetics, chemical basis of heredity. Prerequisite: BIOL 100, BIOL 101, BIOL 150, BIOL 151 or exemption, and one year of college chemistry.

BIOL 350  Principles of Genetics  3  N
Why are related individuals more similar than unrelated individuals and what is the basis for heritable traits? From Mendel's discoveries of the patterns of genetic inheritance, to the study of transmissible hereditary factors, genetics is central to understanding the biological sciences. Topics include molecular genetics and genetic engineering; Mendelian genetics and mapping; control of gene expression; cytogenetics; epigenetics and non-Mendelian genetics; and population and quantitative genetics. Examples are taken from a wide variety of organisms, including viruses, bacteria, plants, fungi, insects, and humans. Prerequisite: Two semesters of college-level chemistry and BIOL 150 or BIOL 152; or consent of the instructor.

BIOL 432  Human Behavioral Genetics  3  S
A survey of human behavioral genetics for upper division undergraduates. Emphasis is on how the methods and theories of quantitative, population, medical, and molecular genetics can be applied to individual and group differences in humans. Both normal and abnormal behaviors are covered, including intelligence, mental retardation, language and language disorders, communication, learning, personality, and psychopathology. (Same as ANTH 447, HDFL 432, PSYC 432, SPLH 432.) Prerequisite: Introductory courses in biology/genetics or biological anthropology and psychology are recommended.

BIOL 449  Laboratory/Field Work in Human Biology  1-3  N
Faculty supervised laboratory or field research for Human Biology majors. Students design and complete a research project in collaboration with a Human Biology faculty member. (Same as ANTH 449, HDFL 449, PSYC 449, and SPLH 449.) Prerequisite: Consent of instructor and Human Biology major.
BIOL 660  Limnology and Aquatic Ecology  3  N
An introduction to the biological, chemical, and physical processes that characterize aquatic ecosystems. Discussion of current research papers. Prerequisite: General ecology (BIOL 412 or equivalent).

BIOL 660  Limnology  3  N
An introduction to the biological, chemical, and physics processes that characterize ponds, lakes, and reservoirs. Discussion of current research papers. Prerequisite: Principles of Ecology (BIOL 414) or equivalent, or permission of instructor.

BIOL 661  Stream Ecology  3  N
Population, community, and ecosystem ecology in flowing water habitats from ephemeral creeks to large rivers. The course will emphasize biological phenomena, but physical and chemical processes will be discussed. Prerequisite: Principles of Ecology (BIOL 414). Co-enrollment in Stream Ecology Laboratory (BIOL 668) is recommended.

BIOL 661  Stream Ecology  3  N
Population, community, and ecosystem ecology of flowing water habitats from ephemeral creeks to great rivers. The course emphasizes biological phenomena, but physical and chemical processes are discussed. Prerequisite: Principles of Ecology (BIOL 414) or equivalent, or permission of instructor.

BIOL 662  Limnology Laboratory  1  U
Training in limnological techniques followed by individual or group projects in limnology, aquatic ecology, and aquatic monitoring. Prerequisite: CHEM 184 and permission of instructor.

BIOL 662  Aquatic Ecology Laboratory  2  U
A field and laboratory course introducing biological, physical, and chemical characteristics of lentic (ponds and lakes) and lotic (creeks and rivers) habitats. Students learn sampling and monitoring techniques and how to classify aquatic biota at higher taxonomic levels. Co- or prerequisite: CHEM 184 and either BIOL 660 or 661.

BIOL 671  Stream Ecology Laboratory  2  N
A field and laboratory course introducing biological, physical, and chemical characteristics of flowing water habitats from headwater streams to large rivers. Students will learn techniques for sampling lotic environments and how to classify stream biota at higher taxonomic levels. Co- or Prerequisite: BIOL 661.

COMS 590  Nonverbal Communication  3  S
Examination of non-linguistic behavior in human communication, including proxemics (spacing), kinesics (movement and expression), and paralinguistics (voice quality). Includes phylogenetic and developmental perspectives, methods of analysis, applications to interpersonal problems. (Same as PSYC 590.) (Same as HDFL 590.) Prerequisite: COMS 356, or HDFL 140, or PSYC 300.
COMS 590 Nonverbal Communication  3  S
Examination of non-linguistic behavior in human communication, including proxemics (spacing), kinesics (movement and expression), and paralinguistics (voice quality). Includes phylogenetic and developmental perspectives, methods of analysis, applications to interpersonal problems. (Same as PSYC 590.) Prerequisite: COMS 356 or PSYC 300.

NEW COURSE
EALC 131 Myth, Legend, and Folk Beliefs in East Asia, Honors  3  WH, NW
A survey of the commonly held ideas about the beginning of the world, the role of gods and spirits in daily life, and the celebrations and rituals proper to each season of the year. The purpose of the course is to present the world view of the ordinary peoples of East Asia in contrast to their more sophisticated systems of philosophy that are better known to the Western world. Open only to students in the University Honors Program or by permission of instructor.

CHANGE: TITLE, COURSE DESCRIPTION
HDFL 140 Introduction to Principles of Behavior  3  S, SI
An introduction to rationales, methods, and findings resulting from the empirical study of human behavior. Readings, lectures, and classroom demonstrations will be used to illustrate various principles of behavior and techniques of application. These principles will be organized into a general theory of human conduct, and this will be contrasted with alternative explanations of human behavior. Students will learn basic principles of scientific method and their implications for behavioral science and human affairs. (Formerly HDFL 140.)

CHANGE: TITLE, COURSE DESCRIPTION
HDFL 150 Community Leadership  3  S, SF
An introduction to analysis, intervention, and leadership with contemporary problems facing local communities. Readings, lectures, and course assignments will enable students to better understand community problems and how citizens and professionals can address them.

ABSC 150 Community Leadership  3  S, SF
An introduction to analysis, evaluation, and leadership in contemporary problems facing local communities. Readings, lectures, and service-learning activities enable students to understand community problems and how citizens and professionals can address them. (Formerly HDFL 150.)

CHANGE: TITLE, COURSE DESCRIPTION
HDFL 151 Community Leadership, Honors  3  S, SF
An introduction to analysis, intervention, and leadership with contemporary problems facing local communities. Readings, lectures, and course assignments will enable students to better understand community problems and how citizens and professionals can address them. Open only to those students in the University Honors Program. Departmental permission required.
ABSC 151 Community Leadership, Honors 3 S, SF
An introduction to analysis, intervention, evaluation, and leadership in contemporary problems facing local communities. Readings, lectures, and service-learning activities enable students to understand community problems and how citizens and professionals can address them. Open only to students in the University Honors Program. (Formerly HDFL 151.)

CHANGE: TITLE, COURSE DESCRIPTION

HDFL 160 Introduction to Child Behavior and Development 3 S, SI
A beginning course in child development concerned with the basic knowledge presently available about child behavior and the modifiable range of developmental patterns in growth, intellectual development, and social development in the child.

ABSC 160 Introduction to Child Behavior and Development 3 S, SI
An introduction to child behavior and development with an emphasis on the normal developmental range of growth, intelligence, cognition, emotion, language, and social skills from birth to adolescence. (Formerly HDFL 160.)

CHANGE: DELETION

HDFL 161 Introduction to Child Behavior and Development Honors 3 S, SI
Honors course open only to those students on dean’s honor roll or by special approval.

CHANGE: DELETION

HDFL 190 Field Experiences in a Child Care Center 2 U
A course designed to introduce students who are considering a profession in early childhood education to children’s centers in order to aid them in career decisions. The student will spend up to six hours a week in a center, working with children for at least half of that time. The remaining time will consist of additional work with children or tasks related to the care and education of children. Course is graded satisfactory/unsatisfactory. Prerequisite: Consent of instructor.

CHANGE: DELETION

HDFL 222 Children in Modern Society 3 S
A survey of the many environments children encounter in modern society with consideration of some of the social and philosophical implications involved. Some of the areas to be explored include the family, child care center, parents and parent program, mass media, health problems, peer society, the juvenile courts, public schools, etc. Several faculty members of the Department of Human Development and Family Life will address these issues in their special area of expertise.

CHANGE: NUMBER, TITLE, COURSE DESCRIPTION

HDFL 288 Introduction to Marriage and Family Relationships 3 S
The development of personality in the family; the courtship process; compatibility and prediction of successful marriage; parental roles and child development; family rituals and patterns of interaction.

CHANGE: DELETION

ABSC 268 Introduction to Marriage and Family Relations 3 S
This course focuses on the family unit and the factors that affect its development. Topics include dating and cohabitation; family and lifestyle diversity; parental roles and child development; divorce and stepfamilies. The course emphasizes research related to these issues. (Formerly HDFL 288.)
CHANGE: TITLE, PREREQUISITE, COURSE DESCRIPTION

HDFL 304 The Principles and Procedures of Behavior Modification  3  S
An examination of various behavior modification techniques, as applied to problems of retardation, language development, delinquency, education, and family life. Included are an examination of the problems of measurement in behavior modification research, the use of various experimental designs to evaluate the effects of behavior modification procedures, and the ethical implications of the use of behavior modification procedures. Prerequisite: HDFL140, HDFL 160, HDFL 161, or HDFL 432.

ABSC 304 The Principles and Procedures of Behavior Modification and Therapy  3  S
An advanced examination of the principles of applied behavior analysis as used to address problems in developmental disabilities, childhood autism, language development, early childhood education, with adolescent and family life, and in normal everyday adult behavior. Issues in measurement, design, and evaluation of the effects of applied behavior analysis procedures and ethical implications of the use of these procedures are examined. Procedures used to teach and maintain appropriate behaviors, eliminate inappropriate behaviors, and develop comprehensive behavioral intervention programs are described. Prerequisite: ABSC 100/101 or ABSC/HDFL 140. (Formerly HDFL 304.)

CHANGE: TITLE, PREREQUISITE, COURSE DESCRIPTION

HDFL 308 Introduction to Research on Human Behavior  4  S
A study of procedures and problems involved in conducting research with children, adolescents, and adults in a range of environments. Both reading and laboratory work are included. The latter involves projects that require various forms of observation, data collection, and recording of the behavior. Prerequisite: HDFL 140 or HDFL 304.

ABSC 308 Research Methods and Application  4  S
Examines 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, experimental control, reliability, validity) within scientific, psychological, and behavior-analytic frameworks. Presents strategies and tactics regarding descriptive and experimental methods, direct and indirect measurement, graphical and statistical analysis, and single-subject and group experimental designs. Examines ethics and social responsibility in research. Provides opportunities to read primary and secondary sources, develop research questions, write and present research proposals, and assist in the conduct of research projects. Prerequisite: ABSC 100/101 or ABSC/HDFL 140. (Formerly HDFL 308.)

CHANGE: DELETION

HDFL 309 Introduction to Research with Children Honors  4  S
Prerequisite: HDFL 160, HDFL 161 or HDFL 432 and departmental honors candidate or equivalent.

CHANGE: TITLE, COURSE DESCRIPTION

HDFL 310 Building Healthy Communities  3  S
A course designed to enhance skills for promoting community health and development (e.g., preventing substance abuse; promoting youth development). Core competencies to be addressed include strategic planning, advocacy, social marketing, evaluation, and collaboration among different sectors of the community (e.g., schools, health organizations, human services, government). Prerequisite: HDFL 150 or HDFL 151 or consent of instructor.
ABSC 310 Building Healthy Communities  3  S
This course teaches 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. In a service-learning component,
students apply these skills to issues that matter to them and to the communities they serve.
(Formerly HDFL 310.)

CHANGE: TITLE, COURSE DESCRIPTION
HDFL 311 Building Healthy Communities, Honors  3  S
A course designed to enhance skills for promoting community health and development (e.g.,
preventing substance abuse; promoting youth development).
Core competencies to be addressed include strategic planning, advocacy, social marketing,
evaluation, and collaboration among different sectors of the community (e.g., schools, health
organizations, human services, government). Open only to those students in the University
Honors Program. Prerequisite: HDFL 150 or 151 is recommended. Departmental permission is
required.

ABSC 311 Building Healthy Communities, Honors  3  S
This course teaches 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. In a service-learning component,
students apply these skills to issues that matter to them and to the communities they serve.
Prerequisite: Open only to students in the University Honors Program.  (Formerly HDFL 311.)

CHANGE: DELETION
HDFL 337 Community Service  3  S
A lecture, discussion, and practical experience course exploring current topics in volunteerism
and community service. The course examines civic ethics, values, and outcomes of community
service. It also includes strategies to plan, participate in, and evaluate service activities. The
course includes lectures, participation in community service, and individual or group
presentations on student-selected community service projects. Prerequisite: HDFL 140 or HDFL
160

CHANGE: TITLE, PREREQUISITE, COURSE DESCRIPTION
HDFL 342 Adult Development and Aging  3  S
An overview of environmental, cultural, and biological influences of adult development and
aging. Prerequisite: HDFL 160 or PSYC 104.

ABSC 342 Adult Development and Aging  3  S
An overview of environmental, cultural, and biological influences of adult development and
aging. Course material is organized in terms of topics, rather than presenting a chronological
account. Prerequisite: ABSC 100/101, ABSC/HDFL 140, ABSC/HDFL 150/151, or
ABSC/HDFL 160. (Formerly HDFL 342.)

CHANGE: TITLE, PREREQUISITE, COURSE DESCRIPTION
HDFL 350 The Behavioral Treatment of Children with Autism  3  S
Students will learn about methods of teaching children with autism and evaluating the
effectiveness of methods of teaching. Topics will include discovering and utilizing methods of
stimulus control, discovering and scheduling engaging activities, teaching verbal and non-verbal
imitation, productive and receptive language, social behavior, and self-help skills to children with
autism, observation and measurement of behavior in natural settings, and evaluating consumer satisfaction. The course will consist of classroom lectures, discussions, demonstrations, examinations, and completion of laboratory and observation assignments. Enrollment priority will be given to majors who intend to do practicum work with children with disabilities. Prerequisite: HDFL 140 and HDFL 304, and consent of instructor.

**ABSC 350 The Behavioral Treatment of Children with Autism  3 S**
Students learn about methods of teaching children with autism and about evaluating those methods. Topics include: basic methods of teaching as applied to imitation, productive and receptive language, self-help skills, and engagement in community activities, as well as observation and measurement of behavior in community settings and evaluating consumer satisfaction. The course consists of classroom lectures, discussions, demonstrations, examinations, and completion of laboratory and observation assignments. Enrollment priority is given to majors who intend to do practicum work with children with autism. Prerequisite: ABSC/HDFL 304 and instructor permission. (Formerly HDFL 350.)

**CHANGE: TITLE, PREREQUISITE, COURSE DESCRIPTION**

**HDFL 356 Foundations of Early Childhood Education  3 S**
This course is designed to introduce students to the field of early education and care. Contemporary issues will be examined through readings, research, discussion, and study of historical and philosophical contributions and their influence on modern practice and perspective. Prerequisite: HDFL 160 or consent of instructor.

**ABSC 356 Foundations of Early Childhood Education  3 S**
This course introduces students to the field of early childhood education. Contemporary perspectives and professional practices are examined through an analysis of historical and philosophical ideologies. Prerequisite: ABSC/HDFL 160 or instructor permission. (Formerly HDFL 356.)

**CHANGE: DELETION**

**HDFL 364 Special Projects in the Development of the Preschool Child: _____ 1-4 S**
Independent study and research in the preschool setting. May be taken more than once for a maximum of eight hours credit. Course is graded satisfactory/unsatisfactory.

**CHANGE: DELETION**

**HDFL 390 Special Practicum for Students in Related Fields  2-6 S**
Students in fields such as social welfare, drama, medicine, journalism, architecture, and other areas of study may find their area of interest is benefited by exposure to young children. This practicum is arranged for such persons to interact and work with young children in a group setting. Course is graded satisfactory/unsatisfactory. Prerequisite: Consent of instructor.

**CHANGE: TITLE, COURSE DESCRIPTION, CROSS LISTING**

**HDFL 405 Children and Media  3 U**
The applied study of child development theories and research methods on the influences and effects of television and related visual media on childhood in the contexts of families, schools, and society. (Same as TH&F 405.)

**ABSC 405 Children and Media  3 U**
The applied study of child development theories and research methods on the influences and effects of television and related visual media on childhood in the contexts of families, schools, and society. (Same as TH&F 405.) (Formerly HDFL 405.)
HDFL 408 Seminar in Applied Behavior Analysis: ____ 1-3 S
A course in which behavior modification principles are applied to problem areas of child behavior in either the laboratory or natural setting. May be taken more than once as long as repetitions involve different subtitles, to a total of eight hours. Prerequisite: HDFL 308 and consent of instructor.

HDFL 410 Behavioral Approaches in Working with Adolescents 3 S
Some of the basic behavioral techniques used with juveniles who have problems in school, at home, or in the community: readings and role-playing sessions covering assessment of problems, relationship development, observing and defining behavior, teaching and contracting techniques, and counseling. Prerequisite: HDFL 160 required and HDFL 304 highly recommended.

ABSC 410 Behavioral Approaches in Working with Adolescents 3 S
Addresses some of the basic behavioral techniques used with juveniles who have problems in school, at home, or in the community: readings and role-playing sessions covering assessment of problems, relationship development, observing and defining behavior, teaching and contracting techniques, and counseling. Prerequisite: ABSC/HDFL 140; ABSC/HDFL 304 highly recommended. (Formerly HDFL 410.)

HDFL 430 Cognitive Development 3 S
A basic survey course in the development of thinking and understanding in normal children. The course will cover Piaget’s theory and information processing theories at the advanced undergraduate level. Topics include perception, attention, learning, memory, language, problem solving, and individual differences from birth to the mid-teens. (Same as PSYC 430.) Prerequisite: PSYC 104 or HDFL 160.

HDFL 432 Human Behavioral Genetics 3 S
A survey of human behavioral genetics for upper division undergraduates. Emphasis is on how the methods and theories of quantitative, population, medical, and molecular genetics can be applied to individual and group differences in humans. Both normal and abnormal behaviors are covered, including intelligence, mental retardation, language and language disorders, communication, learning, personality, and psychopathology. (Same as ANTH 447, BIOL 432, PSYC 432, SPLH 432.) Prerequisite: Introductory courses in biology/genetics or biological anthropology and psychology are recommended

HDFL 433 Analysis of Cultural, Ethnic, and Gender Roles in Childhood and Adolescence 3 S
A course designed to examine aspects of different cultures, ethnic groups, and the definitions of gender role behavior found in diverse groups. The literature of the research in these areas will be reviewed and the implications for early childhood education settings will be studied. The course also provides an opportunity to examine the literature for an increased understanding of effective approaches to educational practices directly related to the structure of society in the United States. Prerequisite: HDFL 160 or permission of instructor.

ABSC 433 Analysis of Cultural, Ethnic, and Gender Roles in Childhood and Adolescence 3 S
This course examines aspects of different cultures and ethnic groups, and the definitions of gender role behavior found in them. The research literature in these areas is reviewed and the implications for early childhood education settings are studied. The course examines this
literature in order to provide an increased understanding of effective approaches to educational practices directly related to the structure of society in the United States. Prerequisite: ABSC/HDFL 160 or instructor permission. (Formerly HDFL 433.)

CHANGE: TITLE, COURSE DESCRIPTION
HDFL 437 Independent Living and People with Disabilities 3 S
A multi-disciplinary seminar exploring theory, method, and research in independent living. Course will review methods of conducting skill training, providing rehabilitation services, and promoting organizational change and social advocacy. Emphasis on problems faced by people with disabilities and solutions to those problems. Prerequisite: An introductory course in social science or consent of instructor.

ABSC 437 Independent Living and People with Disabilities 3 S
A multi-disciplinary seminar exploring theory, method, research, and practice in independent living. The course reviews personal and environmental factors as they relate to everyday problems affecting people with varying disabilities. It also contains service-learning activities in which students apply skills and knowledge gained in the classroom. Prerequisite: An introductory course in social sciences or consent of the instructor. (Formerly HDFL 437.)

CHANGE: TITLE, PREREQUISITE, COURSE DESCRIPTION
HDFL 444 Curriculum Development for Young Children 3 S
A survey of educational materials and activities that are appropriate for young children. The course includes readings on the curriculum content and techniques of early childhood classrooms, the observation of children, and the planning and presentation of activities that will enhance the physical, social, and intellectual development of children.

ABSC 444 Curriculum Development for Young Children 3 S
A survey of educational materials and activities appropriate for young children. Students explore several components of effective curriculum development (e.g., objectives, methods of activity presentation, teaching strategies) and learn to integrate them to construct curricula for a range of content and skill areas. By focusing on functional components of a curriculum, students learn to construct, critically evaluate, and modify curricula for typically and atypically developing children. Prerequisite: ABSC/HDFL 100/101, ABSC/HDFL 140, or ABSC/HDFL 304. (Formerly HDFL 444.)

CHANGE: DELETION
HDFL 446 Classroom Management for Preschool Teachers 1 U
A review of literature and discussion relating to teacher roles and classroom management within group settings for young children. Topics include social interaction, effective environmental arrangements, techniques for managing group activity and transition periods, creative discipline, establishing daily schedules, strategies for problem solving. Must be taken concurrently with HDFL 492. Prerequisite: HDFL 444.

CHANGE: DELETION
HDFL 449 Laboratory/Field Work in Human Biology 1-3 N
Faculty supervised laboratory or field research for Human Biology majors. Students design and complete a research project in collaboration with a Human Biology faculty member. (Same as ANTH 449, BIOL 449, PSYC 449, and SPLH 449.) Prerequisite: Consent of instructor and Human Biology major.
CHANGE: TITLE, PREREQUISITE, COURSE DESCRIPTION
HDFL 455 Health, Safety, and Nutrition in Early Childhood Development  3  S
Concepts of health practices and health education in a preschool environment with emphasis on sanitation, safety, and basic nutritional needs of the preschool child. Prerequisite: HDFL 160 or equivalent knowledge.

ABSC 455 Health, Safety, and Nutrition in Early Childhood Development  3  S
This course addresses children’s health, safety, and nutritional needs and contemporary approaches to achieving wellness. Students develop analytical skills through reading, discussion, and application of theoretical and empirical concepts. Current research results are emphasized and applied to course problem sets and projects. Prerequisite: ABSC/HDFL 160 or equivalent knowledge. (Formerly HDFL 455.)

CHANGE: DELETION
HDFL 460 Development of the Young Child  3  S
This course is designed to follow the development of young children from conception through age eight years. Development will be examined chronologically and by major areas primarily of the well, normal child. The relationship between development and age-appropriate care will be addressed. Social issues which impact children and families will be examined.

CHANGE: DELETION
HDFL 480 Topics in Child Development: _____  1-4  S
A course in child development for undergraduate students which will take up current issues and topics relating to major areas of the field. May be taken more than once as long as subtitle differs. Prerequisite: HDFL 160 or HDFL 432 or PSYC 104.

CHANGE: NUMBER, TITLE, COURSE DESCRIPTION
HDFL 484 Special Topics: Readings in Child Development  1-3  S
Readings in selected topics in childhood development. Prerequisite: Consent of instructor.

ABSC 489 Directed Readings in: _____  1-3  S
A course designed for directed readings in applied behavioral science. Readings address major topics and specialized issues in the field. May be repeated for credit if the content differs. Prerequisite: Instructor permission. (Formerly HDFL 484.)

CHANGE: TITLE, PREREQUISITE, COURSE DESCRIPTION
HDFL 486 Issues in Parenting  3  S
Study of parent-child relationships from pregnancy through adulthood and the role of the professional in working with parents. Topics include theoretical approaches to the study of parenting and parent-child attachment, techniques for analyzing and solving common problems of parenting, and the special concerns of families in stress. Course also includes an introduction to parent intervention and education programs. Prerequisite: One course in child development or child psychology.

ABSC 486 Issues in Parenting  3  S
Theoretical approaches to the 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. Professional collaboration and support of families and children are emphasized throughout. Students develop analytical skills through reading, discussion, and application of theoretical and empirical concepts. Prerequisite: ABSC/HDFL 160 or equivalent knowledge of child development or child psychology. (Formerly HDFL 486.)
HDFL 492  Preschool Practicum I  2-4  S
A one semester practicum course providing opportunities for students to assume responsibility for
the education and guidance of young children in an early childhood program. Regularly
scheduled individual and staff conferences enable the student to evaluate personal growth and
progress as a teacher of young children. Course is graded satisfactory/unsatisfactory. Prerequisite:
HDFL 160, HDFL 308, HDFL 444, and consent of instructor and must meet special state
requirements for child care employees and volunteers.

ABSC 677  Practicum in Preschool Education and Intervention I  3-5  S
A one-semester practicum providing opportunities for students to assume responsibility for the
education and guidance of young children in an early childhood program. Regularly scheduled
individual and staff conferences enable students to evaluate personal growth and progress as
teachers of young children. Prerequisite: ABSC/HDFL 444 (or concurrent enrollment) and
instructor permission. Must also meet special state requirements for child care employees and
volunteers. (Formerly HDFL 492.)

HDFL 493  Preschool Practicum with Children Who Have Disabilities  2-4  S
Directed teaching experiences in a group setting of young children with developmental delays or
handicapping conditions. Development and application of individualized goals and programs will
be emphasized. Course is graded satisfactory/unsatisfactory. Prerequisite: HDFL 160, HDFL 308,
HDFL 444, and consent of instructor and must meet special state requirements for child care
employees and volunteers.

ABSC 678  Practicum in Preschool Education and Intervention II  3-5  S
A one-semester advanced practicum providing opportunities for students to assume responsibility
for the education and guidance of young children in an early childhood program. Regularly
scheduled individual and staff conferences enable students to evaluate personal growth and
progress as teachers of young children. Prerequisite: ABSC/HDFL 444, HDFL 492 or ABSC 677,
and instructor permission. Must also meet special state requirements for child care employees and
volunteers. (Formerly HDFL 493.)

HDFL 496  Honors and Thesis in Human Development  4-8  S
A year-long course combining small group seminar discussions of selected advanced topics in
child development with independent study and research under faculty supervision. Students
normally will enroll for one or two hours in fall semester and three to five hours in spring
semester. Prerequisite: HDFL 160, HDFL 161, or HDFL 432; HDFL 308; and senior honors
candidacy.

ABSC 599  Honors and Thesis in Applied Behavioral Science  1-5  S
A two-semester course combining small group discussions of selected, advanced topics in applied
behavioral science with honors thesis supervision on a project of the student's own design.
Students normally enroll for one or two hours in fall semester and three to five hours in spring
semester. Prerequisite: ABSC 304, ABSC/HDFL 308, and instructor permission. (Formerly
HDFL 496.)
HDFL 501 Community Development  
A multi-disciplinary seminar exploring the political, economic, physical, and environmental variables affecting the quality of life in communities. Emphasis on analyzing community problems and designing programs to meet local needs. (Same as AMS 501 and POLS 519.) Prerequisite: An introductory course in social science or consent of instructor.

HDFL 510 Infant Behavior and Development  
General lecture course to survey the growing literature on factors that affect behavior and development of the human infant. Course will review current theoretical orientations to explain infant development. It will include the following: behavior of the newborn; normal behavioral repertoire that develops over the first two years; assessment of infant behavior by traditional testing as well as in laboratory settings; current knowledge and issues with regard to visual, auditory, receptive language, learning, and social behavior in infants. There will be discussions of the effects of intervention programs and of ethical issues. (Same as PSYC 510.) Prerequisite: HDFL 160 or HDFL 432 or PSYC 602.

HDFL 511 Laboratory Research in Infant Behavior  
Optional course for students currently enrolled in HDFL 510 or may be taken after completion of HDFL 510. Will offer students practical experience in an infant research laboratory. Students must spend a minimum of nine hours a week (on three different half days) in laboratory. They will learn to observe and record infant behavior, to handle data from experiments and participate in the planning and discussion of laboratory research. Acquaintance with and involvement in the issues of obtaining informed consent and ethical aspects of infant research will be included. (Same as PSYC 511.) Prerequisite: Current enrollment or previous enrollment in HDFL 510 and consent of instructor.

HDFL 520 Memory and Eyewitness Testimony in Children  
A review of the literature on the development of memory in young children, and the implications of this research for understanding children’s eyewitness testimony. The course will present current research on children’s long-term memory abilities, the impact of stress on recall performance, the effectiveness of various types of interviewing techniques, and the suggestibility of children’s recollections. Policy issues and potential guidelines for the elicitation and evaluation of children’s memory reports in both clinical and legal arenas will be discussed. (Same as PSYC 520.) Prerequisite: PSYC 104 or HDFL 160, or consent of instructor.

HDFL 535 Developmental Psychopathology  
A review of the literature on contemporary psychological and developmental disorders of children and youth. Course will present current models of psychopathology, classification systems, assessment methods, and treatment approaches designed for the individual, the family, and the community. Specific attention will be given to age, gender, and cultural differences and similarities. Topics will include: anxiety disorders, oppositional behavior disorders, physical/sexual abuse, learning disabilities, and autism. (Same as PSYC 535). Prerequisite: HDFL 160 or PSYC 333, or consent of instructor.

ABSC 535 Developmental Psychopathology  
A review of contemporary psychological and developmental disorders of children and youth. Course presents current models of psychopathology, classification systems, assessment methods,
and treatment approaches designed for the individual, the family, and the community. Specific attention is given to age, gender, and cultural differences and similarities. Topics include: anxiety disorders, oppositional behavior disorders, physical/sexual abuse, learning disabilities, depression, chronic physical illness, and autism. (Same as PSYC 535). Prerequisite: ABSC/HDFL 160 or PSYC 333, or instructor permission. (Formerly HDFL 535.)

CHANGE: PREREQUISITE, COURSE DESCRIPTION

HDFL 542 Applied Gerontology 3 S
This course will provide an overview of social and behavioral problems faced by older adults, people who provide care for elders, and human service programs for the elders, as well as survey empirically derived intervention strategies designed to maintain abilities and reduce or eliminate problem behaviors experienced by elders or their caregivers. Prerequisite: HDFL 304 and HDFL 308, or consent of the instructor.

ABSC 542 Applied Gerontology 3 S
This course will provide an overview of social and behavioral problems faced by older adults, people who provide for elders, and human service programs for elders. It also surveys empirically-derived intervention strategies designed to maintain abilities and reduce or eliminate problem behaviors experienced by elders or their caregivers. Prerequisite: ABSC/HDFL 304 and ABSC/HDFL 308, or instructor permission. (Formerly HDFL 542.)

CHANGE: NUMBER, TITLE, PREREQUISITE, COURSE DESCRIPTION

HDFL 550 Advanced Laboratory in the Development of Behavioral Treatments for Children with Autism 1-6 S
Students participate in an intensive behavioral treatment program teaching language, social skills, self-help skills, and academic skills to young children with autism. Students learn: (a) to develop and implement treatment programs, (b) design and use of a system of data collection and analysis, and (c) the principles and philosophy of community and school mainstreaming. When working with children with autism, students will participate as members of small teams supervised closely by advanced therapists. Course is graded satisfactory/unsatisfactory. Prerequisite: HDFL 350 and permission of instructor.

ABSC 680 Practicum in Advanced Laboratory in the Development of Behavioral Treatments for Children with Autism 1-6 S
Students participate in an intensive behavioral treatment program teaching language, social skills, self-help skills, and academic skills to young children with autism. Students learn: to develop and implement treatment programs; design and use of a system of data collection and analysis; and apply the principles and philosophy of community and school mainstreaming. Prerequisite: ABSC/HDFL 350 and instructor permission. (Formerly HDFL 550.)

CHANGE: TITLE, COURSE DESCRIPTION

HDFL 555 Issues in Administering Early Childhood Services 2 S
Issues and research relevant to the administration of early childhood services presented via reading, discussion, and lectures. Areas covered include regulations, funding, staff supervision, and program development. Prerequisite: Senior standing in Early Childhood or consent of instructor.

ABSC 555 Issues in Administering Early Childhood Services 2 S
This course provides an overview of professional, social, legal, and economic issues associated with the administration of early childhood services and programs. Emphasis is placed on 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, and advocacy. Prerequisite: Senior standing in the early childhood specialty area or instructor permission. (Formerly HDFL 555.)

CHANGE: DELETION

HDFL 557 Infant-Toddler Care and Early Intervention 3 S
Study of current issues in the field of infant-toddler child care and the birth to age 3 early intervention system. Topics to be included are: indicators of quality in infant-toddler care, effects of early care on later development, history and effectiveness of early intervention, current law and policy in early intervention, role of the family, screening and evaluation, and transdisciplinary collaboration. Prerequisite: One course in child development or child psychology.

CHANGE: NUMBER, TITLE, CREDIT, PREREQUISITE, COURSE DESCRIPTION

HDFL 558 Practicum: Infant-Toddler Care and Early Intervention I 2-6 S
Experience in a classroom-based early intervention and child-care program serving children younger than 3 years. Students will gain practical experience with caregiving and teaching practices appropriate for children with disabilities as well as typical children, identification of and accommodations needed for children with special needs, and curriculum planning and environmental design for infant-toddler classrooms. Course is graded satisfactory/unsatisfactory. Prerequisite: Prior or concurrent enrollment in HDFL 557, and consent of instructor.

ABSC 675 Practicum in Infant-Toddler Care and Early Intervention I 3-5 S
Experience in a classroom-based early intervention and child-care programs serving children younger than 3 years. Students gain practical experience with care-giving and teaching practices appropriate for typically and atypically developing children. Students learn to develop and implement individualized curricula based on assessments of children's skills. Prerequisite: ABSC/HDFL 444 (or concurrent enrollment) and instructor permission. (Formerly HDFL 558.)

CHANGE: NUMBER, CREDIT, PREREQUISITE, COURSE DESCRIPTION

HDFL 559 Practicum: Infant-Toddler Care and Early Intervention II 2-6 S
An advanced practicum for students wishing to broaden their experience in child care and early intervention with children in the birth-to-3 age range and their families. Students will gain experience with administration and teacher training in an infant-toddler classroom, service coordination, working with parents, participation as a member of a team of professionals in planning and implementing child and family intervention plans, and working in conjunction with the community early intervention network. Course is graded satisfactory/unsatisfactory. Prerequisite: HDFL 557 and HDFL 558, and consent of instructor.

ABSC 676 Practicum in Infant-Toddler Care and Early Intervention II 3-5 S
An advanced practicum providing experience in classroom-based early-intervention and child-care program serving children younger than 3 years. Students gain practical experience with caregiving and teaching practices appropriate for typically and atypically developing children. Students learn to develop and implement individualized curricula based on assessments of children’s skills. Prerequisite: ABSC/HDFL 444, HDFL 558 or ABSC 675, and instructor permission. (Formerly HDFL 559.)

CHANGE: TITLE, PREREQUISITE, COURSE DESCRIPTION

HDFL 560 The Juvenile Justice System: A Behavioral and Legal Perspective 3 S
An overview of the juvenile justice system, including the history, development, and current controversy over children’s rights in the legal system examined in light of relevant principles of behavioral science and behavioral systems of rehabilitation. Topics include delinquency, miscreancy, status offenses, dependent-neglected children, child abuse, juvenile court procedures
and personnel (e.g., probation officers), and rehabilitative programs. Prerequisite: HDFL 160 or HDFL 432.

**ABSC 560 The Juvenile Justice System: A Behavioral and Legal Perspective 3 S**
An overview of the juvenile justice system, including the history, development, and current controversy over children’s rights in the legal system in light of relevant principles of behavioral science and behavioral systems of rehabilitation. Topics include delinquency, miscreancy, status offenses, dependent- neglected children, child abuse, and juvenile court procedures and personnel (e.g., probation officers), and rehabilitative programs. Prerequisite: ABSC/ HDFL 140. (Formerly HDFL 560.)

**CHANGE: TITLE, PREREQUISITE, COURSE DESCRIPTION**

**HDFL 565 Applied Developmental Psychology 3 S**
An advanced study of the application of theories and concepts of developmental and behavioral psychology to a range of specific issues and problems of childhood and adolescence. This course will rely heavily upon the empirical research literature. Topics include contemporary social issues and child development, research in applied settings, assessment, intervention, and prevention, as well as program evaluation. (Same as PSYC 565.) Prerequisites: HDFL 160 or PSYC 333, and HDFL/ PSYC 535.

**ABSC 565 Applied Developmental Psychology 3 S**
An advanced study of the application of theories and concepts of developmental and behavioral psychology to a range of specific issues and problems of childhood and adolescence. This course relies heavily on the empirical research literature. Topics include contemporary social issues and child development, research in applied settings, assessment, intervention, and prevention, as well as program evaluation. (Same as PSYC 565.) Prerequisites: ABSC/HDFL 160 or PSYC 333, and ABSC/HDFL/ PSYC 535. (Formerly HDFL 565.)

**CHANGE: DELETION**

**HDFL 589 Practicum in Early Intervention with Families 3 S**
Review of current research and practical experiences in assessing and documenting in-home interventions with families who have young children and who are at risk for out-of-home placement or developmental disabilities. Prerequisite: HDFL 486 and consent of instructor.

**CHANGE: DELETION**

**HDFL 590 Nonverbal Communication 3 S**
Examination of non-linguistic behavior in human communication, including proxemics (spacing), kinesics (movement and expression), and paralinguistics (voice quality). Includes phylogenetic and developmental perspectives, methods of analysis, applications to interpersonal problems. (Same as COMS 590.) (Same as PSYC 590.) Prerequisite: COMS 356, or HDFL 140, or PSYC 300.

**CHANGE: DELETION**

**HDFL 594 Day Care Practicum 2-8 S**
Experiences in a child care center or related supportive agency dealing with staffing, personnel supervision, public relations, budgetary expertise, social services, etc. The practicum is accompanied by related readings. May be taken more than once in different settings up to eight hours total. Course is graded satisfactory/unsatisfactory. Prerequisite: HDFL 444 and/or consent of instructor.

**CHANGE: DELETION**

**HDFL 604 Special Problems in Child Development 1-3 S**
Prerequisite: Nine hours child development and consent of instructor.
CHANGE: TITLE, COURSE DESCRIPTION

HDFL 606 Special Projects in the Community  1-10  S
Prerequisite: Consent of instructor.

ABSC 606 Special Projects in the Community  1-10  S
Structured opportunities to develop and apply knowledge and skills (e.g., analyzing problems, strategic planning, intervention, evaluation) in a project that addresses a community problem or goal. Prerequisite: Instructor permission. (Formerly HDFL 606.)

CHANGE: DELETION

HDFL 610 Developmental Assessment in Early Childhood  3  S
This course will provide an overview of assessment and observation principles and practices for children from birth through age 8. Assessment and observation practices will be described from a development-behavioral perspective, with related discussion of assessment for children developing typically as well as those demonstrating some level of delay or deficit. Course content will include the purposes, practices, and stages of assessment and observation, as well as more specific review of assessment techniques for infants and young children in various development domains. Prerequisite: HDFL 160, HDFL 304, or HDFL 430; HDFL 444 and completion of concurrent enrollment in at least one practicum with infants or preschool age children, or consent of instructor.

CHANGE: TITLE, PREREQUISITE, COURSE DESCRIPTION

HDFL 620 The Psychology and Pharmacology of Drug Abuse  3  S
Drawing on basic applied research in behavioral, biological, and pharmacological science, the course will examine how environmental variables, brain mechanisms, personal history, and cultural constraints interact to initiate and maintain drug abuse. Topics will include the mechanisms of drug action; the safety, toxicity, stimulus properties, and functional impairments related to commonly abused drugs; and the most common models of treatment and prevention and the rationales for them. Prerequisite: One course in biology and one course in either psychology or human development.

ABSC 620 Drug Abuse: From Basic Research to Public Policy  3  S
This course reviews basic and applied research in the social, behavioral, and neural sciences on how environmental variables, brain mechanisms, individual history, and cultural constraints interact and maintain drug abuse. Topics include the mechanisms of drug action; the safety, toxicity, stimulus properties, and functional impairments related to commonly abused drugs; common models of treatment and prevention; and historical and current legislative and judicial approach to drug abuse. Prerequisite: A course in biology and a course in either applied behavioral science or psychology. (Formerly HDFL 620.)

CHANGE: TITLE, PREREQUISITE, COURSE DESCRIPTION, CROSS LISTING

HDFL 632 Advanced Child Behavior and Development  3  S
An advanced course in child development, including a survey of the basic principles and theoretical approaches of the field as well as lectures and discussions on current issues in research and practice. Topics will include: prenatal development, physical growth, cognition and language, social-emotional development, socialization influences in childhood, and developmental psychopathology. (Same as PSYC 632.) Prerequisite: HDFL 160, HDFL 161, HDFL 432, or PSYC 333, or consent of instructor, and senior or graduate status.

ABSC 632 Advanced Child Behavior and Development  3  S
An advanced course in child development that includes a survey of the field’s principles and theoretical approaches, and current issues in research and practice. Topics will include: prenatal
development, cognition and language, social-emotional development, socialization influences in childhood, developmental psychopathology, and social policies. (Same as PSYC 632.)
Prerequisite: ABSC/HDFL 160, PSYC 333, or instructor permission, and senior or graduate status. (Formerly HDFL 632.)

**CHANGE: DELETION**

**HDFL 640** Behavioral Approaches to Residential Treatment for Juvenile Offenders  3  S
This seminar addresses the application of behavioral procedures within residential treatment programs for juvenile offenders. Readings, lectures, discussions, and behavior rehearsals will be employed in the teaching of specific techniques including those involved in problem assessment, motivation, skill teaching, individual and group counseling and relationship development.

**CHANGE: NUMBER, TITLE, PREREQUISITE, COURSE DESCRIPTION, CROSS LISTING**

**HDFL 641** Behaviorism  3  S
A course on the history, philosophy, concepts, principles and application of behavioral psychology. Topics include (a) the conceptual analysis of behavior (e.g., the history and philosophy of behaviorism, the relationship between behaviorism and other psychological systems); (b) the experimental analysis of behavior (e.g., research methods, and the behavioral principles derived therefrom); (c) empirical and interpretative analysis of various behavioral domains (e.g., perception, emotion, language, cognition); and (d) applied behavior analysis for promoting individual, social, and cultural change (e.g., behavior modification). (Same as PSYC 641.) Prerequisite: PSYC 104 and HDFL 140 or HDFL 180 or HDFL 304.

**ABSC 509** Contemporary Behavioral Science: Historical, Conceptual, and Comparative Foundations  3  S
This course provides a survey of modern behavioral science and its applications. It reviews the field’s history; integrates its sub-disciplines; situates it within the natural sciences, social sciences, and humanities; and compares and contrasts it with other perspectives. It covers recent advances in research, their implications for understanding human behavior, and their application to solving societal problems. And, it addresses the ethical implications of applied behavior science. Prerequisite: ABSC 100/101 or ABSC/HDFL 140, and ABSC/HDFL 304 or instructor permission. (Formerly HDFL/ PSYC 641.)

**CHANGE: DELETION**

**HDFL 642** A Behavioral Approach to Managing Problems of the Elderly  3  S
A critical evaluation of the behavioral literature as it relates to ways of preserving and/or enriching the daily family lives of elderly persons. Prerequisite: HDFL 140, HDFL 304, HDFL 308, or consent of instructor.

**CHANGE: NUMBER, CREDIT, PREREQUISITE, COURSE DESCRIPTION**

**HDFL 644** Practicum in Behavioral Gerontology  3-6  S
A one- or two semester practicum providing opportunities for supervised training in behavioral gerontology. Students will: (a) read literature in the area of their specific practicum setting such as adult day care, home care, hospice, etc.; (b) assist in collecting information relevant to evaluating the effectiveness of their efforts on behalf of the elderly; and (c) participate in discussions and planning meetings relevant to maintenance and improvement of operation of the practicum. Prerequisite: HDFL 542.

**ABSC 687** Practicum in Behavioral Gerontology  1-6  S
A one- or two-semester practicum providing opportunities for supervised training in behavioral gerontology. Students: (a) read literature in the area of their specific practicum setting such as adult day care, senior centers, nursing homes; (b) assist in collecting information relevant to
evaluating the program effectiveness of their efforts on behalf of the elderly; and (c) participate in discussions and planning meetings relevant to maintenance and improvement of operation of the practicum. Prerequisite: ABSC/HDFL 342 or ABSC/HDFL 542 and instructor permission. (Formerly HDFL 644.)

CHANGE: DELETION

HDFL 645 Evaluating Programs for Juvenile Offenders 3 S
A survey of the program-evaluation literature on the treatment of problem behavior youth, with emphases on the evaluation and application to delinquency treatment programs. Issues of philosophy, measurement, design, and implementation of various evaluation strategies will be illustrated and discussed. Prerequisite: Introductory course and one 300 or above course in social sciences.

CHANGE: TITLE, PREREQUISITE, COURSE DESCRIPTION

HDFL 671 Applied Behavior Analysis 3 S
An advanced course in the assumptions, content, and methods of applied behavior analysis, with emphases on understanding the sequence of methodological processes involved in applied behavior analysis research. Topics will include the selection of problems and target populations, analysis of problems, formulation of interventions to fit problems, establishing data collection systems, and determining the social acceptability of methods and results. Prerequisite: HDFL 140 or HDFL 180, and HDFL 304 or consent of instructor.

ABSC 671 Applied Behavior Analysis 3 S
This advanced course extends knowledge and skills in analyzing behavioral problems, designing interventions, and planning applied research projects. Topics include the selection of problems and target populations, analysis of problems/goals, designing measurement systems, developing interventions, and disseminating products from applied behavioral research. Prerequisite: ABSC/HDFL 304 or instructor permission. (Formerly HDFL 671)

CHANGE: NUMBER, TITLE, PREREQUISITE, COURSE DESCRIPTION

HDFL 688 Practicum for Research in Behavior Analysis 3-6 S
A one or two semester practicum providing opportunities for supervised training in one of several ongoing research projects in the field of behavior analysis, either basic or applied. Students will read literature in the research area, assist in conducting research, and participate in group and individual meetings to discuss and evaluate research and related conceptual issues. Students may also plan and conduct a project of their own. Course is graded satisfactory/unsatisfactory. Prerequisite: HDFL 140 or HDFL 180, and HDFL 304, and consent of instructor.

ABSC 679 Practicum in Behavior-Analytic Research in Early Childhood 3-6 S
A two-semester practicum providing opportunities for supervised training in one of several ongoing research projects in the field of behavior analysis, either basic or applied. Students assist in conducting research and participate in individual and group meetings to discuss and evaluate research and related methodological issues. Prerequisite: ABSC/HDFL 308 and instructor permission. (Formerly HDFL 688.)

CHANGE: DELETION

HDFL 689 Practicum for Research in Human Development 3-6 S
A one or two semester practicum providing opportunities for experience in one of several ongoing research projects in the field of human development. Students will read the literature in the research area, assist in data collection and analysis, and participate in group and individual meetings to discuss and evaluate the research. Students may also plan and carry out a project of their own design in conjunction with the larger research project, with the permission of the
instructor. Course is graded satisfactory/unsatisfactory. Prerequisite: HDFL 160, HDFL 161, or HDFL 432, and permission of instructor.

CHANGE: TITLE, CREDIT, PREREQUISITE, COURSE DESCRIPTION

HDFL 690 Practicum in Community Leadership and Development 3-6 U
This practicum course provides opportunities for enhancing experience and competence in addressing the health and development concerns of communities. Students will work with a research group, service agency, or community organization. Prerequisite: HDFL 160, HDFL 161, or HDFL 432, and permission of instructor.

ABSC 690 Practicum in Community Health and Development 1-6 U
A two-semester practicum in which students engage in structured opportunities to practice core competencies related to the work of promoting community health and development (e.g., strategic planning, intervention, evaluation). In weekly group meetings, students prepare for their individual working field settings (e.g., health and human service agencies, research and advocacy organizations, community organizations). Prerequisite: HDFL 150 or consent of instructor. (Formerly HDFL 690).

CHANGE: NUMBER, TITLE, PREREQUISITE, COURSE DESCRIPTION

HDFL 692 Practicum in Community Leadership and Development, Honors 1-6 U
This practicum course provides opportunities for enhancing experience and competence in addressing the health and development concerns of communities. Open only to those students in the University Honors Program. Prerequisite: HDFL 150 or HDFL 151 is highly recommended. Permission of instructor required. Course is graded satisfactory/unsatisfactory.

ABSC 691 Practicum in Community Health and Development, Honors 1-6 U
A two-semester practicum in which students engage in structured opportunities to practice core competencies related to the work of promoting community health and development (e.g., strategic planning, intervention, evaluation). In weekly group meetings, students prepare for their individual working field settings (e.g., health and human service agencies, research and advocacy organizations, community organizations). Prerequisite: Open only to students in the University Honors Program; HDFL 151 and HDFL 311 and instructor permission. (Formerly HDFL 692).

CHANGE: TITLE, PREREQUISITE, COURSE DESCRIPTION

HDFL 694 Practicum in Juvenile Problems 3-6 S
A one semester practicum course providing opportunities for students to aid professionals in the development and implementation of behavioral treatment plans with adolescents. Regularly scheduled individual and group meetings will enable the evaluation of the practicum students’ progress while working in the rehabilitative process for juveniles who have problems that can bring them into contact with the juvenile justice system. Course is graded satisfactory/unsatisfactory. Prerequisite: HDFL 410, HDFL 560, and consent of instructor.

ABSC 694 Practicum in Juvenile Problems 3-6 S
A one-semester practicum providing opportunities for students to aid professionals in the development and implementation of behavioral treatment plans with adolescents. Regularly scheduled individual and group meetings enable the evaluation of the practicum students’ progress while working in the rehabilitative process for juveniles who have problems that can bring them into contact with the juvenile justice system. Prerequisite: ABSC/HDFL 410, ABSC/HDFL 560, and instructor permission. (Formerly HDFL 694.)
CHANGE: NUMBER, PREREQUISITE, COURSE DESCRIPTION

HDFL 696 Practicum in Community-Based Residential or Day Treatment Programs for Disabled Adults 3-6 S
A one or two semester practicum in which students are provided with the opportunity to work directly with developmentally disabled adults in either community-based residential or day treatment programs. Students will be required to read relevant literature, carry out treatment programs, and participate in weekly meetings to discuss treatment goals and progress. Prerequisite: HDFL 304, HDFL 410, and consent of instructor.

ABSC 685 Practicum in Community-Based Residential or Day Treatment Programs for Disabled Adults 3-6 S
A one or two-semester practicum in which students are provided with the opportunity to work directly with developmentally disabled adults in either community-based residential or day treatment programs. Students are required to read relevant literature, carry out treatment programs, and participate in weekly meetings to discuss treatment goals and progress. Prerequisite: ABSC/HDFL 304, ABSC/HDFL 410, and instructor permission. (Formerly HDFL 696.)

NEW COURSE

ABSC 100 Introduction to Applied Behavioral Science 3 S
This course introduces students to the principles of scientific inquiry in applied behavioral science: objectivity, definitions, observation, reliability, validity, correlation and its limitations, causation, experimental design and analysis, and the interpretation of data. These principles are presented in the context of solving individual and societal problems across the lifespan, for example, in early childhood education, public health, developmental disabilities (e.g., autism), delinquency, independent living for people with disabilities, educational systems, and gerontology.

NEW COURSE

ABSC 101 Introduction to Applied Behavioral Science, Honors 3 S
This course introduces students to the principles of scientific inquiry in applied behavioral science: objectivity, definitions, observation, reliability, validity, correlation and its limitations, causation, experimental design and analysis, and the interpretation of data. These principles are presented in the context of solving individual and societal problems across the lifespan, for example, in early childhood education, public health, developmental disabilities (e.g., autism), delinquency, independent living for people with disabilities, educational systems, and gerontology. Open only to students in the University Honors Program.

NEW COURSE

ABSC 279 Study Abroad Topics in:_______ 1-5 S
A course designed to enhance international experience in topic areas related to applied behavioral science at the freshman/sophomore level. Coursework must be arranged through the Office of KU Study Abroad. May be repeated for credit if the content differs. Prerequisite: Department permission.

NEW COURSE

ABSC 469 Special Topics in: _____ 1-3 S
A course designed for the study of special topics in applied behavioral science. Course content addresses major topics and specialized issues in the field. May be repeated for credit if the content differs. Prerequisite: Instructor permission.
NEW COURSE
ABSC 479 Study Abroad Topics in: _____  1-5  S
Study Abroad. May be repeated for credit if the content differs. Prerequisite: Department A course designed to enhance international experience in topic areas related to topics in applied behavioral science at the junior/senior level. Coursework must be arranged through the Office of KU permission.

NEW COURSE
ABSC 499 Directed Research in: _____  1-3  S
Basic and applied research experience. The course provides training in research methods, measures, and designs, and the conduct of research, in the behavioral sciences. May be repeated for credit if the content differs. Prerequisite: Instructor permission.

NEW COURSE
ABSC 626 Psychology of Adolescence  3 S
Impact of factors of social environment and physical growth upon psychological development from puberty to young adulthood. (Same as PSYC 626). Prerequisite: PSYC 104, PSYC 333, or HDFL/ABSC 160.

NEW COURSE
ABSC 672 Applied Behavior Analysis, Honors  3 S
This advanced course extends knowledge and skills in analyzing behavioral problems, designing interventions, and planning applied research projects. Topics include the selection of problems and target populations, analysis of problems/goals, designing measurement systems, developing interventions, and disseminating products from applied behavioral research. Students design an intervention research project. Prerequisite: Open only to students in the University Honors Program; ABSC/HDFL 304 or instructor permission.

NEW COURSE
ABSC 695 Special Practicum in: _____  3-6  S
A one or two-semester practicum providing opportunities for supervised, hands-on training outside the existing specialty areas or their options. This practicum must be arranged with the prior approval of a faculty advisor and the department’s Undergraduate Curriculum Committee. Students should see an adviser about this practicum early in their junior year. Prerequisite: Instructor permission.

NEW COURSE
ABSC 696 Special Practicum in: _____ Honors  3-6  S
A one or two-semester practicum providing opportunities for supervised, hands-on training outside the existing specialty areas or their options. This practicum must be arranged with the prior approval of a faculty adviser and the department’s Undergraduate Curriculum Committee. Students should see an advisor about this practicum early in their junior year. Prerequisite: Open only to students in the University Honors Program and instructor permission.

NEW COURSE
ABSC 698 Special Research Practicum in: _____  3-6  S
A one or two-semester research practicum providing opportunities for supervised, hands-on research training outside the existing specialty areas or their options. This practicum must be arranged with the prior approval of a faculty adviser and the department’s Undergraduate Curriculum Committee. Students should see an advisor about this practicum early in their junior year. Prerequisite: Instructor permission.
NEW COURSE

ABSC 699 Special Research Practicum in: _____ Honors 3-6 S
A one or two semester research practicum providing opportunities for supervised, hands-on research training outside of the existing specialty areas or their options. This practicum must be arranged with the prior approval of a faculty advisor and the department’s Undergraduate Curriculum Committee. Students should see an advisor early in their junior year about the practicum and its prerequisites and requirements. Prerequisite: Open only to students in the University Honors Program and instructor permission.

CHANGE: CREDIT, COURSE DESCRIPTION

PHSX 313 General Physics III 1-4 N
Wave motion, sound, light, and modern physics. Three class periods and one laboratory period per week. A continuation of PHSX 212. Credit for fewer than four hours requires permission of department. Prerequisite: PHSX 212. Corequisite: MATH 123 or MATH 250/AE 250/CE 250/C&PE 250/EECS 250/EPHX 250/ME 250.

PHSX 313 General Physics III 3 N
Introduction to modern physics. Topics include special relativity, optics, and introductions to quantum mechanics and solid state physics. Prerequisite: PHSX 212. Corequisite: MATH 123 or MATH 250/AE 250/CE 250/C&PE 250/EECS 250/EPHX 250/ME 250.

NEW COURSE

PHSX 316 Intermediate Physics Laboratory 1 N
Experiments in optics and modern physics. Development of experimental skills, data reduction, error analysis, and technical writing. One lab meeting per week and one lecture per week on topics including error analysis and experimental design. Pre-or corequisite: PHSX 313.

CHANGE: DELETION

PHSX 351 Elementary Optics and Modern Physics 3
Wave motion, sound, light, and modern physics. Not open to students with credit in PHSX 313. Open only to majors in Aerospace engineering or with written permission of the Department of Physics and Astronomy. Prerequisite: PHSX 212. Corequisite: MATH 123 or MATH 250/AE 250/CE 250/C&PE 250/EECS 250/EPHX 250/ME 250.

CHANGE: TITLE, CREDIT, PREREQUISITE, COURSE DESCRIPTION

PHSX 516 Physical Measurements I N
Use of modern methods to analyze mechanical, electrical, optical, magnetic, and thermal properties. Experiments in classical and modern physics. Supplemental lectures on error analysis and experiment design. (Same as EPHX 516.) Prerequisite: PHSX 313, PHSX 521 and PHSX 531. (One of the latter two may be taken concurrently.)

PHSX 516 Physical Measurements 4 N
A laboratory course emphasizing experimental techniques and data analysis, as well as scientific writing and presentation skills. Experiments explore a range of classical and modern physics topics. (Same as EPHX 516.) Prerequisites: PHSX 313, 316, 521. (PHSX 521 may be taken concurrently.)

CHANGE: TITLE, CREDIT, PREREQUISITE, COURSE DESCRIPTION

PHSX 536 Electronic Circuits and Measurements 3 N
Theory and experimental techniques of analog electronic circuit design and measurements. DC resistance bridge applications, potentiometer and electrometer measurements; oscilloscope study of transient response; AC bridges and filters, pulses on transmission lines; non-linear circuit
elements, diode rectifier, power supply components and circuits; transistors, amplifier circuits, operational amplifier characteristics and applications. Two lectures and one laboratory per week. (Same as EPHX 536.) Prerequisite: PHSX 212 and MATH 123. PHSX 313 or other introductory laboratory work is recommended.

PHSX 536 Electronic Circuit Measurement and Design  4  N
A laboratory course that explores the theory and experimental techniques of analog and digital electronic circuit design and measurements. Topics include transient response, transmission lines, transistors, operational amplifiers, and digital logic. (Same as EPHX 536.) Prerequisites: PHSX 212 and MATH 123. PHSX 313 and 316 recommended.

NEW COURSE

PHSX 557 Topics in Mechanics, Properties of Materials, Thermodynamics  1-3
This course covers the principles and applications of classical mechanics, fluids, heat, thermodynamics and sound. Teaching of these topics is strongly emphasized. Some laboratory work is included. This course is intended for students accepted to the BS Education major in Physics. This course does not count towards Physics or Astronomy major requirements in the College of Liberal Arts and Sciences. Prerequisite: Math 115 and 116, and either PHSX 114 or PHSX 211.

NEW COURSE

PHSX 558 Topics in Electricity and Magnetism and Optics  1-3
This course covers the principles and applications of electricity, magnetism and optics. Teaching of these topics is strongly emphasized. Some laboratory work is included. This course is intended for students accepted to the BS Education major in physics. This course does not count towards Physics or Astronomy major requirements in the College of Liberal Arts and Sciences. Prerequisite: MATH 115 and 116, and either PHSX 115 or PHSX 212.

NEW COURSE

PHSX 559 Topics in Modern Physics  1-3
This course covers the principles and applications of quantum mechanics, atomic and nuclear physics. Teaching of these topics is strongly emphasized. Some laboratory work is included. This course is intended for students accepted to the BS Education major in physics. This course does not count towards Physics or Astronomy major requirements in the College of Liberal Arts and Sciences. Prerequisite: MATH 115 and 116, and either PHSX 115 or PHSX 313.

CHANGE: TITLE, CREDIT, COURSE DESCRIPTION

PHSX 601 Design of Physical Systems I  3  N
The application of physical principles to the design of systems for research, monitoring, or control. Use of approximations and/or computer simulation to optimize design parameters. Linear control systems. Noise. (Same as EPHX 601.) Prerequisite: Twelve hours of junior-senior credit in physics or engineering, including one laboratory course.

PHSX 601 Design of Physical and Electronic Systems  4  N
A laboratory course emphasizing the application of physical principles to the design of systems for research, monitoring, or control. Topics include the use of microcomputers as controllers, interfacing microcomputers with measurement devices, and use of approximations and/or computer simulation to optimize design parameters, linear control systems, and noise. (Same as EPHX 601.) Prerequisite: Twelve hours of junior-senior credit in physics or engineering, including one laboratory course.
PHSX 616 Physical Measurements II  3
Continuation of PHSX 516. More advanced and complex experiments on similar topics. One four-hour laboratory per week. (Same as EPHX 616.) Prerequisite: PHSX 516, PHSX 611, and PHSX 671. PHSX 611 and 671 may be taken concurrently.

PHSX 636 Electronics Design  3  N
An introduction to the characterization of analog and digital integrated circuits. The use of microcomputers as controllers. Interfacing the microcomputer with systems useful in research and industry. Each student will design, build, and test systems employing these modern electronic devices. One four-hour laboratory per week throughout the semester and supplemented by short lectures during the laboratory period. (Same as EPHX 636.) Prerequisite: PHSX 536.

PSYC 430 Cognitive Development  3  S
A basic survey course in the development of thinking and understanding in normal children. The course will cover Piaget’s theory and information processing theories at the advanced undergraduate level. Topics include perception, attention, learning, memory, language, problem solving, and individual differences from birth to the mid-teens. (Same as HDFL 430.) Prerequisite: PSYC 104 or HDFL 160.

PSYC 432 Human Behavioral Genetics  3  S
A survey of human behavioral genetics for upper division undergraduates. Emphasis is on how the methods and theories of quantitative, population, medical, and molecular genetics can be applied to individual and group differences in humans. Both normal and abnormal behaviors are covered, including intelligence, mental retardation, language and language disorders, communication, learning, personality, and psychopathology. (Same as ANTH 447, BIOL 432, HDFL 432, SPLH 432.) Prerequisite: Introductory courses in biology/genetics or biological anthropology and psychology are recommended.

PSYC 449 Laboratory/Field Work in Human Biology  1-3  N
Faculty supervised laboratory or field research for Human Biology majors. Students design and complete a research project in collaboration with a Human Biology faculty member. (Same as
ANTH 449, BIOL 449, HDFL 449, and SPLH 449.) Prerequisite: Consent of instructor and Human Biology major.

**PSYC 449 Laboratory/Field Work in Human Biology 3 N**
Faculty supervised laboratory or field research for Human Biology majors. Students design and complete a research project in collaboration with a Human Biology faculty member. (Same as ANTH 449, BIOL 449, and SPLH 449.) Prerequisite: Consent of instructor and Human Biology major.

**CHANGE: PREREQUISITE, CROSS LISTING**

**PSYC 510 Infant Behavior and Development 3 S**
General lecture course to survey the growing literature on factors that affect behavior and development of the human infant. Course will review current theoretical orientations to explain infant development. It will include the following: behavior of the newborn; normal behavioral repertoire that develops over the first two years; assessment of infant behavior by traditional testing as well as in laboratory settings; current knowledge and issues with regard to visual, auditory, receptive language, learning, and social behavior in infants. There will be discussions of the effects of intervention programs and of ethical issues. (Same as HDFL 510.) Prerequisite: HDFL 160 or HDFL 432 or PSYC 602.

**PSYC 511 Laboratory Research in Infant Behavior 3 S**
Optional course for students currently enrolled in PSYC 510 or may be taken after completion of PSYC 510. Will offer students practical experience in an infant research laboratory. Students must spend a minimum of nine hours a week (on three different half days) in laboratory. They will learn to observe and record infant behavior, to handle data from experiments and participate in the planning and discussion of laboratory research. Acquaintance with and involvement in the issues of obtaining informed consent and ethical aspects of infant research will be included. (Same as HDFL 511.) Prerequisite: Current enrollment or previous enrollment in PSYC 510 and consent of instructor.
PSYC 520 Memory and Eyewitness Testimony in Children  3  S
A review of the literature on the development of memory in young children, and the implications of this research for understanding children’s eyewitness testimony. The course will present current research on children’s long-term memory abilities, the impact of stress on recall performance, the effectiveness of various types of interviewing techniques, and the suggestibility of children’s recollections. Policy issues and potential guidelines for the elicitation and evaluation of children’s memory reports in both clinical and legal arenas will be discussed. (Same as HDFL 520.) Prerequisite: PSYC 104 or HDFL 160, or consent of instructor.

CHANGE: PREREQUISITE, COURSE DESCRIPTION, CROSS LISTING
PSYC 535 Developmental Psychopathology  3  S
A review of the literature on contemporary psychological and developmental disorders of children and youth. Course will present current models of psychopathology, classification systems, assessment methods, and treatment approaches designed for the individual, the family, and the community. Specific attention will be given to age, gender, and cultural differences and similarities. Topics include: anxiety disorders, oppositional behavior disorders, physical/sexual abuse, learning disabilities, and autism. (Same as HDFL 535). Prerequisite: HDFL 160 or PSYC 333, or consent of instructor.

PSYC 535 Developmental Psychopathology  3  S
A review of the literature on contemporary psychological and developmental disorders of children and youth. Course will present current models of psychopathology, classification systems, assessment methods, and treatment approaches designed for the individual, the family, and the community. Specific attention will be given to age, gender, and cultural differences and similarities. Topics include: anxiety disorders, oppositional behavior disorders, physical/sexual abuse, learning disabilities, and autism. (Same as ABSC 535). Prerequisite: ABSC/HDFL 160, PSYC 333, or consent of instructor.

CHANGE: PREREQUISITE, COURSE DESCRIPTION, CROSS LISTING
PSYC 565 Applied Developmental Psychology  3  S
An advanced study of the application of theories and concepts of developmental and behavioral psychology to a range of specific issues and problems of childhood and adolescence. This course will rely heavily upon the empirical research literature. Topics include contemporary social issues and child development, research in applied settings, assessment, intervention, and prevention, as well as program evaluation. (Same as HDFL 565.) Prerequisites: HDFL 160 or PSYC 333, and HDFL/PSYC 535.

PSYC 565 Applied Developmental Psychology  3  S
An advanced study of the application of theories and concepts of developmental and behavioral psychology to a range of specific issues and problems of childhood and adolescence. This course will rely heavily upon the empirical research literature. Topics include contemporary social issues and child development, research in applied settings, assessment, intervention, and prevention, as
well as program evaluation. (Same as ABSC 565.) Prerequisites: ABSC/HDFL 160 or PSYC 333, and ABSC/HDFL/PSYC 535.

**CHANGE: PREREQUISITE, CROSS LISTING**

**PSYC 590 Nonverbal Communication 3 S**
Examination of non-linguistic behavior in human communication, including proxemics (spacing), kinesics (movement and expression), and paralinguistics (voice quality). Includes phylogenetic and developmental perspectives, methods of analysis, applications to interpersonal problems. (Same as COMS 590.) (Same as HDFL 590.) Prerequisite: COMS 356, or HDFL 140, or PSYC 300.

**PSYC 590 Nonverbal Communication 3 S**
Examination of non-linguistic behavior in human communication, including proxemics (spacing), kinesics (movement and expression), and paralinguistics (voice quality). Includes phylogenetic and developmental perspectives, methods of analysis, applications to interpersonal problems. (Same as COMS 590.) Prerequisite: COMS 356 or PSYC 300.

**CHANGE: PREREQUISITE, CROSS LISTING**

**PSYC 626 Psychology of Adolescence 3 S**
Impact of factors of social environment and physical growth upon psychological development from puberty to young adulthood. Prerequisite: PSYC 104.

**PSYC 626 Psychology of Adolescence 3 S**
Impact of factors of social environment and physical growth upon psychological development from puberty to young adulthood. (Same as ABSC 626). Prerequisite: PSYC 104, PSYC 333, or HDFL/ABSC 160.

**CHANGE: PREREQUISITE, COURSE DESCRIPTION, CROSS LISTING**

**PSYC 632 Advanced Child Behavior and Development 3 S**
An advanced course in child development, including a survey of the basic principles and theoretical approaches of the field as well as lectures and discussions on current issues in research and practice. Topics will include: prenatal development, physical growth, cognition and language, social-emotional development, socialization influences in childhood, and developmental psychopathology. (Same as HDFL 632.) Prerequisite: HDFL 160, HDFL 161, HDFL 432, or PSYC 333, or consent of instructor, and senior or graduate status.

**PSYC 632 Advanced Child Behavior and Development 3 S**
An advanced course in child development that includes a survey of the field’s principles and theoretical approaches, and current issues in research and practice. Topics will include: prenatal development, cognition and language, social-emotional development, socialization influences in childhood, developmental psychopathology, and social policies. (Same as ABSC 632.) Prerequisite: ABSC/HDFL 160, PSYC 333, or instructor permission, and senior or graduate status.

**CHANGE: DELETION**

**PSYC 641 Behaviorism 3 S**
A course on the history, philosophy, concepts, principles and application of behavioral psychology. Topics include (a) the conceptual analysis of behavior (e.g., the history and philosophy of behaviorism, the relationship between behaviorism and other psychological systems); (b) the experimental analysis of behavior (e.g., research methods, and the behavioral principles derived therefrom); (c) empirical and interpretative analysis of various behavioral domains (e.g., perception, emotion, language, cognition); and (d) applied behavior analysis for
promoting individual, social, and cultural change (e.g., behavior modification). (Same as HDFL 641.) Prerequisite: PSYC 104 and HDFL 140 or HDFL 180 or HDFL 304.

**CHANGE: TITLE, COURSE DESCRIPTION**

**SOC 110** The American People 3 S
An examination of the backgrounds, cultural values, and social institutions of the different groups found in the United States. Analysis of American diversity through the study of ethnicity, race, religion, gender, sexual orientation, regionalism and age. Not open to students who have taken SOC 112. (Same as AMS 110.)

**SOC 110** The American Peoples 3 S
An introduction to the backgrounds, cultures, and institutions of diverse groups in American society. Analysis of American diversity through the study of factors such as ethnicity, race, religion, gender, sexual orientation, region, and age. Not open to students who have taken SOC 110. (Same as AMS 110.)

**SOC 112** The American People, Honors 3 S
An examination of the backgrounds, cultural values, and social institutions of the different groups found in the United States. Analysis of American diversity through the study of ethnicity, race, religion, gender, sexual orientation, regionalism and age. Not open to students who have taken SOC 110. Prerequisite: Membership in the University Honors Program. (Same as AMS 112.)

**SOC 112** The American Peoples, Honors 3 S
An introduction to the backgrounds, cultures, and institutions of diverse groups in American society. Analysis of American diversity through the study of factors such as ethnicity, race, religion, gender, sexual orientation, region, and age. Not open to students who have taken AMS 110 or SOC 110. Prerequisite: Membership in the University Honors Program or approval by the Sociology Department. (Same as AMS 112.)

**SOC 150** Self & Society 3 S
Discusses the way our identities, values, and behavior have been and continue to be shaped by social and situational factors. Attention will be paid to the influence of factors like language and culture, social roles, specific social institutions, and broad structures of inequality and power on how we see ourselves and others.

**SOC 150** Self & Society 3 S
Discusses the way our identities, values, and behavior have been and continue to be shaped by social and situational factors. Attention is paid to the influence of factors like language, culture, social roles, specific social institutions, and broad structures of inequality and power on how we see ourselves and others. May not be taken by anyone who has completed SOC 305 or its equivalent.

**SOC 160** Social Problems and American Values 3 S
This is a course designed to explore competing explanations for the causes of, and cures for, the enduring problems of American society. The course critically analyzes dominant definitions of social problems, the political and economic roots of these problems, and the public policies aimed at reducing them.
SOC 160 Social Problems and American Values  3 S
This course is designed to explore competing explanations for the causes of, and cures for, the enduring problems of American society. The course critically analyzes dominant definitions of social problems, the political and economic roots of these problems, and the public policies aimed at reducing them. May not be taken by anyone who has already completed SOC 306 or its equivalent.

CHANGE: COURSE DESCRIPTION

SOC 220 Sociology of Families  3 S
Analysis of the family as a social institution primarily in the U.S. context. Topics considered are: current and historical changes in how the family is constituted, contrasting sociological theories of family relationships, sexuality in relation to family life, the coexistence of love and hate in families, family dissolution and reformation, and the care of children. A key theme is diversity: social class, gender, race/ethnicity, and age.

SOC 220 Sociology of Families  3 S
Analysis of the family as a social institution primarily in the U.S. context. Topics considered are: current and historical changes in how the family is constituted, contrasting sociological theories of family relationships, sexuality in relation to family life, the coexistence of love and hate in families, family dissolution and reformation, and the care of children. A key theme is diversity: social class, gender, race/ethnicity, and age. May not be taken by anyone who has already taken SOC 308 or its equivalent.

NEW COURSE

SOC 305 Principles of Self & Society  S
Discusses the way our identities, values, and behavior have been and continue to be shaped by social and situational factors. Attention is paid to the influence of factors like language, culture, social roles, specific social institutions, and broad structures of inequality and power on how we see ourselves and others. This course provides a more intensive coverage of the subject matter than that provided in SOC 150. May not be taken by anyone who has already taken SOC 150 or its equivalent.

SOC 305 Principles of Self & Society  S
Discusses the way our identities, values, and behavior have been and continue to be shaped by social and situational factors. Attention is paid to the influence of factors like language, culture, social roles, specific social institutions, and broad structures of inequality and power on how we see ourselves and others. This course provides a more intensive coverage of the subject matter than that provided in SOC 150. May not be taken by anyone who has already taken SOC 150 or its equivalent.

NEW COURSE

SOC 306 Principles of Social Problems  3 S
This course is designed to explore competing explanations for the causes of, and cures for, the enduring problems of American society. The course critically analyzes dominant definitions of social problems, the political and economic roots of these problems, and the public policies aimed at reducing them. This course provides a more intensive coverage of the subject matter than that provided in SOC 160. May not be taken by anyone who has already completed SOC 160 or its equivalent.

SOC 306 Principles of Social Problems  3 S
This course is designed to explore competing explanations for the causes of, and cures for, the enduring problems of American society. The course critically analyzes dominant definitions of social problems, the political and economic roots of these problems, and the public policies aimed at reducing them. This course provides a more intensive coverage of the subject matter than that provided in SOC 160. May not be taken by anyone who has already completed SOC 160 or its equivalent.

NEW COURSE

SOC 308 Principles of Family Sociology  3 S
Analysis of the family as a social institution primarily in the U.S. context. Topics considered are: current and historical changes in how the family is constituted, contrasting sociological theories of family relationships, sexuality in relation to family life, the coexistence of love and hate in families, family dissolution and reformation, and the care of children. A key theme is diversity: social class, gender, race/ethnicity, and age. This course provides a more intensive coverage of the subject matter than that provided in SOC 220. May not be taken by anyone who has already taken SOC 220 or its equivalent.
CHANGE: CROSS LISTING

SPLH 432 Human Behavioral Genetics  3  S
A survey of human behavioral genetics for upper division undergraduates. Emphasis is on how the methods and theories of quantitative, population, medical, and molecular genetics can be applied to individual and group differences in humans. Both normal and abnormal behaviors are covered, including intelligence, mental retardation, language and language disorders, communication, learning, personality, and psychopathology. (Same as ANTH 447, BIOL 432, HDFL 432, PSYC 432.) Prerequisite: Introductory courses in biology/genetics or biological anthropology and psychology are recommended.

SPLH 449 Laboratory/Field Work in Human Biology  1-3  N
Faculty supervised laboratory or field research for Human Biology majors. Students design and complete a research project in collaboration with a Human Biology faculty member. (Same as ANTH 449, BIOL 449, HDFL 449, and PSYC 449.) Prerequisite: Consent of instructor and Human Biology major.

TH&F 405 Children and Media  3  U
The applied study of child development theories and research methods on the influences and effects of television and related visual media on childhood in the contexts of families, schools, and society. (Same as HDFL 405.)

TH&F 405 Children and Media  3  U
The applied study of child development theories and research methods on the influences and effects of television and related visual media on childhood in the contexts of families, schools, and society. (Same as ABSC 405.)

B. DEGREE REQUIREMENTS

1. SI Principal Course Status for:

   SOC 305--PRINCIPLES OF SELF & SOCIETY

   Discusses the way our identities, values, and behavior have been and continue to be shaped by social and situational factors. Attention is paid to the influence of factors like language, culture, social roles, specific
social institutions, and broad structures of inequality and power on how we see ourselves and others. This course provides a more intensive coverage of the subject matter than that provided in SOC 150. May not be taken by anyone who has already taken SOC 150 or its equivalent.

JUSTIFICATION: This course will fulfill College principal courses requirements and allow us to better meet student’s needs both at the Lawrence campus and particularly at the Edwards Campus.

2. SF Principal Course Status for:

SOC 306--PRINCIPLES OF SOCIAL PROBLEMS

This course is designed to explore competing explanations for the causes of, and cures for, the enduring problems of American society. The course critically analyzes dominant definitions of social problems, the political and economic roots of these problems, and the public policies aimed at reducing them. May not be taken by anyone who has already completed SOC 160 or its equivalent.

JUSTIFICATION: This course will fulfill College principal courses requirements and allow us to better meet student’s needs both at the Lawrence campus and particularly at the Edwards Campus.

3. SC Principal Course Status for:

SOC 308--PRINCIPLES OF FAMILY SOCIOLOGY

Analysis of the family as a social institution primarily in the U.S. context. Topics considered are: current and historical changes in how the family is constituted, contrasting sociological theories of family relationships, sexuality in relation to family life, the coexistence of love and hate in families, family dissolution and reformation, and the care of children. A key theme is diversity: social class, gender, race/ethnicity, and age. May not be taken by anyone who has already taken SOC 220 or its equivalent.

JUSTIFICATION: This course will fulfill College principal courses requirements and allow us to better meet student’s needs both at the Lawrence campus and particularly at the Edwards Campus.

4. Non-Western Culture Status for:

a. ANTH 598/HIST 598—SEXUALITY AND GENDER IN AFRICAN HISTORY

An examination of the history of sexuality and gender in Africa with a focus on the 19th and 20th centuries. Major issues and methods in the historical scholarship on gender and sexuality will be covered. Topics of historical analysis include life histories, rites of passage, courtship, marriage, reproduction, education, masculinities, homosexuality, colonial control and changing gender relations. Prior course work in African history suggested. Graduate students will complete an additional project in consultation with the instructor. (Same as HIST 598.)

JUSTIFICATION: This course will expand undergraduate and graduate course offerings in African History, an important non-Western study area.

b. One section of ANTH 501—TOPICS IN SOCIOCULTURAL ANTHROPOLOGY: INTRO TO ABORIGINAL STUDIES

PROPOSAL: Approval for non-Western culture status for one section of ANTH 501 Topics in Sociocultural Anthropology: Intro to Aboriginal Studies. Proposed course description: Investigates the basic concept of land ownership and the devastating effects of dispossession and assimilation. A
general background in issues such as land rights, education, health, welfare, housing and employment is provided.

JUSTIFICATION: The course is taught at the University of Newcastle, and many study abroad students petition for this course to fulfill the non-Western culture requirement.

c. EALC 131--MYTH, LEGEND, AND FOLK BELIEFS IN EAST ASIA, HONORS

A survey of the commonly held ideas about the beginning of the world, the role of gods and spirits in daily life, and the celebrations and rituals proper to each season of the year. The purpose of the course is to present the world view of the ordinary peoples of East Asia in contrast to their more sophisticated systems of philosophy that are better known to the Western world. Open only to students in the University Honors Program or by permission of instructor.

JUSTIFICATION: EALC 131 is a new course, an honors version of EALC 130, which is already a non-Western culture course.

5. New Technical Writing Certificate

At its meetings of 4 November 2003 and 17 February 2004, the English Voting Department approved the following certificate program. It is understood that most of the teaching in this certificate program will occur at the Edwards campus (depending on student demand), where the Department has already taken a lead in providing a degree program and faculty resources.

The Department has long offered a single course in technical writing (English 362). Experience has shown that both students and employers seek a greater expertise in this skill than an introductory course can provide. Certificate programs and degrees (both undergraduate and graduate) in this field are presently offered at a variety of universities. A sampling of these programs is included as an appendix to this document.

**Statement of Purpose**

Most businesses require employees to continually enhance their value to the company through personal and career development. According to the University of Maryland, “businesses complain that many of their employees, though college graduates, cannot communicate effectively in writing. They are willing to pay for this skill, so if you can write, you’re ahead of the field. People who can write are simply more effective at what they do than those who can’t.” Technical writing is a core skill in high demand. This program fulfills an important need.

This program provides students with certification that they have taken courses to prepare them for workplace writing and editing of documents in such fields as science, medicine, architecture, engineering, and business. This document lists new courses for this program which are recommended for approval.

The Certificate in Technical Writing is aimed at the following kinds of students:

1. Area professionals working in a technical field who have already received an undergraduate degree and who need to increase their technical-communication skills as part of their career development, or who seek alternative employment.

2. Other students, whatever their major, who are either interested in careers in technical communications or else in developing these skills for careers in technical fields.
Program and Admission

The Certificate in Technical Writing is a twelve-hour certificate program. Students take Foundations of Technical Writing (English 362), Advanced Technical Writing I (English 562), Advanced Technical Writing II (English 563), Advanced Technical Editing (English 564). If appropriate, a three-hour Technical Communication Internship (English 596) may be substituted for English 563 or 564.

Students in group 1, above, may petition to use their current employment to fulfill the Technical Communication Internship under teacher supervision.

Admission to the certificate program requires having fulfilled the English Composition (English 101 and 102) requirement or having completed an undergraduate degree. Nothing precludes non-Certificate-seeking students from taking the courses in this program in the prescribed order; however, the Technical Communication Internship requires faculty permission and an interview process, and is dependent upon internship availability. Regardless of coursework, students must apply to receive the certificate.

If appropriate, credits from these courses may be used to fulfill electives to the student’s degree program, whether or not the student is seeking the certificate.

Course Descriptions

Quick Course List

English 362 (3 credits): Foundations of Technical Writing
English 562 (3 credits): Advanced Technical Writing I
English 563 (3 credits): Advanced Technical Writing II
English 564 (3 credits): Advanced Technical Editing
English 596 (1-3 credits): Technical Communication Internship (repeatable)

The following courses were approved at the 3/2/04 College Assembly meeting:

[New course description and new title] **English 362.** Foundations of Technical Writing (3). Introduces students to the principles of technical communication. Students learn to organize, develop, write, and revise technical documentation (e.g., proposals, specification documents, technical reports, websites, oral presentations, manuals) for science and business. Includes an introduction to technical-writing software.

**Prerequisite:** English Composition (English 101 and 102) or completed undergraduate degree.

[New Course] **English 562.** Advanced Technical Writing I (3). Stresses research methods in technical communication and simulates on-the-job training through live interviews and other forms of research. Students master the relevant software tools and begin to develop a technical-writing portfolio.

**Prerequisite:** Foundations of Technical Writing (English 362)

[New Course] **English 563.** Advanced Technical Writing II (3). Students apply the principles of communicating scientific and technical information to a variety of readers, ranging from the non-technical manager to the expert engineer. Concentration on the varying writing styles for proposals, reports, specifications, journal articles, online forms, and larger documents, based on their audience. The course also teaches effective oral presentations and simulates an internship or on-the-job training. Students develop their technical-writing portfolio.

**Prerequisite:** Advanced Technical Writing I (English 562)
[New Course] **English 564.** Advanced Technical Editing (3). Students work with writers in Advanced Technical Writing I and II, learning to work productively with other people’s print and online documents. They learn to use specialized vocabulary and such editing tools as proofreaders’ marks, style guides, and standard editorial reference material, and practice how to identify and correct common problems. Simulates an internship or on-the-job training. Students develop a technical-editing portfolio.  
**Prerequisite:** Advanced Technical Writing I (English 562)

[New Course] **English 596.** Technical Communication Internship (1-3). Practical experience in the use of technical-writing or -editing skills in supervised professional settings for which the student normally does not receive pay. A 1-3 hour internship requires 40-120 hours of documented on-site work in one semester (40 hours per credit). Credit hours are graded on a satisfactory/unsatisfactory basis, according to a written recommendation from the student’s workplace manager, student work logs and self-evaluation, and an oral report.  
**Prerequisite:** Advanced Technical Writing I (English 562) and permission of instructor.

**Internships**

It is hoped that students in the program can be connected with technical-writing and -editing internships in business, technical, and research fields. Such arrangements can enrich students’ experience, serve an organization’s technical-communications needs, and increase the university’s visibility in the professional world. Internships help students develop writing portfolios and learn professional work attitudes, while building relationships with potential future employers and establishing professional contacts. Internships are based on qualifications, interviews, and availability, and work is evaluated by both the professional manager and faculty internship advisor.

Students must provide the internship advisor with weekly status reports during the semester to discuss progress, issues, and so on. Near the end of the semester, students write a report detailing their learning experience and present it to an appropriate technical communication class.

**Implementation**

The certificate program could get underway as soon as it is approved by the University. Several GTAs and Lecturers have taught the foundation course (English 362) regularly, and the first advanced course will be offered in Fall 2004 as English 590. Staff is currently part-time faculty, including one key person at 0.8 time, who could handle the required advanced courses, help train part-time faculty, assess the curriculum, coordinate Certificate-related internships, and continue liaison duties. We request that the College and Edwards Campus provide a full-time position to teach this program. As need arises, we hope to hire another full-time teacher in technical communications.

**Schedule of Offerings**

The following tables propose a schedule for offering the courses in this program.

**Table 1  Proposed Schedule**

<table>
<thead>
<tr>
<th>Certificate Program Course</th>
<th>First Offering Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Technical Writing</td>
<td>Several sections currently offered</td>
</tr>
<tr>
<td>Advanced Technical Writing I</td>
<td>Fall 2004</td>
</tr>
<tr>
<td>Technical-Communication Internships</td>
<td>Spring 2005</td>
</tr>
<tr>
<td>Advanced Technical Writing II</td>
<td>Spring 2005</td>
</tr>
<tr>
<td>Advanced Technical Editing</td>
<td>Fall 2005</td>
</tr>
</tbody>
</table>
## Table 2  Proposed Offering Frequency

<table>
<thead>
<tr>
<th>Certificate Program Course</th>
<th>Offering Frequency</th>
<th>Number of Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Technical Writing</td>
<td>Every semester, including Summer</td>
<td>As many as needed to fulfill demand. Demand currently outstrips availability.</td>
</tr>
<tr>
<td>Advanced Technical Writing I</td>
<td>Annually at first; as program grows, every semester</td>
<td>Initially, one section per normal school year and one during Summer. After that, one per semester.</td>
</tr>
<tr>
<td>Technical-Communication Internships</td>
<td>Every semester, especially Summer</td>
<td>N/A</td>
</tr>
<tr>
<td>Advanced Technical Writing II</td>
<td>Annually at first</td>
<td>Initially, one section per calendar year.</td>
</tr>
<tr>
<td>Advanced Technical Editing</td>
<td>Annually at first</td>
<td>Initially, one section per calendar year.</td>
</tr>
</tbody>
</table>

### Appendix: “Technical Communication” Defined

“Technical communication” is the process of gathering technical information and presenting it to a targeted audience in a clear, useful, accurate, comprehensive, grammatically correct, and easily understandable form (to name a few measures). The term “technical” includes scientific, mechanical, chemical, legal, economic, medical, procedural, or other specialized information. A few examples of technical communication are Dad’s Own Cookbook, Windows 2000 Server Deployment Planning Guide, and The Chicago Manual of Style.

A technical communicator is anyone who creates technical documents. They are engineers, scientists, doctors, lawyers, or anyone else with a special knowledge of a certain field of study… and of course technical communicators are also full-time writers and editors who are not, themselves, technical experts but are instead experts in creating technical documents. Examples of technical communicators include an astronomer documenting the discovery of a new comet, a chemist writing an abstract for a presentation, a mechanical engineer reporting on a crash test, a social worker preparing a brief for a court case, or a science-magazine reporter documenting discoveries she knows nothing about before starting work.

“Technical communication” encompasses the work done by individuals with many different job titles, such as writer, editor, illustrator, or Web designer, because they work in different media as the situation dictates.

Technical communicators study their audience and determine the best way to present the information. Should it be a table or a chart? An online help file or a Web site? A book or a brochure? An illustration or a spreadsheet? A proposal or a specification? Technical communicators gather knowledge from experts and customers by conducting interviews, testing their topics, and studying existing information. The technical communicator reshapess this information so that the correct audience can access, understand, and use it.

MIT describes one aspect of technical communication very nicely: “Science writers may, or may not, hold academic credentials in science or engineering. But they are always humanists, one foot in the sciences, the other in the arts, as apt to be seduced by a shapely sentence as by an elegant scientific idea.” Our Technical Writing program, as part of the English Department, should strive to encourage this attitude.
C. REPORTS OF ACTION

The following actions were taken by CUSA and are reported for file by the College Assembly.

1. Clarification for English Major Requirements

    When English changed major requirements several years ago, a part of the requirements stated “The traditional English emphasis, in addition, requires completion of 15 junior/senior hours of electives, including two courses numbered 500 or above.”

    The way the original proposal was worded, it appeared that the only way to fulfill the two 500-level course requirements was through completion of the 15 jr/sr elective hours. However, since then English has approved several additional courses to fulfill the American Literature, British Literature, and Shakespeare requirements, and some of these courses are numbered above 500.

    Per Dr. Bernard Hirsch in English (verbal confirmation), the two 500-level course requirements (for students pursuing the traditional English option) may be met by taking ANY of their English major requirements at the 500 level, not just the elective hours.

2. Change to Human Development and Family Life Major

   CHANGES:

   The Department of Human Development and Family Life (HDFL) proposed some changes in its undergraduate major. Administratively, the department requested to change the name of the department and the major from HDFL to “Applied Behavioral Science,” yet retain “Human Development and Family Life” as a program name. The justifications for these changes are described in the department’s letter to the Deans requesting these and other changes (see Appendix A), which they approved, which the Provost approved, and which are pending with the Council of Chief Academic Officers (COCAO) and the President and Chief Executive Officer of the Board of Regents approved. The pertinent sections of that document for the undergraduate program read as follows:

   …by renaming HDFL the Department of Applied Behavioral Science, we more clearly and accurately describe our current and now stable scientific and disciplinary identity and focus. The Department had changed so much in recent years, due to a long line of retirements and two hires, that we decided to refine our mission from the eclectic “human development and family life” to what was always our core, our expertise, and our renown – applied behavioral science.

   Letters in support of these administrative changes from the Clinical Child Psychology Program, the Departments of Psychology and of Biology, the School of Education, and the Life Span Institute are attached in Appendix B.

   Beyond changing the name of the department and major, the department also proposed changes in its major and minor requirements, as well as some changes in its Specialty Areas. Overall, the department is adding nine new courses, deleting 18, and revising and updating the course descriptions of all regular FTE taught undergraduate content courses and most practicum courses. These changes and their justifications are described in the department’s annotated mock-up of its next undergraduate catalog copy (see Appendix C). For present purposes, though, the department lists the current requirements and then the proposed changes therein.
CURRENT 30-HOUR MAJOR REQUIREMENTS (see Appendix D)

Requirements for the B.A and B.G.S. Major. The major requires 30 credit hours, 15 of them at the junior-senior level, that is, courses numbered 300 and higher. The courses are sequenced as follows:

Two required introductory courses (6 hours):

HDFL 140 Introduction to Principles of Behavior
and
HDFL 160 Introduction to Child Behavior and Development

Two required core courses (6 hours):

HDFL 304 Principle and Procedures of Behavior Modification
and
HDFL 430 Cognitive Development
or
HDFL 535 Developmental Psychopathology

Specialty Area courses (18-27 hours), depending on the area:

- Behavior Analysis
- Child Care and Development
- Children with Disabilities: Education and Intervention
- Community Leadership and Development
- Delinquency and Juvenile Justice
- Early Childhood Education
- Treatment Programs for Adults with Disabilities

Required Specialty Area courses (4-21 hours), depending on the area:

Elective Specialty Area courses (0-6 hours), depending on the area

In some areas, from a restricted list; in other areas, from a suggested list

Specialty Area practicum courses (3-6 hours), depending on the area

Limitations: A maximum of 6 hours of HDFL 484 Special Topics: Readings in Child Development and HDFL 604 Special Problems in Child Development combined can be applied toward the major.

NEW 33-HOUR MAJOR REQUIREMENTS (see Appendix C)

Requirements for the B.A and B.G.S. Major. The major requires 33 credit hours, 15 of them at the junior-senior level, that is, courses numbered 300 and higher. The courses are sequenced as follows:

Justification: An increase in the number of required hours for the major from 30 to 33 assures improvement in the core competencies of all students, while retaining flexibility in the specialty areas for their required and elective courses (see below).
One required introductory course (3 hours):

ABSC 100/101 Introduction to Applied Behavioral Science/Honors (3)

Justification: A new required introductory course provides students with a comprehensive introduction to the field, as well as identify and describe the department’s scientific and disciplinary basis and its own programs in applied behavioral science. However, until ABSC 100/101 can be developed, implemented, and begin attracting sufficient enrollment to offset losses from previously required (HDFL 140, HDFL 160) or elective (HDFL 150/151) courses, the latter three will be retained as introductory, gateway courses two years:

ABSC 140 Introduction to Principles of Behavior (3),
ABSC 150/151 Community Leadership (3),
or
ABSC 160 Introduction to Child Behavior and Development (3)

Three core courses (10 hours)

ABSC 304 Principles and Procedures of Applied Behavior Analysis and Therapy (3)
ABSC 308 Research Methods and Applications (4)
ABSC 509 Contemporary Behavioral Science: Historical, Conceptual, and Comparative Foundations (3)

Justification: Change: HDFL 308 was previously an elective research methods course that will now be required for all majors. This reinforces the department’s emphasis on empirical research and critical thinking. Deletion: HDFL 430 Cognitive Development is no longer central to the department’s curriculum, no longer a requirement, and is taught by FTE instructors outside the department who do not cross list it. Addition: ABSC 509 is a new conceptual foundations course. It provides historical, integrative, comparative perspectives on the field, and covers contemporary advances in basic and applied research for solving societal problems. Overall: The core course curriculum is now more streamlined and focused on the basics, while diversity is retained in the Specialty Areas.

Specialty Areas (20 hours: 14-17 content hours, 3-6 practicum hours), depending on the area and option:

1. Early Childhood
   - Early Childhood Autism Intervention
   - Early Childhood Education and Intervention
   - Early Childhood Research
2. Youth Development and Juvenile Justice
   - Delinquency and Juvenile Justice
3. Adults with Disabilities
   - Adults with Developmental Disabilities
   - Applied Gerontology
4. Community Health and Development
   - Community Leadership
   - Health Promotion
   - Independent Living
Justification: Specialty areas and options have been added (e.g., Autism, Gerontology), deleted (Behavior Analysis, Human Development), and reorganized to reflect changes in the department’s identity and focus, curriculum changes, and career opportunities for students. The Early Childhood Education Specialty Area – the teaching certificate program – will no longer be offered after next year. The School of Education is taking over its administration.

Specialty Area content courses (14-17 hours) and practicum courses (3-6 hours), depending on the area:

Each specialty area has its own content courses -- some required, some elective -- and a practicum. The required content courses may fall at any level; the elective courses are junior-senior level courses necessary to complete the 33-hour major and its 15-hour junior-senior hour requirements. These are drawn from either a restricted or recommended list of electives. The required content and practicum courses for each area are listed below:

1. Early Childhood
   Early Childhood Autism Intervention
   ABSC 160
   ABSC 350
   ABSC 444
   Practicum: ABSC 680
   Early Childhood Education and Intervention
   ABSC 160
   ABSC 444
   Practicum: ABSC 675 & ABSC 676 or ABSC 677 & ABSC 678
   Early Childhood Research
   ABSC 160
   ABSC 350
   ABSC 444
   Practicum: ABSC 679

2. Youth Development and Juvenile Justice
   Delinquency and Juvenile Justice
   ABSC 410
   ABSC 560
   Practicum: ABSC 694

3. Adults with Disabilities
   Adults with Developmental Disabilities
   ABSC 350
   Practicum: ABSC 685
   Applied Gerontology
   ABSC 542
   Practicum: ABSC 687

4. Community Health and Development -- ABSC 690/ABSC 691
   Community Leadership (see above)
   ABSC 150/151
   ABSC 310/311
   Practicum: ABSC 690/ABSC 691
   Health Promotion
   ABSC 150/151
   ABSC 310/311
   Practicum: ABSC 690/ABSC 691
Independent Living (see above)
ABSC 150/151
ABSC 310/311
Practicum: ABSC 690/ABSC 691

Justification: Required and elective specialty area courses have been added (e.g., ABSC 535 Developmental Psychopathology) and deleted (e.g., ABSC 308 Research Methods and Application is now a core requirement for all students) to reflect changes in both the major requirements and the specialty areas. Also, specialty area practicum courses have been added (e.g., Applied Gerontology) and deleted (i.e., Behavior Analysis, Human Development) to reflect changes in the department’s identity and focus, and career opportunities for students. Change: Practicum courses will no longer be graded pass-fail, but will be graded A-F. Each specialty area’s practicum provides supervised, hands-on training or research experience. The minimum prerequisite for the practicum courses is completion of (or concurrent enrollment in) an introductory course, the three core courses, or instructor permission. Some practicum courses also require completion of (or concurrent enrollment in) the required specialty area courses.

Department limitations: No more than a total of 6 hours of ABSC 269, ABSC 279, ABSC 289, ABSC 299, ABSC 469, ABSC 479, ABSC 489, and ABSC 499, and no more than 6 hours of practicum, apply to the 33-hour major.

Justification: Additional courses have been added to the list from which no more than 6 hours total may be counted toward the 33-hour major.

CURRENT MINOR REQUIREMENTS (see Appendix D)
18 hours, inclusive of HDFL 140, HDFL 150/151, or HDFL 160 and 12 junior-senior hours.

NEW MINOR REQUIREMENTS (see Appendix C)
18 hours, inclusive of ABSC 100/101, ABSC 140, ABSC 150/151, or ABSC 160 and 12 junior/senior hours.

Justification: The new introductory course was added to the list of gateway courses into the department’s minor.

3. Change to Religious Studies Major

EALC 331 Buddhist Traditions in Asia (same as REL 360) is accepted to fulfill the REL curricular distribution requirement “Overview of Religious Tradition other than Judaism, Christianity or Islam” for the REL major.