

HUMAN DEVELOPMENT GRADUATE GROUP

PH.D. STUDENT HANDBOOK 2010 - 2011

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HUMAN DEVELOPMENT GRADUATE GROUP PH.D. GRADUATE STUDENT HANDBOOK

Welcome to the Human Development Graduate Group (HDGG) at the University of California, Davis. This handbook gives an overview of the doctoral program in Human Development (HD) and is designed to assist both students and faculty Advisers in understanding program requirements and to help students make optimal use of their time in the program.

More general information regarding UC DAVIS regulations and requirements may be found at <http://www.gradstudies.ucdavis.edu/students/handbook/>

ADMISSIONS: HDGG GROUP PROCEDURES AND TIMELINES

Deadlines

For consideration for priority admissions and fellowships, applications must be received by:
December 15th

Final deadline to apply for admission:
March 1st

Admissions Procedure

The Graduate Group Admissions Committee will begin reviewing applications by the second week in January. Based on a review of the entire application, a recommendation is made to accept or decline an applicant's request for admission. Notification of admissions decisions will be sent by the Office of Graduate Studies.

The Admissions Committee for the M.S. and Ph.D. Programs is composed of: a faculty Chairperson who is elected by the Graduate Group membership, at least one Graduate Adviser from the M.S. and one Graduate Adviser from the Ph.D. program, at least one additional faculty member who has volunteered to serve, and one volunteer student member from each degree program. The Admissions Committee reviews the applicants' statements of purpose, academic transcripts, GRE scores, letters of reference, and writing samples for quality of scholarship and "fit" with the program.

Timeline

For Fellowships, the Admissions Committee forwards their recommendations to the Dean of Graduate Studies by early January (currently January 15th). Applications for admission received between December 15th and March 1st will be reviewed and the Committee's recommendations forwarded to the Dean no later than the end of May.

BACKGROUND & GENERAL INFORMATION

The graduate group system is found almost exclusively on the UC Davis campus. Faculty members are organized *across* departmental lines to offer a graduate degree. This allows students to take coursework from various departments and to focus on human development issues from a variety of perspectives. The graduate group is housed administratively in an academic department selected for conceptual fit. The Human Development Graduate Group is housed in the Division of Human Development and Family Studies (HDFS) within the Department of Human and Community Development (HCD) in the College of Agriculture and Environmental Sciences (CA&ES).

Currently, faculty members who have the primary responsibility for the core coursework and advising of the HDGG are mainly located in the Division of Human Development and Family Studies. Other HDGG faculty are located in other departments/units of the CA&ES, the College of Letters and Science, the School of Medicine, and the School of Education. HDGG faculty members also have memberships in a number of research centers on the UC DAVIS campus, including the M.I.N.D. Institute, Center for Mind and Brain, and Center for Neurosciences.

Faculty participating in any graduate group are subject to change as members join, resign, or retire. The Appendix includes a list of faculty currently associated with the Human Development Ph.D. program and a table indicating the areas of interest these faculty members have identified. Students have the opportunity to meet many of the faculty through participation in the pro-seminars and other first-year courses. Students are encouraged to contact faculty to discuss their research interests and roles in the doctoral program and to connect with other students with whom they share common interests. Graduate students are encouraged to take advantage of courses offered in a wide variety of departments and to partner with the HDGG faculty in exploring and identifying their area of specialization.

The Human Development Graduate Group defines an academic community that focuses on an interdisciplinary understanding of the pathways and substrates of human development across the lifespan as seen within various domains and contexts of development. Given the foundation provided by the core coursework, students elect to follow one of four focal programs that provide additional academic preparation within an area of specialization focusing on specific aspects of development: biological; cognitive; social-emotional; and family, culture, and society.

Biological Focal Program

This focal program track is intended to provide opportunities for students to study development of the biological substrates of human behavior. Possible emphases of this track include a focus on brain development and cognition and/or social behavior, or the effects of nutrition on cognition.

Cognitive Focal Program

This focal program track is intended to provide opportunities for students to study human cognitive development. Possible emphases of this track include the development of long-term memory, discourse processing, problem-solving strategies, or social cognition.

Social-Emotional Focal Program

This focal program track is intended to provide opportunities for students to study social-emotional development. Possible emphases of this track include the development of individual differences in

temperament, the effects of siblings on adjustment and coping strategies to deal with the effects of old age.

Family, Culture, and Society Focal Program

This focal program track is intended to provide opportunities for students to study development in familial, cultural, and societal contexts from an interdisciplinary perspective. While the other domains emphasize individual-level investigation of development, this track involves more molar and systemic levels of inquiry. Possible emphases of this track include developmental issues around family, government policy and programs, the school/educational system, race/ethnicity, and/or gender/sexuality.

PROGRAM GOALS

The primary goal of the doctoral program in Human Development is to give students a theoretical background, methodological skills and knowledge of current research findings that provide the basis for expanding knowledge and understanding of human development from an interdisciplinary perspective. Consistent with this goal, the program has a tripartite emphasis:

1. It incorporates study in three domains of human development: biological, social-emotional, and cognitive;
2. It organizes the study of human development across the lifespan from conception to death; and
3. It emphasizes the context within which human development takes place, including cultural institutions such as families, schools, and hospitals; the environmental conditions related to nutrition, health, and disease; and the social and legal policies that affect development.

The core program is intended to be comprehensive in scope with students' individual programs of study becoming more specialized as they advance beyond required coursework and begin to focus on their own independent research.

ADVISING

As they progress through the program, students will be guided by the Program Faculty Graduate Advisers, an Individual Faculty Adviser, a Major Professor, a Peer Adviser, and the HDGG Graduate Program Coordinator. See also "Mentoring Guidelines" in the appendix. Their roles are as follows:

Program Faculty Graduate Advisers

Upon admission, students work with one of the program's Program Faculty Graduate Advisers, who are appointed for at least two years and are responsible for overseeing the academic progress of all students in the program.

Individual Faculty Adviser

Upon admission, the Admissions Committee also identifies a specific Individual Faculty Adviser for each student. Individual Faculty Advisers agree to accept the responsibility of assisting students in meeting their academic goals. Individual Faculty Advisers are group members who have research interests that overlap with those expressed by the student and whose primary responsibility is to help

the student plan the focal program. Although this Individual Faculty Adviser may eventually become the student's, Major Professor, students may change Individual Faculty Advisers, especially during the first and second years of the program as their interests and goals develop. Students are encouraged to establish and maintain exchanges of ideas with several group faculty members.

Major Professor / Dissertation Chair

After passing the preliminary examination, students should identify a potential Dissertation Chair (often called a Major Professor) and work with that individual in preparing the documents for the oral qualifying examination. In accordance with campus policy, the Dissertation Chair *cannot* be the chair of the qualifying examination committee. At this point in the student's program, the Dissertation Chair generally assumes a mentor-like role. Thus, the primary advising role typically shifts from the Program Faculty Graduate Adviser during the first year to the Individual Faculty Adviser during the second year and finally to the Dissertation Adviser during the third and later years. It is possible, of course, that these roles may all be fulfilled for some students by a single faculty member. Signatures for various petitions, however, will continue to be signed by a Program Faculty Graduate Adviser, (different from the student's Dissertation Adviser) in consultation with the Individual Faculty Adviser or Dissertation Adviser.

Student Peer Adviser

Incoming students will be assigned a Peer Adviser who is a student in his/her second-year or beyond in the program. The Peer Adviser will serve as a student mentor.

Graduate Program Coordinator

All student forms must be processed through the Graduate Program Coordinator to ensure that they are complete and follow program guidelines. The Graduate Program Coordinator interfaces with Graduate Studies on student matters.

PROGRAM REQUIREMENTS

The Human Development Ph.D. program requires a minimum of 42 units of coursework (see table below), it was developed to span four to six years and was designed for students who already have undertaken some graduate work and/or demonstrated competence and interest in developmental research. The time to completion in the program is based on the student's progress in mastering subject matter, passing examinations, preparing research proposals, and conducting original research. Since the nature of these activities differs, there is some variability across students in time to completion. Typically, Graduate Studies expects students to complete their (final) qualifying examination by the end of the third year in residence. For details concerning timelines and normative time requirements, see the section of this handbook entitled Program Planning.

Summary Table
Human Development Ph.D. Requirements, approved 17 November, 2003

Course and Unit Requirements

The Graduate Group in Human Development offers the Ph.D. degree under Plan A. The program requires three graduate courses examining the development of behavior across the lifespan, a graduate course in methodology, a graduate pro-seminar on “research issues,” at least two courses emphasizing (developmental) biology, and at least two courses in advanced statistical methods. Students also develop a (minimum) 12-unit, three course “focal program” of specialization that must be approved by the Graduate Group Curriculum Committee.

Graduate Units in Human Development

HDE 200A: Early Development	4 units
HDE 200B: Middle Childhood and Adolescence	4 units
HDE 200C: Development in Adulthood	4 units
HDE 220: Research Methods in Human Growth and Development	4 units
HDE 291: Research Issues in Human Development	4 units

General Biological Sciences (see pg. 7)

Two upper-division or graduate courses	at least 6 units
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Advanced Statistics (see pg. 8)

Two courses – at least one at the graduate level	at least 6 units
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Focal Program (see pg. 8)

At least three graduate courses	at least 12 units
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Minimum Total for Ph.D.

44 units

Pre-dissertation Research (see pg.15)

In addition, students are required to become involved in research and to present results of that work at a meeting of the graduate group (Developmental Brown Bag seminar series) or at a scholarly meeting before taking the qualifying examination and beginning their dissertation research (the pre-dissertation research may be a pilot study in preparation for the dissertation).

Coursework Requirements

The required coursework for the program is divided into the following five categories, each of which is described below: 1) prerequisite course areas; 2) core courses; 3) general biological sciences; 4) research methods and statistics; and 5) focal program courses.

With the exception of the prerequisite courses and coursework completed while enrolled in the M.S. in Child Development graduate program at the University, any courses that have been taken prior to

entering the Ph.D. program and that have counted toward previous degrees (for example, courses taken while an undergraduate) cannot be used to satisfy the course requirements of the Human Development Ph.D.

A graduate-level course may be used to satisfy both a program coursework requirement and a prerequisite course requirement in the same subject area, but no single course may be used to satisfy more than one program coursework requirement, e.g., a student cannot use one course to satisfy both a biological sciences requirement and the focal program coursework.

The focal program, along with other course requirements, must be reviewed and approved by the HDGG Curriculum Committee, through the use of the Individual Program of Study Form (see Appendix). Students are expected to begin this planning process early and submit a program in their third quarter. However, it is not unusual for students to submit a revised Program of Study as their interests and goals develop. Students are encouraged to consult with an HDGG Program Faculty Graduate Adviser and their Individual Faculty Adviser regarding course options.

All required coursework must be completed prior to the Qualifying Exam, typically by the end of the third year.

Prerequisite Course Areas

Students are required to complete coursework in the following areas:

1. Personality (e.g., theory – HDE 102 or PSC 162 –, or abnormal – HDE 130 or PSC 168 –, or social psychology – PSC 145 –, or culture and personality – ANT 128B)
2. Cognition or learning (e.g., cognitive development – HDE 101 –, or cognitive psychology: human learning – PSC 130 –, or perception – PSC 131 –, or memory – PSC 146)
3. Mammalian biology or physiology (e.g., systemic physiology – NPB 101, embryology, or physiological psychology – PSC 121 –, or comparative sensory processes – NPB 126)*
4. Genetics (e.g., BIS 101)
5. Developmental psychology (lifespan or any single phase – e.g., HDE 100A, or B, or C, or PSC 140)*
6. Research methodology (e.g., HDE 120) or equivalent research experience (such as serving as a research assistant)*
7. Statistics (equivalent to STA 100 or 102)*

** It is recommended that these prerequisites be completed prior to taking the core courses.*

Many incoming students have already satisfied some if not all of these prerequisite course requirements through coursework completed at upper division undergraduate and/or graduate levels.

Core Courses (20 units)

During the first year, if possible, students complete the series of core courses: HDE 200A, B, and C; HDE 291; and HDE 220.

HDE 200A: Early Development (4 units). Theory and research on the biological, social, cognitive, and cultural aspects of development from conception to five years. *Prerequisites: Basic biology or physiology; one upper division course in psychology or a related field; one upper division or graduate course in developmental psychology (may be taken concurrently).*

HDE 200B: Middle Childhood and Adolescence (4 units). Theory and research on the biological, social, cognitive, and cultural aspects of development from five years until late adolescence. *Prerequisites: Basic biology or physiology; at least two upper division or graduate-level courses in psychology or related fields.*

HDE 200C: Development in Adulthood (4 units). Theory and research focusing on social, personality, cognitive, and biological development from early to late adulthood. Emphasis is on theories of development and continuity and change. *Prerequisites: HDE200A and B.*

HDE 291: Research Issues in Human Development (4 units). In-depth presentations of research issues in particular areas of behavioral development.

HDE 220: Research Methods in Human Growth and Development (4 units). Research methods designed to build the foundation for empirical inquiry in human development. *Prerequisites: Statistics 13 or equivalent; at least two upper division or graduate-level courses in psychology or related fields.*

General Biological Sciences (6-8 units)

Students are expected to obtain sufficient background in the biological sciences to enable them to stay abreast of advances in biology relevant to understanding human behavioral development. Therefore, students are required to complete a minimum of *two graded* upper division or graduate courses (3 – 4 units each) in the biological sciences. Each course must come from a *different* one of the following *six* categories:

1. Developmental Biology (for example, HDE 211: Physiological Correlates of Behavioral Development; MCB 150: Developmental Biology; MCB 258: Seminar in Development)
2. Genetics (for example, MCB 162: Human Genetics; PSC 251: Topics in Genetic Correlates of Behavior)
3. Evolutionary Biology (for example, ANT 152 or 252: Human Evolution; ANT 262: Evolution and Human Behavior; EVE 221: Behavioral Ecology)
4. Neuroscience (for example, HDE 217: Laterality; HDE 231: Issues in Cognition; HDE 232: Cognition and Aging; NEU 201: Human Behavioral Neurobiology; NPB 161: Developmental Neurobiology; PSC 261: Cognitive Neuroscience)
5. Nutrition (for example, NUT 111 AV: Introduction to Nutrition and Metabolism; NUT 114: Developmental Nutrition; NUT 252: Nutrition and Development)
6. Physiology (for example, PSC 208: Physiological Psychology; NPB 152: Hormones and Behavior)

Each requested biological science course must be approved on a case-by-base basis by the HDGG Curriculum Committee. Each biological science course must be submitted for approval with a syllabus, course requirements, grading rubric, and a list of prerequisites for the course. Moreover, committee approval must be granted before a student enrolls in the course. Some upper division undergraduate courses have been accepted as fulfilling the requirement in the past (including those listed as examples above). However, courses and course instructors change over the years and other courses not listed above may be considered by the committee to satisfy these requirements *with justification in terms of the student's career goals*. Biological science courses must be taken for a letter grade, as is the case with all courses required for the HDGG Ph.D. curriculum. Individual Study (199/299) and any other S/U graded class cannot be used to satisfy this requirement.

Advanced Research Methods and Statistics (6-8 units)

Students must complete a minimum of *two* research methods/statistics courses (3-4 units each), drawn from the following two groupings. One course must be taken from Group A and one from Group B. At least one course must be at the graduate (200) level.

- A. ANOVA, Regression, and Multivariate Analysis (for example, EDU 204A, 204B; EPI 204, 208; POL 212, 213; PSC 204A, 204B; SOC 206; STA 106, 108, 110, 130A, B, 131A, B)

- B. Specialized Topics in Research Methods, Statistics, and Mathematical Modeling (for example, BIM 250; BST 222, 223, 224, 225, 226, 252; EAD 221, 229; ECN 209C, 240A, B, 240C, D, E, 256; ECS 224; EDU 203; EPI 207, 210A, B, 222, 223, 224, 270; ESP 228; GGG 201A,B,D; MAT 227; NPB 245; NUT 254; PBG 231; POL 215, 217; PSC 204C,D, 205A,B,C,D, 207; SOC 208; STA 107, 137, 138, 141, 144, 145, 233, 237A,B, 240A,B, 241, 250, 251; WFC 222)

Regularly scheduled, letter-graded courses other than those listed above may be used to satisfy these requirements with the consent of the Curriculum Committee. To be considered by the curriculum committee submission of a request for such a course should be accompanied by justification in terms of its relevance to the student's focal area.

Focal Program (12 units)

Students must complete *at least* three graduate (200 level) courses equivalent to *at least* 12 units in their chosen focal area. These should be selected for submission to the Curriculum Committee with the assistance of the Individual Faculty Adviser and may be taken from any department as long as they satisfy the following criteria:

1. Each class must be considered a "content" class (as distinguished from individual study, methods, and internship classes).
2. Each class must be letter graded (e.g., "A", "B", etc.).
3. Only one letter-graded course designated as a 290 or 298 will be allowed (but not one of each).
4. The courses must be clearly relevant to the focal area (biological; family, culture and society; social-emotional; or cognitive) that the student specifies as his or her emphasized focal program.
5. In accordance with the Human Development program's lifespan emphasis, students must select courses that ensure a lifespan perspective, e.g., if the student's primary emphasis is on early development, one course should have a predominant focus on one or more periods of the lifespan beyond childhood.
6. Although one context (family, school, culture and neighborhood, health and mental health, government and social policy) may be prominent across the focal program courses, students, in consultation with their Individual Faculty Advisers, should endeavor to take courses that cover more than one context.

Focal Program Examples

<p>Cognitive</p> <p>(Typical focal programs draw from courses in Human Development, Psychology, Education, etc.)</p>	
<p>Possible focal topic: Development of memory</p> <p>HDE 234 (3 units): Children’s Learning and Thinking</p> <p>PSC 212A (4 units): Developmental Psychology: Cognitive and Perceptual Development</p> <p>PSC 290 (4 units): Seminar in Developmental Cognitive Neuroscience</p> <p>HDE 232 (3 units): Cognition and Aging</p>	<p>Possible focal topic: Language processing in development</p> <p>HDE 232 (3 units; add a 299 unit of relevant additional readings/work): Cognition and Aging</p> <p>PSC 230 (4 units): Cognitive Psychology</p> <p>EDU 239 (4 units): Discourse Analysis in Educational Settings</p>
<p>Biological</p> <p>(Typical focal programs draw from courses in Human Development; Psychology; Anthropology; Nutrition; Neuroscience; Biological Sciences; etc.)</p>	
<p>Possible focal topic: Social-cognitive neuroscience of processes in development</p> <p>NSC 223 (4 units): Cognitive Neuroscience</p> <p>HDE 217 (4 units): Development of Cortical and Perceptual Laterality (now covering Affective Neuroscience)</p> <p>PSC 290 (4 units): Seminar on Functional Magnetic Resonance Imaging (fMRI)</p>	<p>Possible focal topic: Hormonal influences on behavioral development</p> <p>HDE 211 (4 units): Physiological Correlates of Behavioral Development</p> <p>PSC 208 (4 units): Physiological Psychology</p> <p>PSC 252 (4 units): Topics in Psychobiology; ex: Timing of Sexual Maturation and Corresponding Reproductive Strategies</p>

Focal Program Examples cont'd

<p>Socio-emotional</p> <p>(Typical focal programs draw from courses in Human Development, Psychology, Sociology, Anthropology, Education, etc.)</p>		
<p>Possible focal topic: Development of temperament and personality</p> <p>PSC 212B (4 units): Developmental Psychology: Social, Emotional and Personality Development</p> <p>PSC 247 (4 units): Personality</p> <p>HDE 298 (4 units): Topics in Human Development; e.g.: Typical and Atypical Development from Birth to Five Years</p>	<p>Possible focal topic: Development of social bonding and emotional well-being</p> <p>HDE 250 (4 units): Current Research on Family Relationships</p> <p>PSC 290 (4 units): Seminar on Adult Attachment</p> <p>HDE 203 (4 units): Adolescent Behavioral and Emotional Development</p>	
<p>Family, Culture and Society</p> <p>(Typical focal programs draw from courses in Human Development, Psychology, Sociology, Education, Anthropology; Law, Cultural Studies, Community and Regional Development, Women's Studies, American Studies, Native American Studies, Economy, Justice and Society, etc.)</p>		
<p>Possible focal topic: Families as developmental ecologies</p> <p>HDE 250 (4 units): Current Research on Family Relationships</p> <p>HDE 252 (4 units): Family Research, Applications, and Policy</p> <p>HDE 238 (4 units): The Context of Individual Development</p>	<p>Possible focal topic: Racial-ethnic identity development</p> <p>ANT 229 (4 units): Topics in Gender, Identity and Selfhood</p> <p>NAS 220 (4 units): Colonialism/Racism and Self-Determination</p> <p>AMS 207 (4 units): The Critical Study of Whiteness</p>	<p>Possible focal topic: Implications of educational and welfare policies for development</p> <p>CRD 248B (taken as 4 units): Social Policy, Welfare Theories and Communities</p> <p>EDU 223 (4 units): Education and Social Policy</p> <p>POL 208 (4 units): Policy Analysis</p>

Courses in the 290/298 Series

A letter-graded 290 or 298 seminar course can be used to satisfy a requirement for the General Biological Sciences coursework, the Research Methods and Statistics coursework, or the Focal Program coursework if the necessary approvals are obtained. The relevance of the appropriate focal area (biological; cognitive; social-emotional; or family, culture and society) for any 290 or 298 course must be indicated by the course instructor. To obtain approval of a 290 or 298 course, students must submit to the Curriculum Committee a course syllabus along with the completed Individual Faculty Adviser Approval Form (for the General Biological Sciences and Research Methods and Statistics coursework) to the Curriculum Committee for consideration.

Grading, Courses, and Credit (from UC DAVIS Graduate Studies)

Standards of Scholarship

Only courses in which the student received an A, B, C, or Satisfactory (the latter only with approval from Graduate Studies) may be used to satisfy degree or credential requirements. Students must maintain an average of at least 3.0 grade points per unit in all upper division and graduate courses. A course in which students received a D+ grade or lower does not count towards meeting the unit requirement for the graduate degree, but does count in computing the grade point average. Lower division courses are excluded in arriving at the graduate GPA.

Repeated Courses

Any student may, with the consent of the appropriate Program Faculty Graduate Adviser and the Dean of Graduate Studies, repeat a course in which she/he received a grade of C, D, F or Unsatisfactory up to a maximum of nine units. In such cases, only the most recently received grade and corresponding grade points will be used in calculating a student's grade point average, but all units attempted and grades received will remain part of the student's permanent record. Repeated courses must be taken for a letter grade (A, B, C, D, and F) except those that are offered only on a Satisfactory/Unsatisfactory basis.

Satisfactory, Unsatisfactory (S/U) Grading

With the approval of the Program Faculty Graduate Adviser and the Dean of Graduate Studies, students may elect to take one normally-graded course per quarter on an S/U basis provided the course is used to explore an area unrelated to the student's academic discipline. It cannot, under any circumstances, unless the Graduate Council has granted prior approval, be used to fulfill any of the graduate program course requirements including prerequisites or deficiencies, or courses within the student's academic major. It may be used to fulfill unit requirements. This course would be in addition to any of those regularly graded on an S/U basis. To receive an S grade in an undergraduate course, the student must achieve at least a C. To receive an S grade in a graduate course the student must receive a B- or better.

Incompletes

A grade of Incomplete is assigned when work is of passing quality but is incomplete. Before students request an Incomplete, they should consider all the factors involved. If students are doing well in a course but are unable to complete the work because of illness, personal emergency, or other "good" cause, an Incomplete is appropriate. However, if students' performance is below standard for other reasons, an Incomplete grade is not appropriate and will not be assigned. In this case students should consider dropping the course and taking it again later. When an "I" grade is awarded, the student must remove the Incomplete grade before the end of the third succeeding quarter of academic residence. If the "I" is not removed by the end of the specified time, it will revert to an "F." It is the student's

responsibility to make arrangements with the instructor to complete the work needed to remove the "I". The student is also responsible for making sure that the appropriate paperwork for "I" removal is submitted within the time limits. Students may request an extension by petitioning the Dean of Graduate Studies. Under no circumstances should students formally re-enroll to make up an Incomplete. If part of the agreement between the student and the instructor for removing the Incomplete involves participation in a subsequent section of the course, the student should participate and complete the assignments but NOT formally enroll the second time. For more information on Incompletes, see the Graduate Studies Student Handbook.

Residence Requirements

University policy requires continuous registration from the first quarter of enrollment in a program until completion of the degree (see the Graduate Student Handbook for exceptions). Students working toward a doctorate must be registered and in University residence for a minimum of six regular quarters. Two consecutive regular summer sessions may be counted as the equivalent of one regular quarter. There is no University unit requirement for the doctoral degree. You are expected to be enrolled in full time status unless an exception has been granted by Graduate Studies (see their Handbook); full time status requires enrolling for at least 12 units per quarter—no more than 12 units of 200-level work and a maximum of 16 units that includes 100-level courses.

Annual Graduate Student Progress Report

Each year before the spring quarter, the Executive Committee will meet and review each student's progress in the program to date. If a student is not meeting the expected time line (see pp 25-26) the student's faculty adviser and the student will be contacted for clarification. Before the end of each Spring quarter, students will be required to submit a form required by Graduate Studies and provided by the HDGG Graduate Program Coordinator signed by the Program Faculty Graduate Adviser, (and the student's Dissertation Committee Chair, if applicable) that reports on the progress the student has made over the past academic year.

Unsatisfactory Progress/Probation/Disqualification

A student whose progress is judged "unsatisfactory" is regarded on academic probation. This includes the student whose annual evaluation indicates unsatisfactory progress or the student who receives written notice from his or her Dissertation Committee or Program Faculty Graduate Adviser that progress is unsatisfactory. If the student fails to meet the requirements for reinstatement to "good standing" as specified in these notices, including any from the Dean of Graduate Studies, the student will be subject to disqualification from further graduate study in the graduate program.

Individual Program of Study: Form and Procedures

The Individual Program of Study Form (Form C) is used as a basis for documenting student progress and to assist students in planning coursework to lead to the fulfillment of the degree requirements. The form allows space to list prerequisite courses, core courses, research methods and statistics requirements, biological sciences requirements, and a detailed focal program. The Individual Program of Study, including the focal program, is developed in consultation with the student's mentor/Individual Faculty Adviser, and must be reviewed and approved by the Graduate Group's Curriculum Committee. Early submission can be done at any time, but, to ensure that students are working toward a timely completion of the program, a preliminary submission should be done no later than the *third week of Spring Quarter during the first year*. Students **must** formally submit their Individual Program of Study for final approval no later than the third week of Spring Quarter of the second year. Following the procedures outlined below, modifications may be submitted to the

Curriculum Committee for approval as the student's interest's change, new courses are offered, or should scheduling conflicts arise.

The first two pages of the Individual Program of Study form are to be filled out and submitted to the HDGG Curriculum Committee along with the top section of the third page. The total form lists ALL the coursework completed or to-be-completed in satisfaction of degree requirements to help the Committee evaluate the "total package." It is expected that the courses taken to fulfill the statistics and biological requirements will fit coherently in the plan.

The top section of the first page under "prerequisite course areas" refers to the "background" courses that students have already taken or plan to take in order to fulfill the preparatory requirements for the program. Here, students' relevant undergraduate degree courses in statistics, introductory research methodology, biology, psychology, and human development should be listed.

The next three sections have a list of the courses all students are expected to complete in the program (e.g., 200A-C, 220, 291, Statistics, and Biological Sciences). Most of these courses should be completed or underway when the initial focal program plan is submitted.

On the second page, students specify their focal program in a checklist format. This enables the student and Committee to see at a glance where each course "fits" with respect to each "focal area" (i.e., cognitive, biological, socio-emotional, or family, culture, and society) and "phase" (of the life cycle e.g., early childhood; adulthood).

Regardless of the selected focal program, all students must submit a written justification of the proposed coursework for the focal program. Students pursuing the family, society, and culture track, in particular, must be able to demonstrate how their proposed focal program involves explicitly developmental issues, as opposed to merely cultural studies. In evaluating all proposed focal program coursework, the Curriculum Committee will look for some indication of lifespan exposure and interdisciplinary breadth as well as sufficient focus to permit the student to pursue a research agenda and find employment.

On the third page, students complete the top section (name and date of submission) and the courses yet to be completed with a planned/expected date of completion.

When submitting their Individual Program of Study form for review, students must include:

- ✓ Completed Individual Program of Study Form (see Appendix).
- ✓ A 1-3 page written justification of the coursework for the proposed focal program including: 1) rationale for chosen courses; 2) how the chosen courses constitute a coherent theme and how the integration of these courses fulfills the designated focal emphasis; and 3) how the lifespan emphasis is accomplished with the chosen courses. Students may include course syllabi to strengthen their justifications.
- ✓ Course descriptions or syllabi for all courses not already listed in the current course catalogue.
- ✓ Course description or syllabus if requesting that a 290/298 course count toward the focal program course requirements.
- ✓ Transcripts, course descriptions, and syllabi for all courses taken at universities other than UC DAVIS that appear on the Individual Program of Study Form, including prerequisite courses.
- ✓ Individual Faculty Adviser Approval Forms (Form B) for Biological Sciences courses and Research Methods and Statistics courses not already listed in the handbook.

- ✓ Individual Faculty Adviser Approval Forms (Form B) for focal courses not already listed in the current course catalogue and 290/298 courses.

When submitting a revised Program of Study, the student must additionally include a cover letter to the Curriculum Committee detailing the changes made from the last Program of Study submission. Any changes to the focal program will require a written justification for the proposed revision of the focal program coursework.

Pre-Dissertation Research Requirement

Written Report

Students are required to conduct and report on a research project during their second and third years, before beginning to plan their dissertation study. (In some cases this requirement can be satisfied by a pilot study for the dissertation or prior research projects—see below.) The study may involve either quantitative or qualitative data (or both), but it must be an empirically-based investigation of a research question. Specifically, the pre-dissertation research project must meet the following criteria:

1. It must have a theoretical basis and demonstrate that the student has a strong grasp of the relevant theory.
2. It must show evidence of original thought and specify an original question.
3. It must show that the student has the ability to analyze and/or synthesize data; interpret results; and draw appropriate, empirically-based conclusions from the data analyses.
4. The final report of the study should be at least 15-20 double-spaced pages, including references, tables and figures, prepared in American Psychological Association (APA) format. Consult the current APA Publication Manual for specific guidance.

The pre-dissertation research project in its final report format must be approved by *two* Program Faculty Graduate Advisers. The student is responsible for gathering the appropriate signatures on the Pre-Dissertation Research Project Approval Form (Form E) and submitting this form to the HDGG Graduate Program Coordinator. Program Faculty Graduate Adviser decisions of non-approval may be appealed by the student to the HDGG Curriculum Committee.

Use of prior research: In some cases, the requirement for the pre-dissertation research project may be satisfied by work the student has already completed. The student must submit reports of this prior work to the Program Faculty Graduate Advisers for approval. These cases include:

1. A peer-reviewed journal publication for which the student has been a primary author (first or second) and has contributed significantly to the project, including contributing to the analysis of the data and writing portions of the manuscript.
2. An empirically-based master's thesis completed prior to entering the program.
3. Other professional reports on which the student has been a primary author (e.g., reports to government agencies.)

In all such cases, the prior research work and its report will be evaluated according to the criteria specified above. The decision will be made by the Program Faculty Graduate Advisers (in consultation with the HDGG Curriculum Committee if needed).

Oral Presentation

Students are required to prepare and deliver a research presentation sometime during their second or third year prior to their qualifying examination at the Developmental Brown Bag seminar series.

Ideally, students should present their pre-dissertation research projects. In some cases, this requirement could be met by an oral symposium presentation at a regional or national conference.

Satisfaction of this requirement must be acknowledged by a Developmental Brown Bag faculty sponsor and/or in the case of a symposium presentation, a Program Faculty Graduate Adviser using the Pre-Dissertation Research Presentation Approval Form (Form F).

Examinations

Preliminary Examination

The purpose of the preliminary examination is to ensure that all students have an adequate grasp of the issues, concepts, and research approaches that relate to the understanding of lifespan human development from an interdisciplinary perspective. The preliminary exam is designed to be taken at the end of the first year so that students are able to focus on completing their coursework and to begin on their independent research.*

The examination stresses general, lifespan knowledge of development and relevant research methodologies. It is intended to evaluate each student's breadth of background knowledge and capacity to complete the degree.

** In the event of extenuating circumstances students may take the exam later with the approvals of their Individual Faculty Adviser and a Program Faculty Graduate Adviser.*

The preliminary examination is prepared by the Graduate Group and is offered once during the calendar year, usually prior to the start of the fall quarter. This is a closed-book examination administered over three days. In the examination, each day students will be given the option of choosing one of two questions for each of the three developmental phases: infancy and early childhood (day 1), middle childhood and adolescence (day 2), adulthood (day 3), integrated across domains and contexts.

The reading list for the examination is derived from the most current instructor's and the preceding instructor's reading lists for the core courses: HDE 200A, B, and C; HDE 291; and HDE 220. These required courses in the program cover life-span development as well as developmental research methodologies. Most students should be prepared to take the preliminary examination prior to the start of the fall quarter of their second year as the above mentioned course work should all be completed within the first year.

Each question response is graded according to the following areas: (1) Demonstrated knowledge of the relevant conceptual and theoretical issues; (2) thoughtful and critical analysis and synthesis of appropriate empirical and theoretical literature; (3) examination and demonstrated appreciation of the relevant methodological issues; and (4) good organization and clear presentation of response. Every question response is graded by at least two different faculty members and once all three of the student's question responses have been graded, a total grade for the student's exam is determined. A student may receive one of three grades on his or her preliminary examination: "Pass", "Not Pass", and "Fail". In the event that a student receives a "Not Pass" grade, the student may retake the exam one additional time, in which case the student must retake the *entire* exam the following year, regardless of his or her prior performance on the individual questions. In the event that a student receives a "Fail", the student is subject to disqualification from further graduate study in the program.

Qualifying Examination

The primary purpose of the Qualifying Examination (QE) is to validate that the student is academically qualified to conceptualize a research topic, undertake scholarly research, and successfully produce the dissertation required for the doctoral degree. The QE must evaluate the student's command of the field, including research methods and analytic techniques, ensuring that the student has both breadth and depth of knowledge, and must not focus solely on the proposed dissertation research. In addition, the QE provides an opportunity for the committee to provide important guidance to the student regarding his or her chosen research topic.

The QE is the final step prior to advancement to candidacy, taken when all coursework requirements have been met, and should be scheduled before the end of the 9th quarter in residence. The application for the QE cannot be approved unless the preliminary exam was successfully passed and all required coursework and pre-dissertation research requirements have been or will be completed successfully by the end of quarter in which the exam is taken. Students must be registered during the quarters in which they take any portion of their Qualifying Examination. A student must not take the examination prior to receipt of the notice of approval to take the QE from Graduate Studies.

The process toward the QE begins with selecting the five members of the QE committee. At this time, students should also consider potential members of the Dissertation Committee, as these faculty members are generally drawn from the QE committee. It is important to note that the QE committee chairperson cannot be the Dissertation Committee chairperson. (For more information on member selection criteria, see the Qualifying Exam Committee section).

To arrange for the QE, the student first submits an application for the exam. Prospective members for the committee are listed on a nomination form that must be approved by a Program Faculty Graduate Adviser (additionally, be sure to get approval from your Major Professor) before being forwarded to Graduate Studies. The application should be submitted to Graduate Studies via the Graduate Program Coordinator sufficiently in advance of the desired examination date** as it can take approximately four weeks for Graduate Studies to process the application and notify the committee members of their appointment. The Executive Associate Dean of Graduate Studies determines the membership of the Committee and sends official notice of appointment to the members.

***Students are advised to obtain general agreement among all five committee members regarding 2 – 3 possible dates for the exam. Paperwork should be submitted at least four weeks prior to the earliest desired date.*

The HDGG Qualifying Examination has two parts. The first part of the exam is a written portion consisting of two separate papers. These papers may be written over the course of several months. **Paper I** is a review paper that the student will write in his/her focal program area. This review paper should be modeled after articles of the type found in *Psychological Bulletin*. Ideally, this paper would be submitted for publication, but publication is not required to pass the exam. The paper provides the committee with information regarding the student's breadth and depth of understanding in his or her area of specialization and it would provide the student with the opportunity to make a unique contribution to the field. **Paper II** is the student's dissertation proposal. The dissertation proposal should reflect the student's format choice: 2-3 article format option or traditional chapter format option. (For more information on dissertation proposal formats, see the Dissertation section.)

The review paper (Paper I) must be submitted to and receive provisional approval from the Major Professor before the student may schedule the oral exam. At least two weeks prior to the oral exam date, the student must submit another copy of the review paper (incorporating, when appropriate, prior feedback received from the Major Professor and/or other QE Committee members) as well as the dissertation proposal (Paper II) to each committee member. It is understood that there may be some overlap in the topics addressed by the review paper and the literature review for the dissertation proposal; however, the two may not be identical. The review paper would be broader in scope than the literature review for the dissertation proposal.

The second part of the exam is an oral exam consisting of the following four elements: 1a) oral presentation of the review paper (Paper I) by the student; 1b) discussion and questions from the committee regarding the review paper (Paper I) and related topics; 2a) oral presentation of the dissertation proposal (Paper II) by the student; and 2b) discussion and questions from the committee regarding the dissertation proposal (Paper II). Typically, the exam is scheduled for up to three hours on a single day, with the first half of the time devoted to the review paper (Paper I) and the second half devoted to dissertation proposal (Paper II), with a break in between. Usually, the student will prepare 30 – 40 minutes worth of slides for each oral presentation of the review paper and dissertation proposal, respectively. However, the format, order, and style of the oral exam will ultimately be dictated by a student's own committee.

The committee's decision regarding the student's performance on the exam must be rendered immediately following the end of the oral exam. The committee, having reached a unanimous decision, shall inform the student of its decision as "Pass" (no conditions may be appended to this decision), "Not Pass" (the Chair's report should specify whether the student is required to retake all or any part of the examination, list any additional requirements, and state the exact timeline for completion of requirement to achieve a "Pass"), or "Fail" (student is subject to disqualification from further graduate study in the graduate program). If a unanimous decision takes the form of "Not Pass" or "Fail", the Chair of the QE committee must include in his or her report a specific statement, agreed to by all the members of the committee, explaining the decision and must inform the student of the decision. After a second examination, a vote of "Not Pass" is unacceptable; only "Pass" or "Fail" is recognized. Only one retake of the qualifying examination is allowed.

If at any time during the examination the committee determines that the student is unable to continue the exam, whether due to illness or other extreme circumstances, the committee may judge the examination as "No Exam" and must notify Graduate Studies of their decision and the circumstances.

Summary Table of steps for Completing the Qualifying Exam

Step	Description	Completed
1	<i>Select Qualifying Exam Committee (5 members)</i>	
2	<i>Submit Application</i> <ul style="list-style-type: none"> ▪ With Approval of Program Faculty Graduate Adviser and Major Professor ▪ To Grad Studies via HDGG Program Coordinator 	
3	<i>Complete Written Portion of Exam</i> <ul style="list-style-type: none"> ▪ Paper I: Review Paper* *Must be submitted to your Major Professor before scheduling the oral exam ▪ Paper II: Dissertation Proposal 	
4	<i>Receive Approval for Qualifying Exam from Grad Studies</i>	
5	<i>Schedule Oral Portion of Exam</i>	
6	<i>Complete Oral Portion of Exam</i> <ul style="list-style-type: none"> 1a. Oral Presentation of Paper I 1b. Discussion of Paper I 2a. Oral Presentation of Paper II 2b. Discussion of Paper II 	
7	<i>Submit application for Advancement to Candidacy</i> <ul style="list-style-type: none"> ▪ To Grad Studies via HDGG Program Coordinator ▪ Select Dissertation Committee (5 members) 	
8	<i>Submit Signed Dissertation Proposal Form and Proposal</i> <ul style="list-style-type: none"> ▪ To HDGG Program Coordinator 	
9	<i>Complete Dissertation</i>	
10	<i>Final Examination of Dissertation</i>	

The Qualifying Exam Committee (from UC DAVIS Graduate Studies)

The Qualifying Examination (QE) Committee shall include five faculty members; normally, at least three of the committee members will be members of the student’s graduate group including the Chair of the QE Committee. QE Committee membership must include *at least one member external to the graduate group* although a request can be made to Graduate Studies for an exemption to this policy. No fewer than four members of the committee shall be voting members of the Academic Senate of the University of California (i.e., Professors, Lecturers with Security of Employment, Professors in Residence, and Clinical Professors), Adjunct Professors, or other members of the graduate group faculty recommended by a Program Faculty Graduate Adviser of that program. Normally, only one member may be from categories that include non-Senate faculty, faculty members from other universities, and scholars from outside academia as specified in the Graduate Council “Guidelines for Service on Advanced Degree Committees”. The intended Chair of the Dissertation Committee (commonly known as the Major Professor) may be a member of the QE Committee but may *not* serve as its Chair. Both the Chair of the QE Committee and the Chair of the Dissertation Committee should

be members of the Davis Division of the Academic Senate, unless an exception is requested by a program Adviser and approved by the Dean of Graduate Studies.

The primary responsibilities of the Chair of the QE Committee are to facilitate the work of the committee and to ensure that the examination is conducted fairly. Prior to the examination, the QE Committee Chair should meet with the student to discuss scheduling, procedure, format, general content, etc. At the start of the examination, the QE Committee Chair should attempt to put the student at ease in order that he or she can focus on the content of the examination. The QE Committee Chair should also ensure that the examination conforms to the approved format and general norms of the program. During the examination, the QE Committee Chair must ensure that the QE adheres to the expected schedule and that breaks are taken if needed. Following the examination, the QE Committee Chair should facilitate the discussion among the committee members, ensure that the committee makes every reasonable effort to reach a unanimous conclusion, lead the committee in informing the student of the result, and file the committee report with Graduate Studies.

It is strongly recommended that three of the five members of the Qualifying Exam Committee also be the three “core” members of the Dissertation Committee. Upon passing the QE, the student should have the Approval for Dissertation Proposal form (see Form G in the Appendix of this Handbook) completed and signed by the core Dissertation Committee members.

Advancement to Candidacy

Before advancing to candidacy for a doctoral degree, a student must have: (1) met any deficiencies in his or her background training; (2) satisfied all requirements set by his or her major program; (3) maintained a minimum grade point average of 3.0 in all course work undertaken except those courses graded S or U; and (4) passed a Qualifying Examination before a committee appointed to administer that examination. The QE administered to all candidates for doctoral degrees is the final step prior to advancement to candidacy; all other requirements must be satisfied *before* the application for the QE is approved.

Immediately following successful completion of the Qualifying Examination, the student should apply for Advancement to Candidacy for the degree of Doctor of Philosophy using the form provided by Graduate Studies. Once the student has obtained the appropriate signatures, he or she pays the candidacy fee at the Cashier’s office and returns the form to Graduate Studies for his or her certification as a Ph.D. candidate.

The Human Development Graduate Group generally permits each student a maximum of two years (or six quarters) following advancement to candidacy to file a Ph.D. dissertation. Exceptions can be granted if warranted by particular circumstances.

Dissertation

Candidates for the Degree of Doctor of Philosophy in Human Development are subject to the provisions of “Plan A” under dissertation procedures specified by Graduate Studies. Under this plan, Graduate Studies appoints a “Dissertation and Final Examination” committee of five members, chaired by the student’s major professor, who are responsible for determining whether the candidate has met the requirements for the degree, in accordance with the following procedure:

- (a) Three of the members of the committee shall be designated to guide the candidate in his or her research and to pass on the merits of the dissertation. These three faculty will be referred to as the *core* members.

- (b) The entire committee shall conduct a final oral examination, which shall deal primarily with questions arising out of the relationship of the dissertation to the general field of study in which the subject of the dissertation lies.
- (c) Admission to the final examination may be restricted to members of the committee, or may be open to other faculty members and guests.

Dissertation Committee

Upon advancement to candidacy for the degree of Doctor of Philosophy, as indicated above, a committee is established to guide the student in her or his research project and to the preparation of the dissertation write-up. To establish this committee, in consultation with the Major Professor and a Program Faculty Graduate Adviser, the student contacts potential committee members. The Graduate Program Coordinator then submits a form, signed by a Faculty Program Adviser, nominating the members (who have already agreed to serve on the student's committee) to Graduate Studies, who formally appoints the committee. Guidelines for the memberships of the Dissertation Committee are the same as those for the Qualifying Exam Committee. The Chair of the Dissertation Committee (commonly known as the Major Professor) may have been a member of the QE Committee but may *not* have served as its Chair.

Once the Dissertation and Final Examination Committee is appointed, the student must obtain signatures from the three core members of the Dissertation Committee using the Dissertation Proposal Approval Form (Form G) *before* he or she proceeds with work on the dissertation. The Dissertation Proposal Approval Form should be submitted to the Graduate Program Coordinator along with a copy of the dissertation proposal itself. The core members' signatures may be obtained at the time of the Qualifying Exam. However, in the event that one or more of the three core members of the appointed Dissertation Committee were not present at the time of the Qualifying Examination, the student must submit his or her written proposal to said member(s) and obtain signatures for the Dissertation Proposal Approval Form within one month of the Dissertation Committee appointment.

The student is then allowed to pursue his or her dissertation research project. The expectation is that the project will entail an original empirical investigation by which the student demonstrates the ability to conduct an independent scientific investigation that makes an original contribution to knowledge about some facet of human development.

Dissertation Format*

There are two formats that can satisfy the requirements of dissertation-level research. The first format is the traditional extensive empirical study, typically written in a five-chapter format: Chapter 1-Introduction; Chapter 2-Review of the Literature; Chapter 3-Methods; Chapter 4-Results; and Chapter 5-Discussion and Conclusions. The dissertation proposal for this format will usually become the first three chapters of the dissertation:

- I. Introduction (Chapter 1).
- II. Relevant literature review (Chapter 2).
- III. Method section (Chapter 3) that specifies the:
 - (i) Problem(s) and hypotheses to be investigated;
 - (ii) Population and intended sample;
 - (iii) Procedures to be followed, including the measures to be used;

- (iv) Plan for data analysis.

The second format usually involves the development of two or three papers in journal article format (one or two of which may be already published or under review) that are thematically related and for which the student is the first or sole author. For the second format, the proposal would consist of:

- I. Introduction.
- II. Relevant literature review.
- III. Methods section that specifies, for *each* paper, the:
 - (i) Problem(s) and hypotheses to be investigated;
 - (ii) Populations and intended samples;
 - (iii) Procedures to be followed, including the measures to be used;
 - (iv) Plan for data analysis.
- IV. Summary statement that demonstrates the continuity of a research line across the papers.

One of the papers may be completed prior to the proposal defense and approval.

The final dissertation using the second format would include introductory and concluding chapters that “bookend” the papers. HDGG dissertations must satisfy the standards and format of Graduate Studies and those of the Publication Manual of the American Psychological Association (current edition).

*It should be noted that these formats are general guidelines and that the student should decide in consultation with the Dissertation Committee the specific formats for the content of the proposal and final dissertation that are most appropriate for his or her research. However, there are very specific requirements with regard to *page formatting* when filing the final written dissertation with the University.

The candidate will submit a full copy of the dissertation to all five members of the final oral committee no less than three weeks before the final oral defense is scheduled.

Oral Defense of the Dissertation

The next step in the dissertation process is an oral defense (a.k.a. Final Examination) of the dissertation in which the student presents and defends the results of his or her work, relating the dissertation research to the general field of study in which the subject of the dissertation lies, while responding to questions from the Committee. The examination may be restricted to members of the committee or it may be open to other faculty members and guests. The full, five-person Dissertation Committee evaluates this final defense. The complete oral defense should be scheduled for a two- to three-hour time block.

Filing the Dissertation

Upon successful oral defense of the dissertation, approval of any editorial modifications required by the committee, and written approval of the completed dissertation by all five committee members, the student can proceed with the final step of filing the dissertation with the University through the Office of Graduate Studies. A copy of the approved dissertation along with an abstract should be filed with

Graduate Studies *no later* than three weeks before the end of the quarter in which the degree is to be conferred.

For detailed information on the filing process, including necessary formatting and accompanying paperwork, refer to the UC Davis Graduate Studies website for current students at <http://gradstudies.ucdavis.edu/>.

PROGRAM PLANNING

General guidelines for a program timeline follow. It is emphasized that this is a suggested timeline. Students should work with their Individual Faculty Advisers regarding their individual progress.

First Year

- ✓ Complete all prerequisite coursework, if possible.
- ✓ Complete HDE 200 A, B, and C; HDE 291; HDE 220.
- ✓ Begin coursework for: a) the advanced research methods and statistics requirements, and b) the biological sciences requirements, and/or
- ✓ Begin the coursework for the focal program requirements (depending on course scheduling).
- ✓ Begin planning the pre-dissertation research study.
- ✓ Submit Individual Program of Study Form to Graduate Program Coordinator and the HDGG Curriculum Committee for approval (in Spring of first year).

Second Year

- ✓ Take Preliminary Examination (in fall of second year).
- ✓ Complete remaining background coursework.
- ✓ Continue the coursework for the research methods and statistics requirement and the biological sciences requirement.
- ✓ Begin/continue the coursework for the focal program.
- ✓ Complete the pre-dissertation research study.
- ✓ As necessary, submit revised Individual Program of Study Form to Graduate Program Coordinator and the HDGG Curriculum Committee for approval (in Fall and/or Spring of second year).
- ✓ Begin preparing for the Qualifying Examination.

Third Year

- ✓ Complete all remaining required coursework.
- ✓ Complete all remaining classes necessary for the focal program.
- ✓ Complete pre-dissertation research oral presentation.
- ✓ As necessary, submit revised Individual Program of Study Form to Graduate Program Coordinator and the HDGG Curriculum Committee for approval.
- ✓ Complete review paper for written portion of the Qualifying Examination.
- ✓ Complete written dissertation proposal for written portion of the Qualifying Examination.
- ✓ Take the Oral Qualifying Examination.

Fourth and Fifth Years

- ✓ Begin and follow dissertation research to conclusion.
- ✓ Final Examination of Dissertation.
- ✓ File Dissertation with University.

Summary Timetable

Requirement	Expected Time of Completion	Unsatisfactory Progress*
Program of Study approval **	End of Year 1	End of Year 2
Preliminary Exam	Beginning of Year 2	End of Year 3
Pre-dissertation Research Project	Year 2	End of Year 3
Pre-dissertation Research Presentation	Year 2	End of Year 3
Qualifying Exam	End of Year 3	End of Year 4
Dissertation	End of Year 5	Year 7

*An unsatisfactory progress report may be filed by the HDGG Program Faculty Graduate Adviser(s) if, without a good reason the particular requirement is not completed by this time in the graduate program; the unsatisfactory progress report will result in the students being put on academic probation until the requirement is completed as specified on the progress report. This timetable for degree requirements applies to all full-time Ph.D. students.

**Insofar as students' focal interests may change as they gain greater background, modifications to the proposed focal program may be requested.

Graduate Studies Normative Time Rules

Normative time to complete the doctoral program is four to six years from the beginning of graduate study at any level at the University. Up to three quarters of any kind of non-registered status is allowed without penalty, if the student meets all of the conditions for not being registered. While additional periods of absence beyond three quarters may be approved for reasonable cause, this will not result in an extension of the normative time. Once a student goes beyond six years, the Graduate Student Progress Report (required each year, in early June) needs to reflect that normative time is not being met, i.e., the student is no longer making "Satisfactory" progress.

In the Human Development Ph.D. program, students who are past the sixth year in the program will get lower priority for graduate student employment opportunities, than students who are still within normative time (i.e., students who are in their 1st-6th years in the program).

FINANCIAL ASSISTANCE IN GRADUATE EDUCATION

Various types of financial aid are potentially available to students in the Human Development Program. Students are strongly advised to be active, persistent, well-informed, and creative in seeking funding support. The Human Development Program administers a limited number of merit-based stipends and fellowships, including nonresident tuition fee fellowships, as well as need-based work-study employment. The Financial Aid Office administers need-based loans and grants. The Graduate Studies Office administers merit-based support, including fellowships and scholarships. Graduate student academic employment, such as teaching assistantships or research assistantships, is administered by individual departments. Listed below are the various categories of support:

Fellowships and Graduate Scholarships

Fellowships and Graduate Scholarships are awarded primarily based on scholarship, promise of outstanding academic contribution, and stage of program completion. If a student is a U.S. citizen or a permanent resident alien, he or she is eligible for most of the awards. Applications for University fellowships, including all support documentation, must be filed by January 15 of the given year.

Fellowships to Support Campus Diversity

Fellowships to support diversity are available. Diversity is critical to promoting lively intellectual exchange and the variety of ideas and perspectives essential to advanced research, and because graduate students form the pool of future academic leaders, high value is placed on achieving a diverse graduate student body and faculty as part of the endeavor to maintain academic excellence.

Financial Aid

Loans and grants, based on need, are administered by the Financial Aid Office. These funds must be used for education-related expenses and are intended to supplement other sources such as students' own earnings, assistance from parents or spouse, and fellowship or scholarship aid. Financial aid is not available for students in non-degree programs. Applications are available from the Financial Aid Office after December 1 of the given year and should be filed by early March. Students need not wait for admission into a graduate program to apply for financial aid.

Teaching Assistant Positions

To be eligible to hold a Teaching Assistant (TA) position, a student must be in good standing with a GPA of at least 3.0 and be enrolled in 12 units. To apply for a teaching assistant position, students should request instructions and applications from the department or program in which they are interested in teaching. Students may also contact the individual faculty members who are teaching courses for which they are qualified and interested in a "TA position." Although each student must apply for a teaching assistant position *each* quarter, it is usual to sign up for all three quarters of the coming academic year at the same time and update the application each quarter. Therefore, it is in each student's best interest to apply for the next academic year by the end of Spring Quarter. Most teaching assistant positions are for 20 hours per week (also referred to as 50% time) or for 10 hours per week (also referred to as 25% time) employment. There is a ceiling of nine (9) quarters, not counting summer sessions, for TA support prior to advancement to candidacy. Students must obtain a Petition for Exception to Policy waiver to be a TA after nine (9) quarters if they have yet to advance to

candidacy. Overall, students may work 15 quarters as a TA and/or as a GSR (see below); additional quarters' employment requires approval by Graduate Studies.

Graduate Student Researcher Appointments

Students should contact individual faculty members to determine what Graduate Student Researcher (GSR) opportunities may be available, and to apply for employment. Most graduate student researcher positions are 50% time employment on a 9-month basis, but sometimes 11-month appointments are available as are 25% time appointments.

Student Employment

If students are not eligible for any form of financial aid or assistantship but still wish to supplement their resources while studying, the Student Employment Center can help students (or their spouses) find part-time or full-time positions, both on and off campus. If students have received a letter of acceptance but have not yet registered, they may use these services during the quarter or summer prior to enrollment.

Filing Fee Status - Reduced Fees

Students who have completed all requirements except for the “fine-tuning” of the dissertation report are eligible for filing fee status, which includes a reduced registration fee. Students can have one quarter of academic employment while on filing fee status.

GRADUATE STUDENT BILL of RIGHTS

The Graduate Student Association (GSA) developed the following document. Endorsed in principle by the UC Davis Graduate Council and Graduate Studies, it identifies rights and responsibilities of graduate students and, where applicable, includes a cross reference to existing University guidelines and policies. These guidelines should clarify the ways in which graduate students, faculty, and graduate program staff interact with one another and, enforceable only to the extent that it is covered by UC Davis and the University of California policies and procedures. *(The document has been reproduced here, with updates where necessary, with permission of GSA.)*

GRADUATE STUDENTS HAVE A RIGHT TO THE FOLLOWING:

1. A graduate student has a right to be respected as a person of merit and junior colleague upon gaining admission to a graduate program.
2. Graduate students have a right to an accurate description of the availability and the likelihood of financial and resource support within their program.
 - a. Prospective and currently enrolled graduate students should be provided a thorough description of the requirements and qualifications necessary for academic employment, training or financial support at the University.
 - b. Assignments of office or lab space to departments and programs should consider the need for adequate graduate student space.
3. Graduate students have a right to specific and concrete requirements for achieving an advanced degree. These requirements should be communicated clearly to him or her upon entrance to the graduate program.
 - a. Prospective and currently enrolled graduate students have a right to know and should be informed of the “normative time to degree” and the “average time to degree” within a specific graduate program.
 - b. Prospective and currently enrolled graduate students have a right to know a program’s student attrition rate and, if available, the predominant reasons for lack of program completion.
4. Graduate students have a right to have their progress towards achieving an advanced degree is evaluated in an objective manner and based on criteria that are understood by the graduate adviser and the student.
 - a. Evaluations should be factual, specific, and should be shared with the student within a reasonable period of time. Evaluations which should be in writing include: annual progress reports, split decisions on qualifying examinations, and unusual or additional program requirements.
 - b. The reasons for unsatisfactory performance on programmatic examinations should be stated clearly to the student in a written evaluation.

5. A graduate student has a right to regular feedback and guidance concerning his or her academic performance.
 - a. A graduate student and major professor should arrive at and maintain a mutually agreeable schedule of evaluative/supervisory conferences.
 - b. Graduate students should be given a fair opportunity to correct or remediate deficiencies in their academic performance.
 - c. Any intent to dismiss a student from a graduate program for academic reasons must be preceded by specific, written performance information, well in advance of actual dismissal. Only the Dean of the Graduate Division can dismiss a student from a graduate program for academic reasons.

6. Graduate students have a right to not be discriminated against [by any] actions based on a student's gender, race age, sexual orientation, disability, religious or political beliefs. Official grievance procedures and informal complaint procedures should be clearly defined at the Graduate Division and at the department or graduate program level. These procedures should be presented to graduate students.

7. Graduate students have a right to reasonable confidentiality in their communications with professors.
 - a. Generally a student's performance or behavior should not be discussed by a professor with other students.
 - b. Discussion of the student's performance among faculty should be of a professional nature, and should be limited to the student's academic performance and fitness as a graduate student; the substance of the communication should be based on a need to know relevant information.

8. Graduate students have a right to refuse to perform tasks if those tasks are not closely related to their academic or professional development program. The student's vulnerability in having a lesser status and authority in the academic unit or lesser experience in the academic field of study should not be exploited to the personal advantage of a faculty member.

9. Graduate students have a right to co-authorship in publications involving significant contributions of ideas or research work from the student. The student should receive "first authorship" for publications which are comprised primarily of the creative research and writing of the student. Faculty and graduate students should agree as early as possible upon authorship positions commensurate with levels of contribution to the work.

10. Graduate students have a right to expect that their departments or graduate programs incorporate student representatives into the decision-making process at that level. Graduate student involvement in appropriate policy decisions made at the department/graduate program level provides for increased communication of student ideas and concerns, as well as evidence that graduate students are "in training" as future academicians.

GRADUATE STUDENT RESPONSIBILITIES

1. Graduate students have a responsibility to conduct themselves, in all educational activities, in a manner befitting an academic colleague. Graduate students' behavior should be a credit to themselves, the higher academic unit and the University.
2. Graduate students have a responsibility to devote an appropriate amount of time and energy toward achieving the advance degree within "normative time," except when special circumstances apply.
3. Graduate students have a responsibility to provide accurate and honest reporting of research results and to uphold ethical norms in research methodology and scholarship.
4. Graduate students have a responsibility to participate in the campus community to the extent that each is able, and should leave the campus enriched in whatever ways possible.
 - a. To contribute to the academic development and the social environment of the department or program in which he or she is pursuing the advanced degree
 - b. To contribute to administration of the graduate program, student government and/or the University.
5. Graduate students have a responsibility to take the initiative in asking questions that promote their understanding of the academic requirements and the financial particulars of their specific graduate program.
6. Graduate students have a responsibility to understand their role in the development of the relationship between faculty mentor and graduate student.
 - a. To have an awareness of time constraints and other demands imposed on faculty members and program staff.
 - b. To communicate regularly with faculty mentors and advisers, especially in matters related to research and progress within the graduate program.
7. Graduate students have a responsibility to uphold the public service aspects of the mission of a public university at a level appropriate to their ability and graduate program.

This document is a product of the Graduate Student Association of the University of California, Davis. The document was endorsed in principle by the Graduate Council and the Graduate Division of the UC Davis campus on November 7, 1990.

Prepared by: Pierre duVair (Chair, Graduate Student Association, 1989–1990), Sumner Morris (Counseling psychologist, UC Davis, 1958–1988), and other individuals from GSA, the Graduate Division, and the UC Davis campus.

GRANDFATHERING POLICY FOR DEGREE REQUIREMENTS

On occasion, the faculty makes changes in the curricular requirements that a student must satisfy to obtain a Ph.D. degree. It is Graduate Council's policy that a student may choose to fulfill the approved program requirements that were in effect *at the time he/she first enrolled* in the program or may choose the new degree requirements. This will allow the student to benefit from changes that assist him/her in completing degree requirements and to allow long-term planning of a program of study. In addition, this will prevent the student from being penalized by changes that have been made after enrollment. A student must make this choice *within 30 days* of being notified by the Graduate Group that the new requirements have been approved by the University or prior to taking his/her Qualifying Examination (whichever comes first). Thus, a student is not eligible to make this choice after sitting for his/her Qualifying Examination. Once a curriculum has been agreed upon by the Adviser, major professor, and the student, the student must complete all of the degree requirements within the chosen program of study.

RESOURCES

Who's Who in Graduate Studies

Students are encouraged to visit Graduate Studies to familiarize themselves with how the department operates, to discuss concerns, or share observations. Every effort will be made to direct students to the appropriate Dean or staff person.

The Dean and Associate Deans of Graduate Studies are available by appointment at any time to discuss any matter relevant to a student's graduate education. Graduate Studies, Room 250 Mrak Hall.

Programmatic Resources:

Jean Telford (752-9292) is the Student Affairs Officer for the graduate programs administered by the Human and Community Development Department. She is the person you contact when you have questions for Graduate Studies.

Financial Support

Full-year teaching assistantships are usually reserved for second-year students, although readerships and research assistantships are sometimes available during the first year. For information regarding the availability of TA positions in Human Development and for the appropriate application forms, see the Graduate Program Coordinator. For opportunities in other departments, contact the relevant departmental office. The deadline for applications for internal U.C fellowship support is January 1.

Financial aid, including loans, grants, and is available to qualified students and is administered by the Financial Aid Office. Work study is allocated to each graduate group. Please check with Graduate Program Coordinator, for information about this. Applications and information are available from the Financial Aid Office, Dutton Hall. Formal admission into a graduate program is not required to apply for financial aid.

INTERNET RESOURCES

<http://gradstudies.ucdavis.edu>

Please access the above link for any questions or concerns regarding, but not limited to, the information below:

- Calendar/deadlines
- Degree candidate information
- Degree requirements
- What is a designated emphasis?
- Establishing California residence
- Forms
- Funding your education
- Getting help
- Nonresident tuition reduction policy
- Preparing & filing the thesis or dissertation
- Scholarship warning & disqualification
- Job listings: Teaching Assistantships, Graduate Student Researcher positions

STUDENT COMPUTER USE POLICY

I. Purpose and Scope

The Department of Human and Community Development has limited computing resources. Resources must be reserved for the intended users. Further, these users must take responsibility for keeping the computing resources operational and secure. This policy aims to ensure use of department student computing equipment to the intended audience.

II. Definitions

The UC Davis Electronic Communications Policies (PPM 310-028 and 310-024) define terms used in this policy. Additional terms are defined here:

A. Equipment – Computers and their peripherals, audio/visual equipment, printers, scanners, fax machines, cables, wires, and networking equipment.

B. Designated space – Rooms or areas set aside for the use of equipment by students.

C. Student – A registered student in one of the Human and Community Development graduate level programs.

III. Policy

- A.** Equipment may only be used by students registered in one of the HCD graduate programs, or affiliated with a member of the faculty. Students may not allow anyone else to use HCD equipment.
- B.** Students may not modify designated spaces without authorization by the Management Services Officer or a member of the HCD computer support team. Students may not unplug network or power connections from computing equipment installed in designated spaces.
- C.** Students with laptops who wish to connect to the Internet must use the Moobilenet wireless connection provided in the TA Office or elsewhere on campus as designated by the wireless map at <http://wireless.ucdavis.edu>.
- D.** Students must not violate the security or privacy of any other student or their work while in designated space.
- E.** Students may not waste resources provided to them in good faith. This includes refraining from printing lengthy documents of more than 50 pages, or multiple copies of the same print job.
- F.** If a student is using equipment for a non-academic personal purpose and it is needed by another for an academic purpose, the student must relinquish control of the resource immediately.

IV. Enforcement

Any student in violation of this policy is subject to sanctions including, but not limited to:

- A.** Referral to Student Judicial Affairs.
- B.** Forfeiture of academic funding.
- C.** Notation in their academic record.
- D.** Loss of the privilege of the use of equipment or designated space.

V. References

- A.** Electronic Communications Policy – Allowable Use, PPM 310-023, University of California Davis
- B.** Electronic Communications Policy – Privacy and Access, PPM 310-024, University of California Davis
- C.** Cyber-safety Program Policy, PPM 310-022, University of California Davis

APPENDIX*

***Be sure to check the HDGG website for the most up-to-date list of faculty and staff as well as electronic versions of all the student forms!**

HUMAN DEVELOPMENT GRADUATE GROUP FACULTY INFORMATION

- Alexander, Kristen, Ph.D. (University of California, Davis), Associate Professor of Child Development, CSU Sacramento (6000 J St., Sacramento, 916-278-7829, kalexander@csus.edu)
- *Bryant, Brenda, Ph.D. (University of Minnesota), Professor of Human Development (1349 Hart Hall, 530-752-2242, bkbryant@ucdavis.edu)
- Chen, Zhe, Ph.D. (University of Massachusetts/Amherst), Professor of Human Development (1363 Hart Hall, 530-754-6750, zhechen@ucdavis.edu)
- Conger, Katherine, Ph.D. (Iowa State University) Associate Professor of Human Development (1355 Hart Hall, 530-754-7518, kjconger@ucdavis.edu)
- Conger, Rand, Ph.D. (University of Washington), Professor of Human Development (1361 Hart Hall, 530-754-7357, rdconger@ucdavis.edu)
- Dewey, Kathryn, Ph.D. (University of Michigan), Professor of Nutrition (3253C Meyer Hall, 530-752-1992)
- Ferrer, Emilio, Ph.D. (University of Virginia), Associate Professor of Psychology (530-752-1880, eferrer@ucdavis.edu)
- Garcia, Lorena, MPH, DrPH (University of California, Davis), Assistant Professor, Public Health Sciences UCDSOM, Medical Sciences 1C; lgarcia@ucdavis.edu)
- *Goodlin-Jones, Beth, Ph.D. (University of Washington), Associate Professor of Psychiatry & Behavioral Sciences (UCDMC, M.I.N.D. Institute, 916-703-0239, blgoodlinjones@ucdavis.edu)
- Goodman, Gail S., Ph.D. (University of California, Los Angeles), Distinguished Professor of Psychology (152 Young Hall, 530-752-6981, ggoodman@ucdavis.edu)
- Grimm, Kevin., Ph.D. (University of Virginia), Assistant Professor of Psychology, (174 G Young Hall, Davis, CA 95616; kjgrimm@ucdavis.edu)
- Guyer, Amanda E., Ph.D. (Yale University), Assistant Professor of Human Development, and Center for Mind and Brain (1362 Hart Hall, aeguyer@ucdavis.edu)
- Hagerman, Randi, M.D. (Stanford Medical School), Medical Director, Professor (UCDMC, M.I.N.D. Institute, 888-883-0961, 916-703-0247, randi.hagerman@ucdmc.ucdavis.edu)
- Hansen, Robin, M.D. (University of California, Davis), Professor of Pediatrics (UCDMC, Ticon II Bldg., Sacramento, 916-734-7611, rlhansen@ucdavis.edu)
- Harper, Lawrence, Ph.D. (University of California, Berkeley), Professor of Human Development (1329 Hart Hall, 530-752-3624, lharper@ucdavis.edu)
- Hastings, Paul., Ph.D. (University of Toronto), Associate Professor of Psychology, (Center for Mind and Brain, 267 Cousteau Pl; 530-297-4438, pdhasting@ucdavis.edu)
- Hessl, David, Ph.D. Assistant Professor, in Psychiatry & Behavioral Sciences (UCDMC, M.I.N.D. Institute, 916-703-0249, drhessl@ucdavis.edu)

Joseph, Suad, Ph.D. (Columbia University), Professor of Anthropology. (220 Young Hall, 530-752-1593, sjoseph@ucdavis.edu)

Knapp, Penelope Krener, M.D. (Harvard Medical School), Professor Emerita of Psychiatry & Behavioral Sciences (UCDMC, M.I.N.D. Institute, 916-703-0266, pkknapp@ucdavis.edu)

*Kraft, Rosemarie, Ph.D. (Ohio State University), Senior Lecturer of Human Development (1359 Hart Hall, 752-7452, rhkraft@ucdavis.edu)

*Lehman, Barbara Ph.D. (Claremont Graduate University), Assistant Professor of Psychology (Western Washington University 360-650-2212, Barbara.Lehman@wwu.edu)

*Mastergeorge, Ann, Ph.D. (University of California, Los Angeles), Associate Professor and Extension Specialist in Early Childhood, University of Arizona John and Doris Norton School of Family and Consumer Sciences (P.O. Box 210078 650 N. Park Ave. Tucson, AZ) And Assistant Adjunct Professor, Human Development (ammastergeorge@ucdavis.edu)

*Masyn, Katherine, Ph.D. (University of California, Los Angeles), Assistant Professor of Education, Harvard University Graduate School of Education, 14 Appian Way, Cambridge, MA, masynka@gse.harvard.edu)

Miller, Elizabeth, MD, Ph.D. (Yale University, Harvard Medical School), Assistant Professor of Pediatrics (UCDMC, Ticon II 3rd floor, Sacramento 916-734-5571, elizabeth.miller@ucdmc.ucdavis.edu)

Miller, Lisa M. Soederberg, Ph.D. (University of New Hampshire), Associate Professor of Human Development (1323 Hart Hall, 530-752-3955, lmsmiller@ucdavis.edu)

Mundy, Peter, Ph.D. (University of Miami), Lisa Capps Professor of Education, Learning and Mind Sciences Division, One Shields Ave, 530-752-0921, pcmundy@ucdavis.edu)

Nishina, Adrienne, Ph.D. (University of California, Los Angeles), Assistant Professor of Human Development (2339 Hart Hall, 530-752-7003, anishina@ucdavis.edu)

Oakes, Lisa, Ph.D. (University of Texas), Professor of Psychology (Center for Mind and Brain, 267 Cousteau Pl, 530-297-4423, lmoakes@ucdavis.edu)

Ober, Beth A., Ph.D. (University of California, Berkeley), Professor of Human Development (1357 Hart Hall, 530-752-6934, baober@ucdavis.edu)

Ontai, Lenna, Ph.D. (University of Nebraska), Assistant Specialist in Cooperative Extension (2327 Hart Hall, 530-752-6410, lontai@ucdavis.edu)

Ponzio, Richard Ph.D. (University of California, Berkeley). Specialist in Cooperative Extension, 4-H Youth Development Specialist (2343 Hart Hall, 530-752-8824, rcponzio@ucdavis.edu)

Rivera, Susan, Ph.D. (University of California, Berkeley), Associate Professor of Psychology (174K Young Hall, 530-754-9447, srivera@ucdavis.edu)

Robins, Richard, Ph.D. (University of California, Berkley), Professor of Psychology (268H Young Hall, 530-754-8299, rwrapins@ucdavis.edu)

Rogers, Sally, Ph.D. Professor of Psychiatry & Behavioral Sciences (UCDMC, M.I.N.D. Institute, 916-703-0264, sjrogers@ucdavis.edu)

Schweitzer, Julie, Ph.D. (University of Massachusetts, Amherst), Associate Professor of Psychiatry and Behavioral Sciences (UCDMC, M.I.N.D. Institute, 916-703-0450, Julie.schweitzer@ucdmc.ucdavis.edu)

*Shaver, Phillip R., Ph.D. (University of Michigan), Distinguished Professor of Psychology (109 Young Hall, 530-752-5783, prshaver@ucdavis.edu)

Thompson, Ross, Ph.D. (University of Michigan), Professor of Psychology (279 Young Hall, 530-754-6663, rathompson@ucdavis.edu)

Timmer, Susan, Ph.D. (University of Michigan), Clinical Specialist, Pediatrics (UCDMC, Med Donner Bldg, 3300 Stockton Blvd., Suite 1155, Sacramento, 916-734-6630, susan.timmer@ucdmc.ucdavis.edu)

Trainor, Brian, Ph.D. (University of Wisconsin), Assistant Professor of Psychology, (102G Young Hall, 530-572-1672, bctrainor@ucdavis.edu).

Urquiza, Anthony, Ph.D. (University of Washington), Psychologist, Pediatrics (UCDMC, Med Donner Bldg., 3300 Stockton Blvd., Suite 1155, Sacramento, 916-734-7608, anthon.urquiza@ucdmc.ucdavis.edu)

Watson-Gegeo, Karen, Ph.D. (University of Hawaii, Manoa), Professor of Education (2033 Academic Surge, 530-752-8668, kawatsongegeo@ucdavis.edu)

Widaman, Keith, Ph.D. (Ohio State University), Professor of Psychology (265 Young Hall, 530-754-8765, kfwidaman@ucdavis.edu)

** Not accepting new students*

HUMAN DEVELOPMENT GRADUATE GROUP FACULTY
AREAS OF INTEREST/EXPERTISE

Name	Areas											Phases				
	Biological	Cognitive	Social-Emotional	Family	School	Culture/Neighborhood/Society	Health & Mental Health	Government/Social Policy	Prevention Research	Research Methodology		Infancy	Early Childhood	Middle Childhood	Adolescence/Emerging Adulthood	Adulthood
Alexander, K.	■	■	■	■				■					■	■		
Bryant, B.			■	■	■	■	■						■	■	■	
Chen, Z.		■		■	■							■	■	■		
Conger, K.			■	■			■	■				■		■	■	
Conger, R.			■	■	■	■	■						■	■	■	
Dewey, K.	■						■					■	■			
Ferrer, E.	■	■	■	■	■					■		■	■	■	■	■
Garcia, L.			■			■	■			■			■	■		
Goodlin-Jones	■		■	■			■					■	■			
Goodman, G.		■	■				■	■					■	■	■	
Grimm, K										■			■			
Guyer, A.	■	■	■				■						■	■	■	
Hagerman, R.	■	■	■	■			■					■	■	■		
Hansen, R.	■						■					■	■	■		
Hastings, Paul	■		■	■		■	■						■	■	■	
Harper, L.	■	■	■	■								■	■			
Hessl, D.	■	■	■	■			■					■	■	■	■	■
Joseph, S.				■		■		■					■	■	■	
Knapp, P.				■			■	■	■			■	■			
Kraft, R.	■	■		■	■								■	■	■	

<i>Name</i>	<i>Areas</i>											<i>Phases</i>				
	Biological	Cognitive	Social-Emotional	Family	School	Culture/Neighborhood/Society	Health & Mental Health	Government/Social Policy	Prevention Research	Research Methodology		Infancy	Early Childhood	Middle Childhood	Adolescence/Emerging Adulthood	Adulthood
Lehman, B			■	■		■	■			■			■	■	■	■
Mastergeorge, A.	■	■	■	■	■		■		■			■	■	■		
Masyn, K.			■	■	■		■		■	■			■	■		
Miller, E			■	■	■		■		■	■					■	
Miller, L.		■	■	■											■	■
Mundy, P.	■	■	■	■		■		■		■		■	■	■		
Nishina, A.			■		■	■	■		■	■			■			
Oakes, L.		■										■				
Ober, B.	■	■					■								■	■
Ontai, L.			■	■		■	■		■			■	■			
Ponzio, R.																
Rivera, S.	■	■										■	■			
Robins, R.			■	■			■							■	■	
Rogers, S.	■	■	■				■					■	■			
Schweitzer, J.	■	■		■			■						■	■	■	
Shaver, P.			■											■	■	
Thompson, R.			■	■				■				■	■	■		
Timmer, S.			■	■	■								■	■		
Trainor, B.	■															
Urquiza, A.			■									■	■	■	■	
Watson-Gegeo		■	■	■	■		■					■	■	■	■	
Widaman, K.	■	■	■	■	■	■	■	■		■		■	■	■	■	

TIMELINE FOR THE HUMAN DEVELOPMENT Ph.D. PROGRAM (FORM A)
(This form to be kept in student's department file)
Return this completed form to the HDGG Graduate Program Coordinator.

Name: _____

Current Date: _____

ID: _____

Year Entered: _____

YEAR 1

Notes

__ Contact Program Faculty Graduate Adviser

__ Contact Individual Faculty Adviser

__ Take HDGG Core Courses

__ Plan and submit IPS for approval

YEAR 2

__ Take Preliminary Examination

__ Continue required coursework

__ Submit revised IPS for approval

__ Complete Pre-Dissertation Research Project

YEAR 3

__ Complete required coursework

__ Complete Pre-Dissertation Research Presentation

__ Select Qualify Exam (QE) Committee

__ Schedule and take Oral Qualifying Exam

YEARS 4 AND 5

__ File for Advancement to Candidacy

__ Nominate Dissertation Committee

__ Obtain final approval of Dissertation Proposal

__ Conduct Dissertation Research

__ Submit Dissertation to Committee

__ Schedule and undertake Final Defense

__ File Dissertation with the University

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**HUMAN DEVELOPMENT Ph.D. PROGRAM
INDIVIDUAL PROGRAM OF STUDY (FORM C)**

Note to students: Use a photocopy of this form and complete in ink. A facsimile of the form may be used only if it contains the identical information and format.

Return this completed form to the HDGG Graduate Program Coordinator.

Name: _____

Current Date: _____

ID: _____

Year Entered: _____

Individual Faculty Adviser: _____

Is This a Revision of a Previous Submission? No Yes* (previous date: _____)

*If yes, be sure to include a cover letter to the Curriculum Committee detailing the changes made from the last Program of Study submission.

PREREQUISITE COURSE AREAS—List at least one course in each area

Area	Course Number, Titles, and Institution
1. Personality, Social Psychology	_____
2. Cognition or Learning	_____
3. Mammalian Bio. or Physiology	_____
4. Genetics or Behavioral Genetics	_____
5. Developmental Psychology	_____
6. Research Methodology	_____
7. Statistics	_____

CORE COURSES (20 UNITS TOTAL)

Course No. & Title	(Units)	Instructor	Qtr/Yr	Completed?	
HDE 200A Infancy & Early Childhood	(4)	_____	_____	Y	N
HDE 200B Middle Childhood & Adolescence	(4)	_____	_____	Y	N
HDE 200C Adulthood & Late Adulthood	(4)	_____	_____	Y	N
HDE 291 Research Issues Seminar	(4)	_____	_____	Y	N
HDE 220 Research Methods	(4)	_____	_____	Y	N

RESEARCH METHODS AND STATISTICS (Two courses, 6-8 units)

Course No. & Title	(Units)	Instructor	Qtr/Yr	Completed?	
A. ANOVA, Regression _____	()	_____	_____	Y	N
B. Specialized Topics _____	()	_____	_____	Y	N

BIOLOGICAL SCIENCES (Two courses, 6-8 units)

Course No. & Title	(Units)	Instructor	Qtr/Yr	Completed?	
1. Developmental_____	() _____	_____	_____	Y	N
2. Genetics_____	() _____	_____	_____	Y	N
3. Evolutionary_____	() _____	_____	_____	Y	N
4. Neuroscience_____	() _____	_____	_____	Y	N
5. Nutrition _____	() _____	_____	_____	Y	N
5. Physiology _____	() _____	_____	_____	Y	N

FOCAL PROGRAM (at least 3 courses, 12 units)

- Focal program emphasis (check one):
 Biological Cognitive Social-emotional Family, culture, and society
- List in the chart below at least three content courses in your focal program that you have taken or plan to take and state the phase emphasis of each.

Course Dept. and #	Title	Units	Instructor	Qtr/Yr Completed	Areas				Phase									
					Cognitive	Social-Emotional	Biological	Family, Culture, and Society	Infancy	Early Childhood	Middle Childhood	Adolescence/Emerging Adulthood	Adulthood	Aging				

Include a 1-3 page written justification of the coursework for the proposed focal program including: 1) rationale for focal courses chosen; 2) how the integration of the focal courses fulfills the chosen focal emphasis; and 3) how the lifespan emphasis is accomplished with the focal courses. Be sure to include course syllabi for all courses not listed in the current course catalogue and/or if requesting that a 290/298 course count towards the focal program course requirements.

HUMAN DEVELOPMENT Ph.D. PROGRAM
APPROVAL of INDIVIDUAL PROGRAM OF STUDY (FORM D)

Please photocopy this form as needed. Return this completed form to the HDGG Graduate Program Coordinator.

Name: _____ **Current Date:** _____

ID: _____ **Year Entered:** _____

Courses remaining to complete (as of date noted below):

_____	_____
_____	_____
_____	_____
_____	_____

Is this approval subject to other conditions (e.g., letters needed from course instructors)?

No Yes

Conditions (if any): _____

Approved: _____ **Date:** _____

Chair, HDGG Curriculum Committee

Follow-up to conditional approval:

Sign here when conditions have been fulfilled (may be completed by Program Faculty Graduate Adviser or Individual Faculty Adviser):

Name: _____ **Date:** _____

check one: Program Faculty Graduate Adviser Individual Faculty Adviser

**HUMAN DEVELOPMENT Ph.D. PROGRAM
APPROVAL of PRE-DISSERTATION RESEARCH PROJECT (FORM E)**

Return this completed form to the HDGG Graduate Program Coordinator.

Name: _____

Current Date: _____

ID: _____

Year Entered: _____

Title of Project:

Approved: _____ **Date:** _____

Faculty Major Adviser

Approved: _____ **Date:** _____

Program Faculty Graduate Adviser

HUMAN DEVELOPMENT Ph.D. PROGRAM
APPROVAL of PRE-DISSERTATION RESEARCH PRESENTATION (FORM F)

Return this completed form to the HDGG Graduate Program Coordinator.

Name: _____

Current Date: _____

ID: _____

Year Entered: _____

Title of Presentation:

Date of Presentation: _____

Where you Presented: _____

Approved: _____ **Date:** _____

Chair of Colloquium Committee (Brown Bag Faculty) or Major Faculty Advisor

Approved: _____ **Date:** _____

Program Faculty Graduate Advisor

HUMAN DEVELOPMENT Ph.D. PROGRAM
APPROVAL of DISSERTATION PROPOSAL (FORM G)

This form must be completed following advancement to candidacy for the student to proceed with his/her dissertation research. Return this completed form to the HDGG Graduate Program Coordinator along with a copy of the dissertation proposal.

Name: _____

Current Date: _____

ID: _____

Year Entered: _____

Approved:

HDGG Dissertation Committee Chair

Date

HDGG Dissertation Core Committee Member

Date

HDGG Dissertation Core Committee Member

Date

Mentoring Guidelines:

These guidelines were adopted by Graduate Council (the Academic Senate committee responsible for the policies governing graduate study) in 1999 and can be found at <http://gradstudies.ucDavis.edu/gradcouncil/mentoring.pdf>

Graduate Council recognizes that the mentoring of graduate students by faculty is an integral part of the graduate experience for both. Faculty mentoring is broader than advising a student as to the program of study to fulfill coursework requirements and is distinct from formal instruction in a given discipline. Mentoring encompasses more than serving as a role model.

Because the scope of mentoring is sometimes unclear, the UC Davis Graduate Council has outlined the following mentoring roles to guide the relationship between faculty and graduate students. Faculty and graduate students must realize that, while the major professor will be the primary mentor during a student's career at UC Davis, program faculty other than the major professor may perform many of the mentoring "functions" defined here. An important corollary to this recognition is that faculty members must realize that much of their interaction with all students has an important mentoring component to it. Graduate students also have responsibilities to ensure successful mentoring and these are also indicated in this section.

Faculty has a responsibility to mentor graduate students. Mentoring has been defined as...

1. Guiding students through degree requirements. This means:
 1. Providing a clear map of program requirements from the beginning, making clear the nature of the coursework requirements and qualifying examination, and defining a timeline for their completion; and
 2. Providing clear guidelines for starting and finishing dissertation or thesis work, including encouraging the timely initiation of the dissertation or thesis research.
2. Guiding students through thesis or dissertation research. This means:
 1. Evaluating clearly the strengths and weaknesses of the student's research;

2. Encouraging an open exchange of ideas, including pursuit of the student's ideas;
 3. Checking regularly on progress;
 4. Critiquing written work;
 5. Providing and discussing clear criteria for authorship of collaborative research;
 6. Assisting in finding sources to support dissertation research; such as, teaching assistantships, research assistantships, fellowships, etc; and
 7. Being aware of student's research needs and providing assistance in obtaining required resources. For example, serving as the student's advocate for necessary desk and/or laboratory space.
3. Guiding students through professional development. This means:
1. Providing guidance and serving as a role model for upholding the highest ethical standards;
 2. Treating students respectfully;
 3. Encouraging and critiquing oral and written presentations;
 4. Encouraging participation in professional meetings of regional groups as well as of learned societies;
 5. Facilitating interactions with other scholars, on campus and in the wider professional community;
 6. Assisting with applications for research funding, fellowship applications, and other applications as appropriate for the respective discipline;
 7. Being the student's advocate in academic and professional communities;
 8. Providing career guidance, specifically assistance in preparation of the CV and for job interviews, and writing letters of recommendation in a timely manner; and
 9. Recognizing and giving value to the idea that there are a variety of career options available to the student in the field of interest and accepting that the student's choice of career options is worthy of your support. For example, guiding the student to teaching opportunities when appropriate for the student's goals.

As partners in the mentoring relationship, graduate students have responsibilities. As mentees, students should:

1. Be aware of their own mentoring needs and how they change through their graduate tenure and should discuss these changing needs with their mentors;
2. Recognize that one faculty member may not be able to satisfy all of a student's mentoring needs. Seek assistance from multiple individuals/organizations to fulfill the mentoring roles described here;
3. Recognize that their mentoring needs must respect their mentor's other responsibilities and time commitments; and
4. Maintain and seek regular communication with their mentors, especially their major professor.

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