

University of California, Davis



**HUMAN DEVELOPMENT
GRADUATE GROUP**

**PH.D. STUDENT
HANDBOOK
2019 - 2020**

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The HDGG website contains the most up-to-date list of faculty, students, staff, and alumni:

<https://humandevlopment.ucdavis.edu/people>

HUMAN DEVELOPMENT GRADUATE GROUP - PH.D. STUDENT HANDBOOK 2019-2020

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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 (<https://humandevelopment.ucdavis.edu>). This handbook gives an overview of the doctoral program in Human Development and is designed to assist both students and program faculty graduate advisers in understanding program requirements and to help students make optimal use of their time in the program.

More general information regarding University regulations, requirements, and forms may be found at: <https://grad.ucdavis.edu/resources/graduate-student-resources>

ADMISSIONS: HDGG PROCEDURES AND TIMELINES

Deadlines

To be considered for priority admissions and fellowships, applications must be received by:
December 15th

Final deadline to apply for admission on a space available basis:
March 1st

Admissions Procedure

The Graduate Group Admissions Committee will begin reviewing applications by the second week in January. Based on a holistic 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

Review of applications received by December 15th is completed by the end of February.
Review of applications received between December 16th and March 1st is completed by the end of May.

BACKGROUND and 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 (HDGG) is housed in Human Development and Family Studies (HDFS) an Academic Program within the Department of Human Ecology (HE) in the College of Agriculture and Environmental Sciences (CA&ES). The administrative bylaws of the Human Development Graduate Group are posted on the Office of Graduate Studies program webpage: [HDGG Bylaws](#).

Currently, HDGG faculty members with the primary responsibility for the program's core coursework and advising mainly hold appointments in 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, CAARE Center, Center for Mind and Brain, and Center for Neuroscience.

Faculty participating in any graduate group are subject to change as members join, resign, or retire. The website includes a list of faculty currently associated with the HDGG and the research 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 HDGG faculty to discuss their research interests and advising needs 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.

It is the student's responsibility to become familiar with campus and programmatic rules, regulations, and deadlines. Students should stay informed during their graduate career and seek out opportunities to discuss career goals and plans for attaining them with faculty and other graduate students. Be aware of opportunities for social and intellectual interactions in the program and take advantage of them. Take time to read the various publications designed to inform graduate students, e.g., [Graduate Studies Resources](#), and attend workshops organized by the [GradPathways](#) program and the [Career Center](#). Announcements about these and other opportunities are sent frequently by the Program Coordinator.

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 five focal programs that provide additional academic preparation within an area of specialization focusing on specific aspects of developmental research: biological; cognitive; social-emotional; family, culture, and society; and methodology.

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 aging.

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.

Methodology Focal Program

Students in this focal program will advance and apply sophisticated methodology to address developmental questions. Possible emphases of this track include optimization of research designs, measurement of complex developmental constructs, methods for modeling change, and methods for modeling interdependent data (e.g., parent-child, siblings, couples).

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 multiple domains of human development: biological, social-emotional, cognitive, and methodological approaches;
2. It organizes the study of human development across the lifespan; and
3. It emphasizes the diverse contexts within which human development takes place, including social-cultural institutions such as families, schools, and community organizations; environmental conditions related to poverty, nutrition, mental and physical health, and atypical development; and the social, governmental, and legal policies that affect individual development and families.

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 students progress through the program, they will be guided by a Program Faculty Graduate Adviser, a Major Professor, a Student Peer Mentor, and the HDGG Graduate Program Coordinator. See also Graduate Studies Mentoring Guidelines (p. 37). Their roles are as follows:

Program Faculty Graduate Advisers

Upon enrollment, students work with one of the HDGG's Program Faculty Graduate Advisers (also referred to as 'Graduate Adviser' in this handbook), who are appointed by Graduate Studies for at least two years and are responsible for overseeing the academic progress of all students in the program. The purpose of the Graduate Adviser is to scaffold the student until they choose a Major Professor.

Major Professor / Dissertation Chair

Students are encouraged to establish and maintain exchanges of ideas with several HDGG faculty members before selecting a Major Professor. This is done in consultation with the faculty member and typically occurs during the first year. 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 Major Professor generally assumes a mentor-like role. Thus, the primary advising role typically shifts from the Graduate Adviser during the first year to the Major Professor during the second year and beyond. It is usual practice for different faculty to fill these roles, however, it is possible that these roles may be fulfilled for some students by a single faculty member. Signatures for various forms and petitions, however, will continue to be signed by a Graduate Adviser, in consultation with the Major Professor / Dissertation Chair.

Student Peer Mentor

Incoming students will be assigned a Peer Mentor who is a student in their second year or beyond in the program. The Peer Mentor will serve as a student mentor. Assignments are made by graduate student representatives on the Recruitment and Events committee.

Graduate Program Coordinator

All student forms must be processed through the Graduate Program Coordinator (also referred to as the Program Coordinator in this handbook) to ensure that they are complete and follow program guidelines. The Program Coordinator interfaces with the HDGG Chair, Graduate Advisers, Major Professors, Graduate Studies, and Personnel staff on student and financial matters.

PROGRAM REQUIREMENTS

The Human Development Ph.D. program requires a minimum of 44 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 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 by Graduate Studies on 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 develop a (minimum) 12-unit, three-course focal program of specialization that must be approved by the HDGG 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. 11)

Two upper-division or graduate courses	at least 6 units
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Advanced Statistics (see pg. 12)

Two courses – at least one at the graduate level	at least 6 units
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Focal Program (see pg. 12)

At least three graduate courses	at least 12-15 units
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Minimum Total for Ph.D.

44 units

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

With the exception of the background preparation 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 background preparation 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 (IPS) Form (see Appendix). Students are expected to begin this planning process early and submit a program no later than the third quarter of their first year. However, it is not unusual for students to submit a revised IPS form as their interests and goals develop. Students are encouraged to consult with a Program Adviser, their Major Professor, and the Graduate Coordinator regarding course options.

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

(1) Background Preparation

A basic understanding of human development or developmental psychology is essential background for this program of study. Students are expected to have completed coursework in the areas listed below. Additional practicum or field experiences with children and adolescents, and family-focused programs are other methods of preparation for undertaking the doctoral program. Many graduate courses require that you have working knowledge of basic developmental theories and research findings related to the specific topics, as shown below for each course.

If students come into the doctoral program without a background in Child or Human Development, Early Childhood Education, or Developmental Psychology, it is recommended that they discuss background preparation with a Graduate Adviser to 1) strengthen areas specific to their focal area of study, and 2) ensure readiness for participation in the graduate level coursework in this program. *At a minimum, background preparation in the following areas is strongly recommended.*

1. Course(s) in Infancy and Early Childhood (e.g., HDE 100A), and Middle Childhood and Adolescence (e.g., HDE 100B), or Adult Development (e.g., HDE 100C);
2. Course(s) in (human) genetics, biology or physiology (e.g., BIS 101; NPB 101; PSC 121);
3. Course(s) in statistics, research methods or assessment methods (e.g., HDE 120).

(2) Core Courses (20 units)

During the first year, if possible, students complete the series of Human Development 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 of age. *Recommended preparation: Basic biology or physiology; one upper division course in human development, developmental psychology or a related field.*

HDE 200B: Middle Childhood and Adolescence (4 units). Theory and research on the biological, social, cognitive, and cultural aspects of development from five years of age until late adolescence. *Prerequisite: HDE 200A; Recommended preparation: Basic biology or physiology; one upper division course in human development, developmental psychology or a related field.*

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: HDE 200A and B.*

HDE 291: Research Issues in Human Development (4 units). In-depth discussions of developmental theory and presentations of research issues in human development across the lifespan.

HDE 220: Research Methods in Human Growth and Development (4 units). Research methods designed to build the foundation for empirical inquiry in human development. *Recommended preparation: Statistics 13 or equivalent; one upper division course in human development, developmental psychology or a related field; plus HDE 200A.*

(3) 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 (e.g., HDE 211: Physiological Correlates of Behavioral Development; MCB 150: Developmental Biology; MCB 258: Seminar in Development)
2. Genetics (e.g., MCB 162: Human Genetics; PSC 251: Topics in Genetic Correlates of Behavior)
3. Evolutionary Biology (e.g., ANT 152 or 252: Human Evolution; ANT 262: Evolution and Human Behavior; EVE 221: Behavioral Ecology)
4. Neuroscience (e.g., 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 (e.g., NUT 111 AV: Introduction to Nutrition and Metabolism; NUT 114: Developmental Nutrition; NUT 252: Nutrition and Development)
6. Physiology (e.g., PSC 208: Physiological Psychology; NPB 152: Hormones and Behavior)

Each requested biological science course must be approved on a case-by-case 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.

(4) 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 (e.g., EDU 204A, 204B; EPI 204, 208; POL 212, 213; PSC 204A, 204B; SOC 206)
- B. Specialized Topics in Research Methods, Statistics, and Mathematical Modeling (e.g., 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; 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. *A request for such a course should be submitted to the Curriculum Committee Chair accompanied by justification in terms of its relevance to the student's focal area.*

(5) Focal Program Courses (12 units)

Students must complete *at least* three graduate (200 level) courses equivalent to *at least* 12 units in their chosen focal area. These courses should be selected for submission to the Curriculum Committee with the assistance of the Major Professor and/or Graduate 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. Typically, only one letter-graded course designated as a 290 or 298 will be allowed. However, as of Spring 2018, the Curriculum Committee will allow additional 290/298 courses with justification and documentation of course content (e.g., newly developed graduate course).
4. The courses must be clearly relevant to the focal area (biological; cognitive; social-emotional; family, culture and society; or methodology) that the student specifies as their 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 Major Professors, should endeavor to take courses that cover more than one context.

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; family, culture and society; or methodology) 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 a course syllabus to the Curriculum Committee for consideration via the Program Coordinator.

Research Credits

Students are encouraged to enroll in 299 (1-12 units) and 290C (1 unit) for research credit units with their Major Professor or a faculty member with whom they are working on research.

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>PSC 290 (4 units): Seminar on Functional Magnetic Resonance Imaging (fMRI)</p> <p>HDE 204 (4 units): Developmental Neuroscience and Adolescent Psychopathology</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>
<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 240 (4 units): Peer Relationships During Adolescence</p> <p>HDE 250 (4 units): Current Research on Family Relationships</p> <p>PSC 290 (4 units): Seminar on Adult Attachment</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 240 (4 units): Peer Relationships During Adolescence</p> <p>HDE 250 (4 units): Current Research on Family Relationships</p> <p>HDE 252 (4 units): Family Research, Applications, and Policy</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>
<p>Methodology</p> <p>(Typical focal programs draw from courses in Human Development, Psychology, Education, Anthropology, etc.)</p>		
<p>Possible focal topic: Analysis of longitudinal data</p> <p>HDE 298 (4 units): Longitudinal Analysis in Developmental Research</p> <p>PSC 205C (4 units): Structural Equation Modeling</p> <p>PSC 205D (4 units): Multilevel Models</p>	<p>Possible focal topic: Analysis of interdependent data</p> <p>PSC 205D (4 units): Multilevel Models</p> <p>ANT 261 (4 units): Modeling Social Behavior</p> <p>POL 279 (4 units): Political Networks</p>	

Developmental Brown Bag / Colloquium

In addition to regular coursework, **students are required to enroll in the Developmental Brown Bag (HDE298, 1 unit) starting their first quarter and continuing until they advance to candidacy.** Sponsored by the Graduate Groups in Human Development and Developmental Psychology Graduate Program, Brown Bag research talks are held weekly (typically Thursday at noon) during the academic year when classes are in session. Check the calendar for talk details: [Developmental Brown Bag Calendar](#). Students may receive 1 unit of credit each quarter by signing up with the Chair of the Colloquium Committee; attendance will be taken regardless of class credit. Students who have a conflict due to TA or class obligations for a specific quarter can make alternate arrangements with the Chair of the Colloquium Committee.

Grading, Courses, and Credit (from Office of 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 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 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. **Obtaining California residency for tuition purposes is a different matter and is the student's responsibility;** students should review the Registrar's policies at <http://registrar.ucdavis.edu/tuition/residence/index.cfm>

Annual Graduate Student Progress Report

Each year 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 p. 29) the student's faculty adviser and the student will be contacted for clarification. Before the end of each academic year, students will be required to submit a form (required by Graduate Studies and provided by the Program Coordinator) signed by the Program Adviser (and the student's Dissertation Committee Chair, if applicable) that reports on the progress the student has made over the past academic year.

*Note: As of Spring 2018, our program adopted the required Graduate Studies online annual student progress report. The Student Progress Assessment (SPA) report is a multi-question survey that is more detailed than reports in previous years. The goal of the online report is to facilitate conversations around the students' progress in different areas and provide guidance toward completing program requirements.

<https://grad.ucdavis.edu/resources/graduate-student-resources/academic-information-and-services/student-progress-assessment>

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 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.

HDGG students who receive an unsatisfactory progress report or who are on probation will have lowest priority for departmental, group, and campus funding including, for example, TA positions and travel awards, *regardless of prior or current financial offers.*

Individual Program of Study: Procedures

The Individual Program of Study (IPS) Form (Appendix, Form C) is used as a basis for documenting student progress and to assist students in planning coursework to lead to the fulfillment of degree requirements. The form allows space to list core courses, research methods and statistics requirements, biological sciences requirements, and a detailed focal program. The IPS, including the focal program, is developed in consultation with the student's Major Professor, 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 must occur in time for review by the HDGG Curriculum Committee at their Spring Quarter meeting during the student's first year in the program.** If the IPS form is not submitted in Spring Quarter of the first year, the student will be given a "marginal" (rather than "satisfactory") status on their year-end progress report, unless an exception has been requested and approved by the Curriculum Committee Chair for submission in Fall Quarter of the second year. If the IPS has not been submitted, revised if needed, and approved by the end of Spring Quarter of the student's second year, then the student's status may be negatively affected (e.g., changed from "marginal" to "unsatisfactory"), on their year-end progress report. Following the procedures outlined below, modifications in the IPS should be submitted to the Curriculum Committee for approval as soon as possible anytime the student's interests change, new courses are offered, and/or scheduling conflicts arise.

The IPS form is to be filled out and submitted to the HDGG Curriculum Committee along with a written justification of the course work for the proposed focal program. The IPS form should list 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 requirements will fit coherently in the plan.

The second page of the IPS form lists the courses or categories 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. 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, family, culture, and society, or methodology).

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 or methodology tracks, in particular, must be able to demonstrate how their proposed focal program involves explicitly developmental issues, as opposed to merely cultural or methods 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.

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

- ✓ Completed Individual Program of Study Form (see Appendix, Form C).
- ✓ 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 appears on the IPS Form, including background preparation courses.

When submitting a revised IPS form, the student must additionally include a cover letter to the Curriculum Committee detailing the changes made from the last IPS 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

Students are required to become involved in a research project 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.

Written Report

Students are required to conduct and report on a research project by the end of their second year 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. Additionally, it must speak to concepts/theories relevant to understanding and advancing the field of human development/developmental science.
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 the faculty member overseeing the student's project (e.g., Major Professor) AND one Graduate Adviser. **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 Program Coordinator.** 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 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 Graduate Advisers (in consultation with the HDGG Curriculum Committee if needed).

Oral Presentation

Students are required to prepare and deliver a presentation at the Developmental Brown Bag seminar series sometime during their second or third year and prior to their qualifying exam. 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 Graduate Adviser, using the Pre-Dissertation Research Presentation Approval Form (Form F).**

Examinations

Preliminary Examination

The purpose of the preliminary examination is to ensure 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 Major Professor and a Graduate Adviser.*

The preliminary examination is prepared by the Graduate Group and is offered once during the calendar year, usually a month after the end of Spring quarter. This is an open-book, at-home examination administered over four days.

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. The relevant reading list will be provided to students at least three months prior to

the start of the exam. 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 of the student's 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: "High Pass", "Pass", and "No Pass". In the event that a student receives a "No Pass" grade, the student may retake the exam one additional time. In the event that a student receives a "No Pass" on the retake, the student is subject to disqualification from further graduate study in the program pending a review by the Executive Committee and a recommendation to Graduate Studies.

In the Spring quarter prior to the exam, an informational meeting is held to discuss exam details including the grading rubric. An email notifying all eligible students about the meeting will be sent by the Program Coordinator.

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 committee 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 their chosen research topic.

Eligibility

The QE is the final step prior to advancement to candidacy, taken when all coursework requirements have been met. Plans for the QE should be made during the spring quarter of the third year and the QE scheduled during Fall quarter of the fourth year 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 from Graduate Studies.

Committee

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 below.

Application

To arrange for the QE, the student first submits an [application for the exam](#). Prospective members for the committee are listed on the form that must be approved by a Graduate Adviser (additionally, be sure to get approval from your Major Professor) before being submitted to the Program Coordinator. The application should be submitted to Graduate Studies via the 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 QE Chair.

**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.*

Process

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 their 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 their 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

QE 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.

**Required paperwork, sent to the Chair of the QE by Graduate Studies, must be completed at the end of the exam and submitted to Graduate Studies via the Program Coordinator, who will retain a copy for the student's file.*

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 Graduate Adviser and Major Professor ▪ To Grad Studies via Program Coordinator 	
3	<i>Complete Written Portion of Exam</i> <ul style="list-style-type: none"> ▪ Paper I: Review Paper* <ul style="list-style-type: none"> *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 Program Coordinator ▪ Select Dissertation Committee (5 members) 	
8	<i>Submit Signed Dissertation Proposal Form and Proposal</i> <ul style="list-style-type: none"> ▪ To Program Coordinator 	
9	<i>Complete Dissertation</i>	
10	<i>Final Examination of Dissertation</i>	

The Qualifying Exam Committee (from Office of 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 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 they 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.

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 Plan A form](#). Once the student has obtained the appropriate signatures, they pay the candidacy fee at the Cashier’s office and return the form to the Program Coordinator for follow-up and official submission to Graduate Studies for their 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 their research project and preparation of the dissertation write-up. To establish this committee, in consultation with the Major Professor and a Graduate Adviser, the student contacts potential committee members. The Program Coordinator then submits a form, signed by a Graduate 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.

The student is then allowed to pursue their 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 with committee approval**) 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.

A 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 the Publication Manual of the American Psychological Association (current edition).

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.

*It should be noted that these formats are general guidelines and 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 their research. However, check here for the very [specific requirements with regard to page formatting](#) when filing the final written dissertation with the University.

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 their 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 of 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 by the deadline noted on the Graduate Studies website. The deadline is generally three weeks prior to 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 Graduate Studies website](#).

PROGRAM PLANNING

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

First Year

- ✓ Complete all background preparation (if applicable), in consultation with graduate adviser, 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/or 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 Program Coordinator and the HDGG Curriculum Committee for approval (no later than Spring of first year).

Second Year

- ✓ Take Preliminary Examination (in summer after first year; no later than end of second year).
- ✓ Complete remaining background coursework (if applicable).
- ✓ Continue the coursework for the research methods and statistics requirement and/or the biological sciences requirement.
- ✓ Begin/continue the coursework for the focal program.
- ✓ Complete the pre-dissertation research study and submit Form E.
- ✓ Complete pre-dissertation research oral presentation and submit Form F.
- ✓ As necessary, submit revised Individual Program of Study Form to Program Coordinator and the HDGG Curriculum Committee for approval.
- ✓ 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 and submit Form F.
- ✓ As necessary, submit revised Individual Program of Study Form to 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 oral portion of the Qualifying Examination (end of third year / fall quarter 4th year).

Fourth and Fifth Years

- ✓ Take oral portion of the Qualifying Examination (end of third year / fall quarter 4th year).
- ✓ Begin and follow dissertation research to conclusion.
- ✓ Oral Defense/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	Summer after Year 1	Summer after 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- beginning of 4th	End of Year 4
Dissertation	End of Year 5	Year 7

*An unsatisfactory progress report may be filed by a Graduate Adviser(s) if, without good reason, the particular requirement is not completed by this time in the graduate program. The unsatisfactory progress report will result in the student 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. This includes prior programs of study such as a Master's Degree in Child Development or related degree at UC Davis. 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 Student Progress Assessment (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 have lower priority for University funding, including teaching assistantships than students who are still within normative time (i.e., students who are in their 1st-6th years in the program).

HDGG FINANCIAL POLICIES AND INFORMATION

Various types of financial aid are potentially available to students in the Human Development Graduate Group Program. Students are strongly advised to be active, persistent, well-informed, and creative in seeking funding support (e.g., there are several listserves you can join to be notified about possible fellowships). HDGG 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 competitive, merit-based support, including fellowships and scholarships: <https://grad.ucdavis.edu/financial-support/internal-fellowships>. 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, and all supporting documentation, must be filed by University deadlines.

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. As 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. For details on specific fellowships, please check the Graduate Studies website.

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. With rare exception, financial aid is not available for international students. 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 full-time with 12 units. The Graduate Coordinator solicits applications for open positions that may be available in the following quarter(s). Most teaching assistant positions are for 20 hours per week (also referred to as 50% time) or for 10 hours per week (25% time) employment.

The program will allocate to students the minimum number of TA quarters and percent time (usually 25% or 50%) as specified in their funding offer letter. While we try to accommodate students in

terms of what quarter(s) they will TA, we cannot guarantee the quarter unless specified in their funding offer letter (e.g., 50% Spring quarter). Unused TAships cannot be carried over into another quarter or year. Additionally, we will increase students to the highest percentage TAship (50%) available unless otherwise requested by the student. For example, some students have other funding sources or wish to have a lower workload for a given quarter. These requests should be made as soon as possible and no later than requested by the program coordinator.

Finally, because TAships can be difficult to fill the closer we get to the quarter, the program coordinator will set an internal deadline by which students will need to decide whether to accept or decline the TAship for the quarter. After this deadline, students cannot decline the TAship (e.g., because they got alternate funding) unless the program is able to find a suitable replacement for that TA slot. Declining after the deadline may also have implications for the student's future TAships.

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; additional quarters of employment requires approval by Graduate Studies (18 max. by exception). Note that summer courses do not count toward this ceiling. For details, please check: <https://grad.ucdavis.edu/resources/graduate-student-resources/student-employment/student-teaching-research>

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. Similar to TA appointments, most GSR positions are for 20 hours per week (also referred to as 50% time) or for 10 hours per week (25% time) employment. Overall, students may work 18 quarters as a GSR; additional quarters of employment requires approval by Graduate Studies (21 max. by exception).

For details, please check: <https://grad.ucdavis.edu/resources/graduate-student-resources/student-employment/student-teaching-research>

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 Internship and Career Center (<https://icc.ucdavis.edu/>) can help students find part-time or full-time positions 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 may apply for one quarter of academic employment while on filing fee status. See the Graduate Studies website for the appropriate [Filing Fee Application form](#).

GSR and/or TA appointments beyond 50%

Students who have successfully completed the Qualifying Examination proposal and presentation may request permission to hold GSR and/or TA appointments beyond a combined 50%. Requests should be sent to the Graduate Coordinator for review by the HDGG Executive Committee. **In Summer only**, GSR and TA appointments may exceed 50% without seeking approval.

GRADUATE STUDENT BILL of RIGHTS AND RESPONSIBILITIES

Graduate student rights and responsibilities rest on their roles as junior colleagues who are critical to the university's mission of teaching and research. All members of the university community are responsible for securing and respecting the general conditions conducive to a graduate student's unique role as student, researcher, and teacher. This document is a revised and updated version of the 1990 UC Davis Graduate Student Bill of Rights and Responsibilities, produced by the UC Davis Graduate Student Association, and endorsed in principle by the Graduate Council and Graduate Division of the UC Davis campus on November 7, 1990.

Graduate students have the following rights:

1. Graduate students have the right to information about specific and concrete degree requirements as approved by the Graduate Council. These requirements shall be communicated clearly upon entrance to the graduate program.¹ No graduate student shall be held to program requirements instituted after their initial acceptance,² unless the student so chooses.³

Prospective and current graduate students have the right to know the "normative time to degree" and the "average time to degree" within a specific graduate program⁴; a program's student attrition rate and, if available, the predominant reasons for lack of program completion; and a program's placement record.

2. Graduate students have the right to an accurate description of the availability and the likelihood of financial and resource support within their programs. Programs shall provide a thorough description of the requirements, qualifications, and applicable deadlines necessary for academic employment, training or financial support at the university.⁵

Assignments of office or lab space, or any necessary materials for teaching and research, should consider the need for adequate graduate student space and resources.⁶

3. Graduate students have the right to receive objective evaluations of progress based on criteria that are understood by the Graduate Adviser and the student. Evaluations shall be factual, specific, and shared with the student within a reasonable period of time.⁷ Annual progress reports and reports of split decisions on oral examinations should be in writing.

Graduate students should be given a fair opportunity to correct or remedy deficiencies in their academic performance, and the reasons for unsatisfactory performance on programmatic examinations shall be stated clearly to the student in a written evaluation.⁸ Any intent to disqualify a student from a graduate program for academic reasons must be preceded by specific, written performance information, well in advance of actual disqualification. Only the Dean of Graduate Studies can disqualify a student from a graduate program for academic reasons.⁹

When presented with the opportunity to evaluate their professors, graduate students have the right to do so without fear of retribution and with the assurance of confidentiality. Graduate students have the

right to accurate information in selecting a major professor and in recommending other members of their committees. Graduate students have the right to change their major professors if necessary. If a graduate student's major professor departs from the institution once the student's work is under way, the program shall strive to provide the student with alternative supervision, external to the institution if necessary. If a degree program is to be discontinued, provisions shall be made for students already in the program to complete their course of study.

4. Graduate students have the right to expect reasonable training opportunities, and have the right to refuse to perform tasks if those tasks are not closely related to their academic or professional development. The student's lesser status, authority and/or experience should not be exploited to the personal advantage of a faculty member.¹⁰

Graduate students have the right to accurate and timely information pertaining to the conditions of their employment at the university, including vacation and sick time, work-study policies, and the impact of their wages on eligibility for student loans and stipends.

The university should strive to provide training and/or direct teaching experience appropriate for each student's career focus. Graduate students have a right to explore professional development opportunities for a range of academic and non-academic careers, not limited to research positions, and to expect access to accurate information about the job market and placement assistance.

5. Graduate students have the right to co-authorship in publications involving significant contributions of ideas or research work from the student. Where applicable, students shall receive "senior authorship" for publications comprised primarily of their creative research and writing. As early as possible, faculty and graduate students shall agree upon authorship positions commensurate with levels of contributions to the work.¹¹ Ideas derived from seminar discussion or lab meetings should be treated as shared intellectual property between the faculty, postdoctoral scholars and students involved. Graduate students have the right to work with faculty mentors to develop original research and work toward independent scholarship.

6. Graduate students have the right to expect that graduate programs incorporate student representatives into decision-making processes. This provides for increased communication of student ideas and concerns, as well as evidence that graduate students are "in training" as future academicians. Graduate students have the right to raise concerns with the program administration and to be given reasonable policy explanations without fear of unprofessional response. If a satisfactory explanation is not given, the student has a right to raise the concern at the level of the Dean of Graduate Studies.¹²

7. Graduate students have the right not to be discriminated against, such as actions based on a student's race, color, national origin, religion, political beliefs, economic standing, sex, gender identity, pregnancy (including pregnancy, childbirth, and related medical conditions), disability, age, medical condition, ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran in admissions and throughout their education, employment, and placement.¹³

Graduate students have the right to "be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled."¹⁴ Graduate students have the right to be free of reprisals for exercising their rights.

8. Graduate students have the right to reasonable confidentiality in their communications with faculty and staff.¹⁵ The performance of a graduate student shall not be discussed with other students by professors or staff. Discussion of the student's performance among faculty shall be of a professional nature, being limited to academic performance. The substance of the communication shall be based on a need to know relevant information. In accordance with the Federal Family Education Rights and Privacy Act, graduate students have the right to review their academic records and files, to know which authorized personnel have access to their file, and to seek amendments to their files. Graduate students should have the right to direct that items be added to or removed from their placement center dossiers as facilitated by the Internship and Career Center.¹⁶

9. Graduate students have the right to appeal for cause any decision affecting their academic standing, to file complaints against the graduate program or members thereof, and to petition for redress of grievances. Where a graduate student presents reasonable evidence regarding misconduct by a faculty member or probable cause that such misconduct took place, the program shall attempt to provide a way by which the student can avoid working directly with the accused faculty member. Graduate students have a right to file grievances outside the university structure with an appropriate regional association.¹⁷

10. Graduate students have the right to form clubs and organizations within their programs, colleges, ethnicities, shared interests, or any other constituencies, for the purposes of academic, professional, or social networking, sharing, and advocacy. Graduate student employees have the right to join a collective bargaining unit that has been authorized to represent them.

Graduate students are responsible for the following:

1. Graduate students have a responsibility to conduct themselves, in all educational activities, in a manner befitting a junior colleague. Graduate students' behavior should be a credit to themselves, the higher academic unit and the university. They have the responsibility to respect and uphold all relevant university policies regarding professional conduct, including but not limited to the Code of Academic Conduct and the University Policy on Nondiscrimination, Sexual Harassment and Student Records and Privacy. Graduate students have the responsibility to uphold and respect all of the aforementioned rights for fellow graduate students.

Graduate students have a responsibility to provide accurate and honest reporting of research results and to uphold ethical norms in research methodology and scholarship.

Graduate students are responsible for informing the university of changes in address, phone number, enrollment changes which might affect financial aid or assistantship awards, and/or any other circumstances which could affect satisfactory progress towards a degree.

2. Graduate students have a responsibility to fulfill their teaching and/or research obligations to the best of their knowledge, training and ability. Graduate student employees should carry out their job responsibilities in a conscientious and timely manner. They have the responsibility to inform the university of any changes or circumstances that would prevent them from carrying out these obligations, and to do their best to ensure stability for faculty, programs and departments. Graduate student employees have a responsibility to seek accurate information about the conditions of their employment contract, including vacation and sick time, work-study

policies, and the impact of their wages on eligibility for student loans and stipends.

Graduate students holding Graduate Student Researcher (GSR) positions have a responsibility to maintain regular communication with their employer, to maintain integrity in their research activities and to perform their research duties as outlined and in accordance with institutional guidelines and policies. They have a responsibility to report any questionable or unethical research procedures.

Graduate students holding Teaching Assistant (TA) or Associate Instructor (AI) positions have a responsibility to maintain regular communication with the Instructor of Record. TAs and AIs have a responsibility to uphold the highest level of academic integrity in their teaching practices. This includes maintaining student confidentiality, avoiding any exploitation of student vulnerability, and avoiding personal relationships with students. TAs and AIs have a responsibility to foster academic integrity in their students, including timely and accurate reporting of any academic misconduct, and serving as mentors to undergraduates when possible and appropriate.¹⁸

3. Graduate students have a responsibility to participate in the campus community to the extent that each is able, and to enrich the campus in whatever ways possible. This may include contributing to the academic development and the social and intellectual environment of their particular program or involvement in decision-making and policy creation relative to graduate student issues at the program and campus-wide levels.

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. They have the responsibility to provide high quality and ethical teaching to undergraduate students, and to provide valuable research and support to the faculty and other graduate students.

4. Graduate students are responsible for devoting an appropriate amount of time and energy toward achieving the advanced degree within “normative time,” except when special circumstances apply. They are responsible for attending class and completing all assignments in accordance with the expectations established by their instructors and programs of study.¹⁹

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. They have a responsibility to take the initiative in accessing any necessary resources for mental and physical well-being, to optimize their academic achievement and their contribution to the university overall.²⁰

5. Graduate students have a responsibility to understand their role in the development of the professional relationship between faculty mentor and graduate student, including having an awareness of time constraints and other demands imposed on faculty members and program staff. Graduate students should recognize that one faculty member may not be able to fulfill all of a student’s mentoring needs, and have the responsibility to seek assistance from multiple individuals and organizations as needed. Furthermore, graduate students are responsible for communicating regularly with faculty mentors and advisers, especially in matters related to research and progress within the graduate program and/or for maintaining a mutually agreeable schedule of evaluative/supervisory conferences with Major Professors and Graduate Advisers.²¹

¹ *Graduate Studies Adviser’s Handbook*, Prepared by the Office of Graduate Studies, February 2008. *Graduate Student Guide*, University of California Davis, 2008. UC Davis Graduate Council Policy GC2005-04 (rev. 1): <<http://gradstudies.ucdavis.edu/gradcouncil/degreerequire.pdf>>.

² *Graduate Student Guide*, p.29.

³ Graduate Council Grandfathering Policy for Degree Requirements, April 2000.

<<http://gradstudies.ucdavis.edu/gradcouncil/grandfathering.pdf>>

⁴ Graduate Council Policy GC2005-04 (rev. 1). UC Davis Graduate Council Time to Degree Policy

<<http://www.gradstudies.ucdavis.edu/gradcouncil/timetodegree.pdf>>.

⁵ *Graduate Studies Adviser's Handbook. Graduate Student Guide*.

⁶ UC Davis Policy and Procedure Manual, 360-21.

⁷ Faculty Code of Conduct, *Academic Personnel Manual*, University of California Davis, Section APM-015.

Grading Policies, Faculty Guide from University of California Davis Office of the Registrar, 2007-08, p.9-14.

⁸ *Graduate Studies Adviser's Handbook*, p.51-56. *Graduate Student Guide*, p.31-33.

⁹ Graduate Studies Policy GS2005-01. UC Davis Graduate Studies Disqualification and Appeal Policy

<http://www.gradstudies.ucdavis.edu/facstaff/policies/disqual_appeal.pdf>.

¹⁰ Faculty Code of Conduct, *Academic Personnel Manual*, University of California Davis, Section APM-015.

¹¹ *Graduate Studies Adviser's Handbook*, p.56-58. *Graduate Student Guide*, p.32.

¹² *Graduate Student Guide*, p.34-36.

¹³ University Policy on Nondiscrimination: <<http://registrar.ucdavis.edu/UCDWebCatalog/appendix/nondesc.html>>.

¹⁴ American Association of University Professors, "Joint Statement on Rights and Freedoms of Students,"

<<http://www.aaup.org/AAUP/pubsres/policydocs/contents/stud-rights.htm>>.

¹⁵ Faculty Code of Conduct, *Academic Personnel Manual*, University of California Davis, Section APM-015.

¹⁶ UC Davis Policy and Procedure Manual, 320-21.

¹⁷ UC Davis Policy and Procedure Manual, 280-05.

¹⁸ UC Davis Code of Academic Conduct.

¹⁹ *Graduate Student Guide*, p.29-31.

²⁰ *Graduate Student Guide*, p.44-48.

²¹ *Graduate Student Guide*, p.27-29.

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 they 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 their 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.

GRADUATE STUDIES RESOURCES

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

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

Holly Hatfield Rogai (hhatfield@ucdavis.edu, 752-9292) is the Student Affairs Officer for the Human Development Graduate Group. She is the person the Program Coordinator confers with on issues related to Graduate Studies forms, policies, and procedures.

GRADUATE STUDIES MENTORING GUIDELINES

These guidelines were adopted by Graduate Council (the Academic Senate committee responsible for the policies governing graduate study) in 1999 and revised June 27, 2016: <https://grad.ucdavis.edu/sites/default/files/upload/files/grad-council/mentoring.pdf>

STUDENT COMPUTER USE POLICY

I. Purpose and Scope

The Department of Human Ecology 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 Ecology graduate level programs.

III. Policy

A. Equipment may only be used by students registered in one of the HE graduate programs, or affiliated with a member of the faculty. Students may not allow anyone else to use HE equipment.

B. Students may not modify designated spaces without authorization by the Management Services Officer or a member of the HE 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

The HDGG website contains the most up-to-date electronic versions of all HDGG forms listed below (with embedded hyperlinks):

<https://humandevlopment.sf.ucdavis.edu/forms-phd>

[Form A – Timeline for the Human Development Ph.D. Program](#)

Form B – (No longer applicable)

[Form C – Individual Program of Study Form](#)

[Form D – Approval of Individual Program of Study Form](#)

[Form E – Approval of Pre-Dissertation Research Project](#)

[Form F – Approval of Pre-Dissertation Research Presentation](#)

[Form G – Approval of Dissertation Proposal Form](#)

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 Program Coordinator.

Name: _____

Current Date: _____

ID: _____

Year Entered: _____

YEAR 1

Notes

__ Contact Program Faculty Graduate Adviser

__ Contact Major Professor

__ 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)**

Return a completed electronic form to the HDGG Graduate Program Coordinator.

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. (See Appendix of Student Handbook)

Name: _____ **Current Date:** _____

ID: _____ **Year Entered Program:** _____

Major Professor: _____

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.

Option I (currently approved degree requirements):

Core courses (5 courses)	20 units
Stats/Research Methods (2 courses)	6-8 units
Biological Sciences (2 courses)	6-8 units
Focal Program (3 courses)	12 units

Option II (advised for pending degree requirements)

Core courses (5 courses)	20 units
Stats/Research methods (3 courses)	9-12 units
Focal Program (4 courses)	15-16 units

Minimum total units required for degree: 44 units

Units taken _____

Units remaining _____

CORE COURSES (20 UNITS TOTAL)

Course No. & Title	Units	Instructor	Qtr/Yr	Completed?
1. HDE 200A: Early Development	(4)	_____	_____	Y N

- | | | | | | |
|---|-----|-------|-------|---|---|
| 2. HDE 200B: Middle Childhood & Adolescence | (4) | _____ | _____ | Y | N |
| 3. HDE 200C: Development in Adulthood | (4) | _____ | _____ | Y | N |
| 4. HDE 291: Research Issues in Human Devel. | (4) | _____ | _____ | Y | N |
| 5. HDE 220: Research Methods | (4) | _____ | _____ | Y | N |

RESEARCH METHODS AND STATISTICS (2 or 3 courses, 6-12 units)

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

FOCAL PROGRAM (3 or 4 courses, 12-16 units)

Focal program emphasis (check one): Biological(B) Cognitive(C) Social-emotional(S)
 Family, culture, and society(F) Methodology(M)

List below content courses in your focal program that you have taken or plan to take and state the phase/ area emphasis of each. (Infancy(I), Early Childhood(EC), Middle Childhood(MC), Adolescence(A), Adulthood(AH) and Aging(AG)).

Course No. & Title	Phase	Units	Instructor	Qtr/Yr	Completed?	
1. _____	()	()	_____	_____	Y	N
2. _____	()	()	_____	_____	Y	N
3. _____	()	()	_____	_____	Y	N
4. _____	()	()	_____	_____	Y	N
5. _____	()	()	_____	_____	Y	N

BIOLOGICAL SCIENCES (2 courses, 6-8 units, option prior to Winter 2017)

(Check two different categories) Developmental Genetics Evolutionary Neuroscience
 Nutrition Physiology

Course No. & Title	Units	Instructor	Qtr/Yr	Completed?	
1. _____	()	_____	_____	Y	N
2. _____	()	_____	_____	Y	N

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

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 Major Professor):

Name: _____ Date: _____

check one: Program Faculty Graduate Adviser Major Professor

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

*Return this signed and completed form to the HDGG Graduate Program Coordinator.
Email a copy of the pre-dissertation project to the HDGG Graduate Program Coordinator.*

Name: _____

Current Date: _____

ID: _____

Year Entered: _____

Title of Project:

By signing this, I acknowledge that I have read and approved the pre-dissertation project noted above.

Approved: _____ **Date:** _____

Major Professor

By signing this, I acknowledge that I have read and approved the pre-dissertation project noted above.

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 Professor

Approved: _____ **Date:** _____

Program Faculty Graduate Advisor

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

If there is not agreement on the topic and format of the dissertation at the conclusion of the Qualifying Exam (QE); 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