



**UC DAVIS**  
Human Development  
Graduate Group

**PH.D. PROGRAM  
STUDENT HANDBOOK  
2023-24**

## **HDGG Executive Committee 2023-24**

**Program Chair:** Lenna Ontai

**Program Vice Chair:** Amanda Guyer

**Program Graduate Faculty Advisors:**

Amanda Guyer

Kali Trzesniewski

Siwei Liu (on leave Fall 2023)

**Committee Chairs:**

Admissions and Fellowships: Meng Huo

Curriculum: Leah Hibel

Examination: Maciel Hernandez

Colloquium: Kali Trzesniewski

Recruitment and Events: Erik Henricson

**Graduate Student Union Stewards:**

M.S.: Marika Sigal

Ph.D.: Helen Fann

**Program Coordinator:** Kimberly Berardi

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. PROGRAM STUDENT HANDBOOK**

**Table of Contents**

<a href="#"><u>BACKGROUND &amp; GENERAL INFORMATION</u></a> .....	2
<a href="#"><u>PROGRAM GOALS</u></a> .....	3
Focal Program Areas .....	3
<a href="#"><u>ADVISING</u></a> .....	4
Program Guidance .....	4
Annual Graduate Student Progress Report (SPA) .....	5
<a href="#"><u>PROGRAM REQUIREMENTS</u></a> .....	6
Background Preparation .....	6
Coursework and Unit Requirements .....	7
Core Coursework .....	8
Advanced Research Methods and Statistics .....	8
Elective Focal Program Courses .....	9
Developmental Science Seminar .....	10
Coursework Units Summary Table .....	11
Research Credits .....	11
Special Requirements .....	11
Grading, Courses, and Credit (from Office of Graduate Studies) .....	11
Academic Probation .....	13
Credit by Examination .....	13
<a href="#"><u>INDIVIDUAL PROGRAM OF STUDY: PROCEDURES</u></a> .....	14
<a href="#"><u>PRE-DISSERTATION RESEARCH REQUIREMENT</u></a> .....	16
Written Report .....	16
<a href="#"><u>EXAMINATIONS</u></a> .....	17
<a href="#"><u>Preliminary Examination</u></a> .....	17
Exam timing .....	17
Exam preparation .....	17
Exam format .....	17
Exam grading .....	18
<a href="#"><u>Qualifying Examination</u></a> .....	18
Eligibility .....	18
Application .....	18
Timing .....	19
Committee .....	19
Process .....	19
Outcome .....	20
<a href="#"><u>Checklist: Steps for completing the QE</u></a> .....	21
<a href="#"><u>ADVANCEMENT TO CANDIDACY</u></a> .....	22
<a href="#"><u>DISSERTATION</u></a> .....	23
General Requirements .....	23
Dissertation Committee .....	23

Dissertation Format.....	24
Final Oral Examination of the Dissertation (Final Defense) .....	25
Filing of the Dissertation.....	26
<a href="#"><u>NORMATIVE TIME TO DEGREE</u></a> .....	26
<a href="#"><u>Checklist: Completion of Requirements for Degree</u></a> .....	26
Typical Timeline and Sequence of Events.....	28
Summary Timetable.....	29
<a href="#"><u>ADDITIONAL INFORMATION</u></a> .....	29
Residence Requirements.....	29
Sources of Funding.....	29
Teaching Assistant positions.....	30
Graduate Student Researcher positions.....	30
Financial Support.....	31
Financial Aid.....	31
PELP, In Absentia, and Filing Fee Status.....	31
Leaving the Program Prior to Completion of Ph.D. Requirements.....	31
Applying for Dual Enrollment in HDGG MS Program.....	32
Legacy Policy for Degree Requirements.....	33
<a href="#"><u>Program Form Links</u></a> .....	33
<a href="#"><u>MENTORING GUIDELINES</u></a> .....	34
<a href="#"><u>RESOURCES</u></a> .....	36

## **Welcome to the Human Development Graduate Group (HDGG) at the University of California, Davis!**

This handbook gives an overview of the doctoral degree program in Human Development and is designed to assist both students and program faculty graduate advisors in understanding program requirements and help students make optimal use of their time in the program.

HDGG Administrative Bylaws and Degree Requirements of the Ph.D. in Human Development program can be found on the UC Davis Graduate Studies website: <https://gradstudies.ucdavis.edu/programs/ghde>

More general information regarding UCD regulations and requirements can be found in the [Graduate Student Resource Guide](#).

Information on policies and guidelines relevant to UC Davis graduate education can be found on the UC Davis Graduate Studies Website: <https://grad.ucdavis.edu/policies>.

### **HDGG MISSION STATEMENT**

The mission of the UC Davis Human Development Graduate Group (HDGG) is to educate students in the scientific theories, methods, and research that further an interdisciplinary understanding of human development in context, toward improving the lives of individuals and families.

### **COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION**

Guided by the UCD Principles of Community and the UC Regent's statement on Diversity, Equity and Inclusion, the Human Development Graduate Group (HDGG) at the University of California, Davis, is committed to an inclusive environment where all students, faculty, and staff are respected and appreciated. HDGG faculty and students seek to advance understanding of human development across contexts. We believe that a broad range of perspectives strengthens our efforts toward this aim. HDGG strives for a diverse faculty, staff and student membership and encourages applications from all individuals regardless of race, ethnicity, nationality, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, immigration status, geographic region, or socioeconomic status.

## BACKGROUND and GENERAL INFORMATION

The graduate group system is found almost exclusively on the UC Davis campus. Faculty members are organized across departments to offer a graduate degree. This allows students to gain an interdisciplinary perspective of human development issues. The Human Development Graduate Group (HDGG) is housed administratively 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](#).

Faculty participating in any graduate group are subject to change as members join, resign, or retire. A current list of [HDGG faculty](#) can be found on the [HDGG website](#) along with their areas of interest. Faculty members who have primary responsibility for the core coursework and advising of HDGG are mainly located in the Human Development and Family Studies program in the Department of Human Ecology. Other HDGG faculty are located in in departments/units of the CA&ES, the College of Letters and Science, the School of Medicine, and the School of Education. HDGG faculty members also have memberships in a number of research centers on the UC Davis campus, including the M.I.N.D. Institute, Center for Mind and Brain, Center for Poverty and Inequality Research, and Center for Neuroscience. Students are encouraged to contact faculty to discuss their research interests, connect with other students with whom they share common interests, take advantage of courses offered in a wide variety of departments, and partner with faculty in exploring and identifying their area of specialization.

It is the student's responsibility to be familiar with, and stay updated about, campus and programmatic rules, regulations, and deadlines. During their graduate training, students should stay informed, seek out opportunities, and discuss their career goals and plans for attaining them with faculty advisors, mentors, and other graduate students. Students are encouraged to take opportunities for social and intellectual interactions, read notifications and information provided by the program and Graduate Studies (e.g., emails sent by the Program Coordinator, Graduate Studies' [Graduate Student Resource Guide](#)), and attend workshops organized by the [Graduate Pathways program](#), [Center for Educational Effectiveness \(CEE\)](#) and the [Career Center](#).

## **PROGRAM GOALS**

The primary goal of the doctoral program in Human Development is to give students a theoretical background, methodological skills and knowledge of 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.
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.

### **Focal Program Areas**

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. Building on the foundation provided by the core coursework, students elect to follow a focal program concentrated on one, or an intersection of two or more, developmental areas that provide additional academic preparation. The focal areas are defined as follows:

#### **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).

## **ADVISING**

### **Program Guidance**

Students receive program guidance from several sources during their time in the program. For more information about each of these, see the program [Degree Requirements](#).

The **Major Professor** is a HDGG faculty member with expertise in the student's chosen area of study who supervises the student's research, pre-dissertation project, and dissertation (Dissertation Chair). The Major Professor is identified upon admission into the program following holistic review for overlap in research interests expressed by the student. Students may change Major Professors if their interests or goals develop and change in their first and second years of the program. Students who wish to change Major Professors should consult with their Graduate Advisor and consider how the change may affect their progress toward degree.

The Major Professor works with the student and the student's faculty Graduate Advisor to oversee progress toward satisfying degree requirements and assists them in meeting their academic goals throughout their time in the program. They consult on the student's individual program of study and meet annually with the student to complete the annual Student Progress Assessment. Along with the student's faculty Graduate Advisor, the Major Professor advises the student on nomination of a chair for the student's Qualifying Examination (QE) (who must not be the chair of the dissertation committee) and QE committee members. Once the student advances to candidacy, the Major Professor serves as the Chair of the Dissertation Committee.

The faculty **Graduate Advisor** is a Graduate Group member nominated by the Chair of the Graduate Group and appointed by Graduate Studies. The Graduate Advisor is a resource for information on academic requirements, policies and procedures, and registration information. The Graduate Advisor is responsible for ensuring that students receive appropriate mentoring according to the relevant guidelines as set forth by Graduate Council (see [UCD Mentoring Guidelines](#)). Students should consult with their Graduate Advisor if at any time they feel they are not receiving appropriate mentoring. The Graduate Advisor also serves as a HDGG faculty mentor who can provide support for students.

The Graduate Advisor assists the student and Major Professor in selecting coursework, the nomination of committee members, and ensuring the student is making adequate progress toward satisfying degree requirements. Students will be required to meet annually with their Faculty Graduate Advisor to complete their Student Progress Assessment to facilitate their timely completion of degree requirements. Graduate Advisors are responsible for reviewing



and signing most forms required of students in the attainment of their degree. As such, it is helpful for students to meet regularly with their Graduate Advisor to ensure they have a clear understanding of the student's training goals and objectives and their current needs to fulfill them.

The **Program Coordinator** assists students with identifying resources, filing paperwork, and general university policies. All student forms must be processed through the Program Coordinator to ensure that they are complete and follow program guidelines. The Program Coordinator interfaces with the HDGG Chair, Graduate Advisors, Major Professors, Graduate Studies and Personnel staff on student and financial matters.

The **Peer Advisor** serves as a student mentor. Peer Advisors are students who have completed at least their first year of the program and are assigned as mentors for incoming students. Assignments are made by graduate student representatives on the Recruitment and Events committee. Peer mentors meet quarterly (or more) of their mentees' first year to provide support, knowledge of the program and campus, and be a resource to help incoming student successfully navigate the program.

### **Annual Graduate Student Progress Report (SPA)**

[An annual progress assessment \(SPA\)](#) must be completed for each graduate student in the Spring quarter. Students complete this report in consultation with their Major Professor and Faculty Graduate Advisor. The HDGG Chair will notify students and faculty of the internal deadline for HDGG.

The online Student Progress Assessment content and format has been developed and approved by Graduate Council, in collaboration with the Graduate Student Association and Graduate Studies ([sample SPA report questions](#)). This report includes questions to guide graduate students and faculty discussions on professional development plans, coursework requirements, exam or thesis/dissertation progress, goals and expectations, and meeting/communication expectations. Based on the assessment, students are given a progress assessment of satisfactory (meeting expected program milestones), marginal (delayed in meeting expected program milestones), or unsatisfactory (continued delay in meeting expected program milestones after a marginal report). All marginal and unsatisfactory annual reports are reviewed by the HDGG Executive Committee to review the student's academic plan and identify recommendations for the Graduate Advisor to provide follow-up.

Graduate students are provided the opportunity to acknowledge the assessment, but if they do not do so within two weeks, the report will route accordingly. All graduate students can provide comments to their faculty and/or to Graduate Studies. If they wish to share comments with Graduate Studies only, they can select this option and their comments will be hidden from the program. The option allows graduate students to report issues or concerns directly to Graduate Studies.

Interim SPA reports may be completed to address or remedy issues of concern regarding academic progress (e.g. follow-up to marginal SPA assessments) outside of Spring Quarter (when the annual assessment is used). Interim reports are not required of all graduate students and are often used to document a progress issue. An interim report is a brief, one-page online progress report. Multiple interim reports can be submitted for one student during Fall and Winter quarters, prior to the launch of the Annual SPA in Spring quarter.

Unsatisfactory assessments: Unsatisfactory assessments are required to include a timeline of expectations for the student to complete in order to return to satisfactory standing. The Senior Academic Advisors and the Graduate Studies Associate Dean for Students review all unsatisfactory SPA's, and may contact faculty or students to discuss and clarify the plan to reach satisfactory progress or to suggest additional resources. A notice from the Graduate Studies Associate Dean will be sent to the student through the SPA platform reiterating the requirements and timeline included in the Major Professor and Graduate Advisor comments.

Unsatisfactory assessments do not affect the student's ability to be employed or receive University fellowships. However, HDGG students who receive unsatisfactory assessments will have lowest priority for internal program support awards, stipends, and TA positions, regardless of prior or current financial offers. Unsatisfactory assessments are not reflected on a student's transcript and students are not placed on academic probation status. Students are not disqualified for receiving an unsatisfactory SPA but may be eligible for a program recommendation of disqualification if they do not meet the requirements for satisfactory progress outlined in the timeline of expectations. Information on the process and criteria of disqualification are available on the Graduate Studies [Disqualification webpage](#).

## **PROGRAM REQUIREMENTS**

All program degree requirements necessary to complete the HDGG Ph.D. degree in Human Development can be found on the [UCD Graduate Studies Website](#) and the [Current Students](#) section of Resources on the HDGG Website. The information below includes details from the degree requirements approved on June 20, 2023 and is intended to provide further information to guide students in making timely progress toward completing these requirements.

The HDGG Ph.D. degree in Human Development follows the [UC Davis doctoral candidacy Plan A](#), which specifies a dissertation/final examination committee composed of 3 core reading members (including the Chair) and 2 additional exam only members, and a final oral examination. The HDGG Ph.D. degree requires a minimum of 40 units of coursework, research units (299), English language proficiency, an oral presentation, a pre-dissertation research project, passing a preliminary examination and a qualifying examination, and completing a written dissertation and a final oral exam of the dissertation. Details about the process for each of these requirements follows.

The time to completion in the program is expected to be five to six years, however it 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 [Normative Time to Degree](#) section of this handbook.

### **Background Preparation**

All HDGG Ph.D students are required to have passed (received a grade of "B" or better) an equivalent of one of the following UC Davis courses on statistics or research methodology before beginning work toward degree requirements:

Course	Title	Units
EDU 121	Introduction to Education Policy Analysis: Tools, Methods & Frameworks	4
PSC 103A, B	Statistical Analysis of Psychological Data	5
STA 100	Applied Statistics for Biological Sciences	4
STA 101	Advanced Applied Statistics for the Biological Sciences	4
EDU 114	Quantitative Methods in Educational Research	4
HDE 120	Research Methods in Human Development	5
PSC 041	Research Methods in Psychology	4
PSC 182	Methods in Laboratory Research	4

Additionally, the HDGG Ph.D program is designed for students who have some background coursework and basic proficiency in the study of human development and interest in developmental research. This background is essential for successful progression through the program. If students come into the doctoral program without an adequate background in Child/Human Development, Developmental Psychology, or a related discipline that provides a basic background of developmental theories and research, it is recommended that they discuss background preparation with their Graduate Advisor 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 (with UC Davis undergraduate courses as examples):*

- 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).

Coursework deficiencies should be completed by the end of the first academic year following initial enrollment by earning a letter grade of “B” or better. Coursework deficiencies cannot be taken S/U unless the courses are approved as exceptions by graduate council (<https://grad.ucdavis.edu/sites/default/files/upload/files/grad-council/gc2006-01-su-grading-option.pdf>). Completing deficiencies should not affect overall time to degree. Students who feel they may have deficiencies to resolve should consult with their Graduate Advisor.

### **Course and Unit Requirements**

The HDGG program requires 40 units of coursework that is divided across core courses, advanced statistics, focal electives, developmental science seminar, and research. Courses must be reviewed and approved by the HDGG Curriculum Committee, through the use of the Individual Program of Study (IPS) Form C ([see IPS Procedures section](#)). It is expected that all required coursework will be completed by the end of the third year of the program. All coursework must be completed prior to scheduling the Qualifying Exam.

One letter-graded 290 or 298 seminar course (maximum 4 units) can be used to satisfy a requirement for the statistics/research methods coursework or the elective focal program coursework with approval from the Curriculum Committee. The relevance of the appropriate focal area for any 290 or 298 courses must be justified to the Curriculum Committee by the student following communication with the course instructor by submitting the course syllabus for approval. Students requesting to use additional 290/298 courses will need to adequately justify why remaining course requirements cannot be satisfied with regularly listed courses.

Full-time students must enroll in a minimum of 12 units each academic quarter including HDGG Ph.D. Program Student Handbook v.9/2023

research, academic, and seminar units. Courses that are used to fulfill any of the program course requirements may not be taken S/U unless the course is normally graded S/U. Once course unit requirements are completed, students can take additional classes as needed while completing their Thesis (Plan I) or Capstone (Plan II), although the 12 units per quarter are generally fulfilled with independent research units (299) and seminars. Per UC regulations students should not ordinarily enroll in more than 16 total, combined units per quarter. Students who wish to enroll in more than 16 units in a single quarter need to consult with a Graduate Advisor for approval prior to enrolling.

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 taken prior to entering the Ph.D. in Human Development program cannot be used to satisfy the course requirements of the Ph.D. in Human Development. Students seeking an exemption from this policy must get approval from their faculty Graduate Advisor to submit a request for exemption to the Curriculum Committee for course inclusion on their IPS form. Exemptions to use coursework *may not* be submitted to satisfy Core Coursework (HDE 200A, 200B, 200C, 220) are not allowed.

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 advanced statistics requirement and the focal elective coursework.

a) **Core Coursework** includes three graduate courses examining the development of behavior across the lifespan and a graduate course in methodology (total = 16 units).

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.

HDE 200B: Middle Childhood & 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.*

HDE 200C: Development in Adulthood (4 units). Theory and research focusing on social, personality, cognitive, and biological development from early to late adulthood. *Prerequisites: HDE 200A and B.*

HDE 220: Research Methods in Human Growth and Development (4 units). Research methods designed to build the foundation for empirical inquiry in human development.

b) **Advanced Research Methods and Statistics** includes at least three courses (at least 9 units) in advanced statistics/research methods. To ensure students receive adequate knowledge from across statistical methodologies relevant to developmental science, at least one course must be taken from Group A and at least one course must be taken from Group B. The third course must be taken from Group A, B, or C.

Course	Course Groupings	Units
EDU 204A, 204B EPI 204, 208 POL 212,213 PSC 204A, 204B	<b>Group A: ANOVA, Regression, and Multivariate Analysis</b>	<b>3 min.</b>

SOC 206 STA 106, 130A,B, 131A,B		
BST 222, 223, 224, 225, 226, 252 EDU 203, 236 EPI 207, 222 ESP 228 HDE 205, 298 PSC 204D, 205A,B,C,D,G STA 137, 138, 141, 144, 145, 233, 237A, B, 240A, B, 241, 250, 251	<b>Group B: Special Quantitative Topics in Research Methods, Statistics, and Mathematical Modeling</b>	<b>3 min.</b>
EDU 205A,B, 238 EPI 223, 224 GGG 201A, 201B, 201D NPB 245 NUT 254 PSC 207, 210	<b>Group C: Qualitative/Mixed Methods; Specialized Methods for Data (e.g. Accelerometry, Dietary Assessment, Neuroimaging, Geospatial)</b>	<b>3 min.</b>

At least two of the statistics/research methods courses must be at the graduate level (200 series); one course may be taken at the undergraduate level (100 series) with prior approval from the Faculty Graduate Advisor. Courses may have prerequisites or require consent of instructor. Students must consult with instructors before enrolling. Regularly scheduled, letter-graded courses other than those listed above in Group A, B, or C may be used to satisfy these course requirements with the prior consent of the curriculum committee. For courses not listed, students must submit a request to the Curriculum Committee to take the proposed course with justification regarding the course's relevance to the student's focal program area. Statistics/research methods courses may not be taken on a satisfactory/unsatisfactory basis.

- c) **Elective Coursework** includes at least two graduate (200 level) courses in the student's [chosen focal program area](#) (at least 6 units). Example courses for focal program areas include:

#### Biological Focal Program

Course	Title	Units
HDE 204	Developmental Neuroscience and Adolescent Psychopathology	4
HDE 211	Physiological Correlates of Behavioral Development	4
NPB 222	Systems Neuroscience	4
PSC 251	Topics in Genetic Correlates of Behavior	4

#### Cognitive Focal Program

Course	Title	Units
HDE 232	Cognition and Aging	3
HDE 234	Children's Learning and Thinking	3
PSC 212A	Developmental Psychology: Cognitive & Perceptual Development	4
PSC 230	Cognitive Psychology	4

#### Family, Culture, and Society Focal Program

Course	Title	Units
HDE 238	The Context of Individual Development	3
HDE 250	Current Research on Family Relationships	4
EDU 221	Culture and Social Organization of Schools	4
ANT 230	Family Systems & Reproduction: Theory and Comparisons	4

#### Social-emotional Focal Program

Course	Title	Units
HDE 239	Developmental Psychopathology	4
HDE 240	Peer Relationships during Adolescence	4
PSC 212B	Developmental Psychology: Social, Emotional, and Personality Development	4
CMN 253	Children, Adolescents, and the Media	4

#### Methodology Focal Program

Course	Title	Units
HDE 205	Longitudinal Data Analysis	4
PSC 205C	Structural Equation Modeling	4
PSC 205D	Multilevel Models	4
ANT 261	Modeling Social Behavior	4

Students select their elective focal program courses with input from their Major Professor and Faculty Graduate Advisor to align with their training goals. Students may select a single focal program area to guide their coursework or an intersection of multiple areas. Focal program requests are submitted via the Individual Program of Study form to the Curriculum Committee for review and approval (see – [IPS Process section](#) below). Elective courses are expected to encompass topics relevant to performing doctoral research in their focal program area. Elective courses may be taken from any department as long as they satisfy the following criteria:

- Each course must be regularly scheduled graduate coursework in the focal area of study and may not be taken as research units (i.e., 299 or equivalent).
- Each course must be letter graded (i.e., A, B, etc.).
- Courses taken to cover core and statistics requirements cannot be counted toward elective units.
- Elective courses must be clearly relevant to the student's defined focal program area.
- In accordance with the 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.
- Although one context (e.g., 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 Faculty Graduate Advisors, should endeavor to take courses that cover more than one context.

d) **Developmental Science Seminar** units (9) are expected to be fulfilled by enrolling in one HDE 298 Developmental Seminar Series unit each quarter until advancement to candidacy. Developmental Science Seminars are coordinated through the HDGG Colloquium Committee and occur weekly during each academic quarter. Weekly attendance is

expected and will be taken and tracked for grade assignment. Students are allowed 2 excused absences to receive an A in the course. 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. Students who wish to use attendance at another weekly seminar series may request approval to do so from the Curriculum Committee after attending at least two years of the Developmental Science Seminar.

**Coursework Units Summary Table:**

Core Coursework

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

Advanced Statistics

Three courses – at least two at the graduate level	at least 9 units
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Electives (Focal Program)

At least two graduate courses	at least 6 units
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Developmental Science Seminar Series

One unit per quarter until advancement to candidacy	at least 9 units
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<u>Minimum Total for Ph.D.</u>	40 units
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**Research Credits**

Students are expected 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 each academic quarter. These units may be through the department affiliated with the faculty (e.g. PSC, EDU, HDE). Note that these units should not be applied to work being carried out as a [Graduate Student Researcher](#).

**Special Requirements**

**Oral Presentation:** Students are required to present yearly at the Developmental Science Seminar as part of the degree requirements. Students may request to use an oral presentation of their own research given at a professional conference to satisfy this requirement. Requests are submitted to the Chair of the Colloquium Committee. Completion of the requirement will be tracked by the Colloquium Chair via grading. If the student has not completed an oral presentation in the academic year and fails to submit a request for an alternative presentation to be approved they will receive a No Pass for the Spring quarter seminar grade.

**Grading, Courses, Credit and Scholarship**

The HDGG Ph.D. program follows the UC Davis Graduate Studies guidelines, which can be found on the [Graduate Studies website](#). All information provided below is taken from these guidelines.

Standards of Scholarship: Graduate students must earn a 3.0 cumulative and term GPA to maintain good academic standing in the HDGG program. In graduate and upper division undergraduate courses, letter grades of A, B, and C, as well as Satisfactory in courses regularly graded as such, may count towards degree or credential requirements. Lower division undergraduate courses are not calculated into the graduate GPA. As per program degree requirements, students must achieve a minimum GPA of 3.0 in all course work undertaken to advance to candidacy for the HDGG Ph.D. degree.

Good Academic Standing: To be in good academic standing, graduate students must maintain: 1) cumulative and term GPA of 3.0 or higher; 2) satisfactory progress in the graduate program, as determined by the Graduate Advisor, program degree requirements, and the dissertation chair; and 3) have no more than 8 combined units of Incomplete, Unsatisfactory, or F grades.

Repeating Courses: As per [UCD Regulations](#), students may repeat any course in which they receive a C, D, F or U, up to a maximum of three courses. *The program advises any student wishing to repeat a course to first consult with a Graduate Advisor prior to enrolling.* Any repeated course, except for one offered only on a Satisfactory/Unsatisfactory basis, must be retaken for a letter grade. The grade points earned from the second attempt will replace the grade points from the first attempt, *even if the second attempt grade is lower than the first.* Degree credit for a repeated course is only given for one of the course attempts, and are annotated on the transcript. Repeating a course more than once requires approval from a Graduate Advisor and the Dean of Graduate Studies.

Satisfactory, Unsatisfactory (S/U) Grading: Students who have not yet advanced to candidacy may petition to take one normally graded course per quarter on an S/U basis provided the course is used to explore an area unrelated to their academic discipline. Courses that fulfill program requirements, including deficiencies, may not be taken on an S/U basis unless it is normally graded as S/U. An S/U course may be used to fulfill unit requirements. To receive an S grade in lower or upper division undergraduate coursework, you must earn at least the equivalent of a C-. To receive an S grade in graduate coursework, you must receive the equivalent of a B- or better.

If you have advanced to candidacy, you may take an unlimited number of courses on an S/U basis with the approval of your Graduate Advisor.

To request a *Grading Option Change* to change a graded course to S/U, petitions must be submitted to Graduate Studies by the Graduate Coordinator no later than the end of the fifth week of the quarter (25th day of instruction).

Incompletes: A grade of Incomplete (I) may be assigned when the student's work is of passing quality but is not completed during the term of instruction because of significant health issues, personal emergency, or a similar reason. Poor academic performance, missed assignment deadlines, insufficient preparation, and unexcused absences are not appropriate reasons to assign an incomplete grade and should instead be consideration for dropping or retaking the course. Incomplete grades are active for three registered quarters following the quarter the course was taken (quarters in which a student is on leave or withdrawn from UC Davis are not included). Students should work with the instructor to develop a plan outlining the remaining requirements, timeline, expectations, and any needed materials or resources needed to complete the work needed to remove the "I". Once the



work has been completed, the course instructor updates the grade using the online Grade Change Tool. If the I grade is not replaced by the end of the third registered quarter, the grade will revert to an F or a U. Extensions may be requested with an Incomplete Grade Extension Request submitted through the program Graduate Coordinator for forwarding to Graduate Studies. Requests must be reviewed, approved, and processed by both Graduate Studies and Office of the University Registrar (OUR) by the last day of instruction in the final quarter the I grade is active. *It is imperative that students submit Extension Requests as early as possible prior to the last day of instruction.* Students should ensure that all requests include sufficient information and are submitted as early as possible prior to the last day of instruction to allow adequate time for review. Approval is not guaranteed, and petitions submitted without sufficient information or time to review may not be approved.

Doctoral students must clear any incomplete grades prior to advancing to candidacy, going on filing fee, or graduating. Students are encouraged to consult with the instructor and faculty Graduate Advisor prior to requesting an incomplete grade. Before students request an Incomplete, they should take into account:

- Their knowledge of the subject and ability to work independently (1-3 quarters after instruction).
- The amount of work to be completed.
- The type of work to be completed.
- Their ability to complete the work while a continuing graduate student.
- How the incomplete will affect their progress toward degree.

**Academic Probation:** [Academic probation status](#) is assigned automatically via the campus system. There are three reasons students are assigned probationary status for not being in good academic standing: 1) Term GPA (individual quarter) below 3.0.; 2) Cumulative GPA below 3.0; 3) Nine (9) or more cumulative units of Unsatisfactory (U), Incomplete (I), or Failing (F) grades. HDGG strongly encourages students who are in jeopardy of academic probation, or who receive notification of academic probation, to discuss their options with their Graduate Advisor.

Students on academic probation are eligible for employment or fellowships only by exception via requests to Graduate Studies that are reviewed by the Graduate Studies Associate Dean for Students. This review is to ensure that students on academic probation are receiving support to reach good standing. Employment as a ASE or GSR/TA requires Graduate Studies approval of a [Petition for Exception to Policy \(PEP\)](#) submitted at least one month before the employment start date, in addition to a statement of support from the program. Exceptions for fellowships require a program letter of support.

Students on academic probation may return to good standing. See the [Graduate Studies webpage for information on “reaching good standing.”](#)

**Credit by Examination:** With permission from the instructor, graduate students may audit courses (attend class sessions without registering). If the student later decides to seek credit for that class, they may request credit by examination. Credit by examination is available to registered students in good academic standing. The student does not need to be enrolled in the specific class, nor does the class need to be offered in the quarter the exam is held. The examination must be given by a UC Davis instructor and be for a course listed in the UC Davis [General Catalog](#). See [DD Reg 528](#) for Credit by Examination policy.

To earn credit through examination, the student must first obtain permission for the exam by completing the [Credit by Examination Petition](#), available from the Office of the University Registrar (OUR).

1. The student fills the Personal Information, Course Information, and Method for Preparation portions of the petition, and requests signature from the course instructor.
2. The course instructor or Graduate Coordinator submits the petition to [the assigned Senior Academic Advisor \(SAA\)](#) for Dean's signature.
3. Graduate Studies SAA's will review, sign on behalf of the Dean if approved, and forward the petition to OUR.
4. OUR will issue a permit to take the examination and charge a \$5 exam fee directly to the student's account.
5. Following the exam, the instructor reports the grade to OUR ([ourenrollment@ucdavis.edu](mailto:ourenrollment@ucdavis.edu)), and OUR staff update the student's transcript to reflect the earned credit.

### INDIVIDUAL PROGRAM OF STUDY: PROCEDURES

To help students attain their objectives in a timely manner, **all students are required to submit an Individual Program of Study (IPS) "Form A" to the Curriculum Committee by the end of the Spring quarter of their first year.** Students use the form to plan the timing of core, statistics, and focal elective coursework and provide justification for the proposed focal area. This form is used as a basis for documenting planned and completed coursework toward the fulfillment of degree requirements. The IPS form lists the courses or categories all students are expected to complete in the program (e.g., Core Courses, Focal Electives, Research Methods and Statistics; Developmental Science Seminar). The Core Courses should be completed or underway when the initial focal program plan is submitted in Spring Quarter of the first year. The IPS must be reviewed and approved by the Graduate Group's Curriculum Committee by the end of Spring Quarter of the first year.

Students complete the IPS form by listing ALL the coursework completed or to-be-completed in satisfaction of degree requirements and the expected quarter/year courses are to be completed. The coursework plan is assessed relative to the provided focal area justification, program course requirements for degree, and University course policies. It is expected that the proposed courses fit coherently in the plan and align with the proposed focal area.

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; however, to ensure that students are working toward timely completion of the program, first year students are expected to submit their initial IPS form *by the first week of Spring Quarter* for review by the HDGG Curriculum Committee at their Spring Quarter meeting. This allows adequate time for all courses planned for the second year to be approved for satisfying degree requirements. Given that the IPS form is essential for determining students' progress toward degree completion, if the IPS form is not submitted on time 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 student does not have an approved IPS by the end of Spring Quarter of the student's second year, the student's status may be negatively affected in the annual SPA report due to an inability to accurately assess timeline toward degree.

All students must submit a written proposal justifying 1) the proposed focal program and 2) the proposed coursework. In evaluating all proposed focal program and 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.

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

- ✓ A completed Individual Program of Study Form.
- ✓ A narrative justifying your choice of focal program and coursework including at least a paragraph explaining 1) your focal program and 2) your coursework. The narrative should include answers to the prompts laid out in the “Individual Program of Study Justification Narrative” document.
- ✓ 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.

The Curriculum Committee meets at least once each quarter during the academic year. Initial IPS forms can be turned in anytime in the first year but *must be* turned in by 1-week before the Curriculum Committee spring quarter meeting. The Program Coordinator will announce IPS submission deadlines via the email list. Students planning to take any non-Core Coursework in the first year to count toward degree requirements (i.e., statistics or focal elective courses), the IPS form including that course should be submitted for Curriculum Committee approval ASAP (ideally before the start of the course) to ensure a timely review. There is no guarantee that coursework underway or completed prior to Curriculum Committee review will be approved for inclusion toward degree requirements. IPS form modifications are reviewed by the Curriculum Committee throughout the academic year and should be submitted as soon as possible for timely review. The Curriculum Committee does not meet or review requests during the summer months.

### **Revision of IPS**

We recognize that students’ interests may change as they gain new experiences, or new courses are offered; therefore, the plan can be modified, and a revision submitted for Committee approval. If submitting a revision to an approved IPS form, the student must complete the revised IPS form (Form A) and include the above materials for each new course, along with 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. Revisions to the IPS should be submitted to the Curriculum Committee for approval as soon as possible any time the student’s interests change, new courses are offered, and/or scheduling conflicts arise. Changes in coursework to be used toward satisfying coursework requirements should be approved by the Curriculum Committee *prior to enrolling* in the course.

### **Final IPS**

Once all courses and units have been completed, students submit a Final IPS form (Form B) to the Curriculum Committee to confirm that all coursework completed toward degree requirements aligns with the approved IPS on file. The Final IPS should be submitted to the program coordinator with the Qualifying Exam (QE) application. Students who submit their QE

application prior to completing all coursework should submit their Final IPS form for approval immediately upon completion of coursework.

## **PRE-DISSERTATION RESEARCH REQUIREMENT**

Students are required to complete an independent research project by the end of spring quarter of their second year in the program. This project is referred to as the student's "pre-dissertation research project."

The pre-dissertation research project is expected to be conducted with guidance from the Major Professor and other potential collaborators on the project as this may be the student's first independent research project. However, the writing of the final product is expected to be solely the student's own independent work. The pre-dissertation research may be a stand-alone study or may be a pilot study in preparation for the dissertation. However, it is expected that the work be conducted with the intention for future presentation at a professional conference and/or publication. It is expected that the student will present on this project in the Developmental Science Seminar their first and second years.

The research for the pre-dissertation project may involve either quantitative or qualitative data (or both), but it must be an empirically-based investigation of a research question focused on human development. Specifically, the pre-dissertation research project must meet the following criteria:

- 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.
- It must show evidence of original thought and specify an original question.
- 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.

### **Written Report**

It is expected that the pre-dissertation project report be completed and approved by the end of the second year. The final written report submitted for satisfaction of the degree requirement should be prepared in a format consistent with submission to an academic journal in the field for publication, including typical formatting conventions (e.g. page limits, font size, margins, etc.). In some cases, the final project may be submitted for publication with co-authors, but the student should serve as lead author to meet the pre-dissertation requirements. Successful publication of a research paper does not automatically qualify for approval to satisfy the pre-dissertation research project requirement.

Final evaluation is based on the student's demonstration of basic competencies in conducting a developmentally-oriented research project including conceptualization, grounding in the field, research methodology, statistical analysis, and implications of the findings for the field. The final paper must be submitted to the Graduate Advisor for approval. Upon approval by the Graduate Advisor, the student must submit the Pre-Dissertation Research Project Approval Form (Form C) to the Program Coordinator. The signed form serves as documentation of the student's successful completion of the pre-dissertation research project degree requirement. Graduate Advisor decisions of non-approval may be appealed by the student to the HDGG Curriculum Committee.

Students who enter the program with a Master's degree may submit their master's thesis in the required format to fulfill this requirement. The submitted document will be subject to review based on the aforementioned criteria, and must be approved by the Major Professor and Faculty Graduate Advisor.

## **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 behavioral human development across domains to provide a foundation before specialization in a particular domain and phase of human development.

**Exam timing:** 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. 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 their independent research. The Examination Committee will work with the students taking the exam to identify a date for that year's exam, which will occur no earlier than 1 month after the last day of classes in Spring Quarter. The Examination Committee holds an informational meeting to discuss exam details including the grading rubric and the exam date. An email notifying all eligible students about the meeting will be sent by the Program Coordinator, usually in winter quarter.

**Exam preparation:** The reading lists used in the student's HDGG core courses (HDE 200A, 200B, 200C, 220) compose the readings they are held responsible for in the preliminary exam. The list for each student is submitted with their exam response to graders so it can be referred to when evaluating the student's exam. These required courses cover life-span development as well as developmental research methodologies and provide the basic knowledge needed to formulate a successful exam response.

Students should begin preparing for the preliminary examination when they start the core coursework. Tips for exam preparation will be provided by the Examination Committee as well as by peer mentors. Exam cohorts are strongly encouraged to work together to prepare for the exam by practicing integrating knowledge across readings within a course (e.g. integration across domains) as well as across courses (e.g. integration of concepts across phases of the lifespan).

**Exam format:** The examination assesses knowledge of lifespan development theories, research, and relevant research methodologies. It is intended to evaluate each student's breadth of background knowledge and capacity to complete the degree. Exam questions are written each year by the Examination Committee in consultation with the Core Course instructors for that year and approved by the HDGG Executive Committee. Questions are designed to require students to integrate theories, research, and methodologies across the lifespan and across domains.

This is an open-book, at-home\* examination administered over four days. Students are provided with two questions at the start of the first day (typically Monday), and students select one question to answer. Students may submit clarifying questions until noon. All questions and responses will be shared with all students taking the exam by 1:00pm the first day of the exam. After 12:00 noon of the first day, no further student questions will be answered.

Exams are due via email to the Program Coordinator by noon of day 4 (typically Thursday). No late exams will be accepted. Students should contact the Program Coordinator and Exam Chair immediately in the event that they experience technical difficulties in emailing their exam.

\*Students needing an on-campus space to take the exam can make a request to the Examination Committee at least a month prior to the exam. They will be provided with a private and secure space for personal use for the duration of the exam.

**Exam grading:** Exam responses are 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. Each exam is graded (blind) by at least two different HDGG faculty members (excluding their Major Professor). A student may receive one of three grades on his or her preliminary examination: “High Pass”, “Pass”, and “No Pass”. If a student receives one “No Pass” evaluation, a third grader will be consulted. In the event an exam receives a “No Pass” evaluation from two graders, the exam response is read by the HDGG Executive Committee and a final grade is issued.

In the event that a student receives a final “No Pass” grade, the student may retake the exam one additional time, typically with the following year’s cohort.

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.

### **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 consists of a written and an oral component. The QE must evaluate the student’s command of the field, 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. More information about the QE process can be found on the Graduate Studies Website: [Doctoral Qualifying Exam section](#).

**Eligibility:** Students will complete all program requirements before taking the Qualifying Examination (QE). Passing this exam makes the student eligible for advancement to candidacy. Students must be registered during the quarters in which they take any portion of their QE. A student must not take the examination prior to receipt of the notice of approval to take the QE from Graduate Studies.

**Application:** Students submit a [QE Application for the Ph.D. Degree](#) via the Program Coordinator at least 4 weeks in advance of the exam date to allow adequate time for Graduate Studies to process the application and notify the committee members of their appointment. Students are advised to obtain general agreement among all five committee members regarding 2–3 possible dates for the exam prior to submitting the QE Application. If committee members are external to the UC system or anticipate participating remotely (one member HDGG Ph.D. Program Student Handbook v.9/2023

allowed but cannot be the QE chair) additional forms need to be completed and submitted along with the QE application. The Executive Associate Dean of Graduate Studies determines the membership of the Committee and sends official notice of appointment to the QE Chair.

**Timing:** The QE should be taken by the end of the 9th academic year quarter, and no later than the end of 12th academic year quarter after beginning the Ph.D. program. Students should confirm their committee and submit the paperwork to Graduate Studies by spring quarter of the third year and schedule the QE no later than Fall quarter of the fourth year of their program.

**Committee:** The Qualifying Exam (QE) Committee conducts the QE exam and submits results to the Office of Graduate Studies. The student, in consultation with their major professor and Graduate Advisor, nominates five faculty to serve on the Examination Committee. When composing this committee, students should consider potential members of the Dissertation Committee (see below), as these faculty members are typically drawn from the QE committee. Committee membership must follow Graduate Studies regulations (see: <https://grad.ucdavis.edu/doctoral-qualifying-exam#qecommittee>) and must include at least three of the members of the student's graduate group including the Chair of the QE Committee, and at least one member external to the graduate group. These nominations are submitted to the Office of Graduate Studies for formal appointment in accordance with Graduate Council policy. The intended Chair of the Dissertation Committee (typically the Major Professor) may be a member of the QE Committee but may not serve as its Chair.

Students are expected to meet with the QE chair to discuss scheduling, procedure, format of the exam and ensure that it conforms to the approved format and general norms of the program. The QE chair must provide provisional approval of the written portion of the QE Exam prior to scheduling the oral portion of the exam. The QE chair is responsible for ensuring the examination is conducted fairly and adheres to the expected format. Students may consult with their QE committee members on elements of their review paper prior to the exam

**Process:** The QE consists of a written review paper and dissertation proposal, and an oral examination based on those documents.

Written component – Review paper and dissertation proposal: The first part of the QE exam is a written portion consisting of *two separate papers*: a literature review paper and a dissertation proposal. These papers are expected to be written over the course of several months with guidance from the Major Professor and consultation from QE committee members on concepts and ideas. However, the writing of both should be solely the student's own independent work to allow the exam to evidence the student's proficiency in scientific writing in their focal area of study.

*Paper 1* is a literature review of a topic in the student's focal area, selected by the student with the guidance of the Major Professor and in consultation with the QE committee members. The review paper is an independently prepared manuscript that demonstrates the student's breadth and depth of understanding in their area of specialization as grounded in developmental science. This review paper should be modeled after articles of the type found in Psychological Bulletin and prepared in a format consistent with submission to an academic journal in the field for publication, including typical formatting conventions (e.g. page limits, font size, margins, etc.), and follow standard formatting guidelines for the field. The paper provides the committee with a demonstration of the student's breadth and depth of understanding in their area of

specialization. It may further provide the student with the opportunity to make a unique contribution to the field prior to completing their degree.

*Paper II* is a dissertation proposal that describes the student's dissertation-specific research aims, hypotheses, preliminary studies, and methodology. 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.) It is strongly recommended that students receive approval of the dissertation proposal from the Major Professor prior to submitting it to the QE committee for review in preparation of the QE exam.

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 should be broader in scope than the literature review for the dissertation proposal.

The review paper (Paper I) must be submitted to, and receive provisional approval from, the QE chair before the student may schedule the oral exam. The student must submit the final review paper (incorporating, when appropriate, prior feedback received from the QE chair and if needed, Major Professor and/or other QE Committee members) as well as the dissertation proposal (Paper II) to each committee member prior to holding the exam. It is expected that committee members will be given 4 weeks to review the QE papers prior to the exam date. A request for a review window of as few as 2 weeks may be granted to the student by the committee if the request is made more than 4 weeks in advance. Approval for a window of less than 4 weeks must be obtained from *all* committee members.

Oral component – Oral exam: The oral portion of the exam is expected to last 3 hours and is intended to demonstrate the student's critical thinking ability, broad knowledge of the field of study, and capability of synthesizing and communicating scientific information. The oral examination consists of three elements, with order determined by the committee: 1) discussion and questions from the committee regarding the review paper and related topics on human development; 2) oral presentation of the dissertation proposal by the student; and 3) discussion and questions from the committee regarding the proposal. To facilitate these elements, students are expected to prepare a 15- to 30-minute presentation covering the elements of the dissertation proposal. In some cases, the QE committee may also request the student prepare a short (15 minute) presentation for the review paper that provides a general overview of the topics covered. However, the format, order, and style of the oral exam will ultimately be dictated by a student's own committee. The required components of the exam should be communicated to the student by the QE chairperson no later than 1 month prior to the oral exam date.

As per Graduate Studies, if a committee member is unable to attend all or part of the exam, the committee member should notify the exam chair and student. The committee member then has 72 hours to conduct a separate exam with the student. This may be in-person or remote. A notation should be made on the QE report of this circumstance. The exam chair is required to attend in-person. If the exam chair is unable to complete their duties on the day of the exam, the exam must be rescheduled.

**Outcome:** The committee will evaluate the student's general qualifications for continuing further in the Ph.D. program. The committee's evaluation is based upon relevant portions of the student's previous academic record, performance on specific parts of the examination, and



the student's potential for scholarly research as indicated during the examination. To address any deficiencies identified during the oral exam, additional work, as determined by the QE committee, may be required of the student to pass the QE.

The committee will reach a decision on the student's performance Immediately after the oral exam. The committee, having reached a unanimous decision, shall inform the student of its decision for one of the following:

- "Pass" (no conditions may be appended to this decision). Students who pass the exam must submit a signed copy of the dissertation proposal to the Program Coordinator upon completion of the QE. In the event the committee does not reach agreement on the topic and format of the dissertation at the conclusion of the QE, the student must also complete and submit Form D with the proposal.
- "Not Pass" (the Chair's report must be submitted to Graduate Studies within 72 hours and specify whether the student is required to retake all or part of the examination, list any additional requirements, and state the exact timeline for completion of requirements to achieve a "Pass")
- "Fail".

If the committee is unable to reach a unanimous decision, the QE Report must be submitted to Graduate Studies within 72 hours and specify the opinions of the majority and minority of the committee.

The Chair's report is submitted to Graduate Studies via the Program Coordinator, who will retain a copy for the student's file.

If a unanimous decision takes the form of "Not Pass" or "Fail", the Chair of the QE committee must include in its report a specific statement, agreed to by all members of the committee, explaining its decision and must inform the student of its decision.

Students who receive a "Not Pass" may attempt the QE one additional time. The student will be provided with clear expectations, specific conditions, and an approximate timeline for completion of additional requirements necessary to complete prior to the second QE attempt. The QE Committee chair should meet with the student approximately one week following the exam to discuss these expectations. 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.

Students who receive a "Fail" on the first or second attempt at the exam will be recommended for disqualification from the program to the Dean of Graduate Studies.

In accordance with [Graduate Studies Qualifying Exam regulations](#), 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.

### **Checklist: Steps for Qualifying Examination (QE) Preparation**

*Note: The order of completion may vary by student, but all students should aim to align with the recommended timing to maintain expected progress toward degree (see Typical Timeline and Sequence of Events)*

✓	Action	Timing*
	Select Qualifying Exam Committee (5 members)	F Y3
	Write Paper I: Review paper	F-W Y3
	Receive provisional approval of Paper 1 by QE chair *Must receive provisional approval by QE Chair before scheduling the oral exam	W Y3
	Write Paper II: Dissertation Proposal	W-S Y3
	Receive provisional approval of Paper II by Major Professor	S Y3
	Identify exam date with committee members	S Y3
	Submit Application to set Exam Date via Program Coordinator * Must be done at least 4 weeks in advance of exam date	W-S Y3
	Complete Paper I and II and submit to QE Committee *Must be done 4 weeks in advance of exam date unless have prior approval from all committee members for a shorter time window for review	S-SM Y3
	Receive Approval for Qualifying Exam from Grad Studies	S Y3
	Confirm Oral Exam with committee members (date, time, location) * Must be done at least 3 weeks prior to exam	S Y3
	Complete Oral Portion of Exam Make any changes required by committee and have them approved	S Y3 / F Y4
	Submit application for Advancement to Candidacy via Program Coordinator Select Dissertation Committee (5 members)	F Y4
	Submit Signed Proposal and Form ( <a href="#">Dissertation Proposal Form (Form E)</a> ) to Program Coordinator	F Y4

\*F =Fall, W = Winter, F-W = Fall and Winter, W-S = Winter and Spring, S-SM = Spring and Summer

### ADVANCEMENT TO CANDIDACY

Before advancing to candidacy for a doctoral degree, a student must have: 1) satisfied all program requirements; 2) maintained a minimum grade point average of 3.0 in all course work undertaken except those courses graded S or U; and 3) passed a Qualifying Examination before a committee appointed to administer that examination.

It is the student's responsibility to file the appropriate paperwork with the Office of Graduate Studies and pay the Candidacy Fee in order to be officially promoted to Ph.D. Candidacy. Refer to the Graduate Council policy on Doctoral Qualifying Examinations (GC2005-02) for further details.

*Immediately following successful completion of the Qualifying Examination, the student should complete the Advancement to Candidacy for the degree of Doctor of Philosophy using the [Plan A form](#). The form requires identifying their proposed dissertation committee and requesting signatures from their major professor, Graduate Advisor, and Graduate Coordinator. 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. The completed and signed form is submitted to Graduate Studies for review via the Program coordinator. Once submitted, students are responsible for paying the candidacy fee at the Cashier's office or online. Candidacy fees supported the Grad Pathways professional development program through Graduate Studies.*

It is expected that students complete their Ph.D. dissertation in 6 to 9 quarters (2 to 2.5 years) following advancement to candidacy. Exceptions may be granted if warranted by particular circumstances.

## DISSERTATION

### **General Requirements**

The Human Development Ph.D. dissertation follows Plan A (see [Doctoral Candidacy Plans](#) on the Graduate Studies website) with a required final oral examination. Filing of a Ph.D. dissertation with the Office of Graduate Studies is normally the last requirement satisfied by the candidate. The deadlines for completing this requirement are posted on the [Graduate Studies website](#). A candidate must be a registered student or in Filing Fee status at the time of filing a dissertation, with the exception of the summer period between the end of the Spring Quarter and the beginning of Fall Quarter. The Ph.D. Dissertation will be prepared, submitted and filed according to [regulations instituted by the Office of Graduate Studies](#). Satisfaction of this requirement must be verified by the Dissertation Committee Chair.

### **Dissertation Committee**

Upon advancement to candidacy a committee is established to guide the student in their research project and preparation of the dissertation write-up. Following Plan A dissertation procedures, the Dissertation Committee is composed of three reading members (core members) including the Chair (the Major Professor), and two additional members designated as “final exam only.” Members are identified by the student, in consultation with the Major Professor and the Graduate Advisor. It is required that the Chair be HDGG faculty, and it is strongly recommended that the core committee members be HDGG affiliated faculty members who served on the student’s QE committee. The composition of the dissertation committee is entered on the Advancement to Candidacy Form and submitted to Graduate Studies for formal appointment in accordance with Graduate Council policy.

The role of the Dissertation Committee is to advise the student on the research topic and methods, approve the dissertation proposal prior to the student proceeding with work on the dissertation, and review the final completed dissertation for acceptance. It is expected that students meet with their dissertation committee as they carry out their research project. The Committee Chairperson (usually the Major Professor) should work with the student and committee members to determine the roles of individual members regarding assistance with the research and dissertation review at the time the dissertation committee is constituted.

The chair of the dissertation committee must be closely involved with the planning and execution of the experimental work done to formulate the dissertation. Students are expected to meet with the Chair of their dissertation committee regularly to consult on the research and the writing of the dissertation report. These meetings are essential for ensuring timely and successful completion of the dissertation project.

Dissertation committee members are expected to read and comment on a dissertation within four weeks from its submission. This time limit policy does not apply to summer periods for faculty holding nine-month appointments. The student and faculty will coordinate a timeline for the student to present the document to the dissertation committee. This timeline must allow all dissertation committee members enough time to fulfill their responsibilities within the four-week deadline.

## **Dissertation Format**

The dissertation research conducted by the student must demonstrate an ability to pursue independent research. The dissertation reports a scholarly piece of work of publishable quality that solves a significant scientific problem in the field and is carried out under the supervision of a HDGG faculty member (typically the Dissertation Chair/Major Professor) while the student is enrolled in the program. The Dissertation Chair/Major Professor's laboratory is the expected setting for most of the student's research activities, unless an alternative site and immediate supervisor are approved in advance by the Faculty Graduate Advisor.

The HDGG program accepts two formats that 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 may become the first three chapters of the dissertation.

Example content structure of a dissertation using this format:

- I. Introduction.
- II. Relevant literature review.
- III. Methods section that specifies, for each paper, the:
  - a. Problem(s) and hypotheses to be investigated;
  - b. Populations and intended samples;
  - c. Procedures to be followed, including the measures to be used;
  - d. Plan for data analysis.
- IV. Results
- V. Discussion and Conclusions

The second format usually involves the development of two or three papers in journal article format that are thematically related and for which the student is the first or sole author. The second format includes: Introduction, Review of the literature for each paper, Methods section for each paper, Results sections for each paper; A concluding summary that demonstrates the continuity of a research line across the papers. Under certain circumstances, *one* of the papers included in the dissertation may be completed prior to QE. The paper must be included in the proposal defense and approval process. Otherwise, papers completed prior to the approval of the dissertation proposal defense cannot be included in the final dissertation. All work included in the papers of the QE must be work conducted after the pre-dissertation project. As such, proposed dissertation research should not replicate the research conducted and approved for the pre-dissertation requirement.

HDGG strongly recommends that all work included in the dissertation be conducted after the QE so that students may take full advantage of the committee input received during the QE in relation to their dissertation proposal. This ensures the work included in the dissertation represents the level of work the student is capable of after advancement to candidacy.

Example content structure of a dissertation using this format:

- I. Comprehensive introduction.
- II. Relevant literature review for Paper 1.
- III. Methods section Paper 1 that specifies the:
  - a. Problem(s) and hypotheses to be investigated;

- b. Populations and intended samples;
- c. Procedures to be followed, including the measures to be used;
- d. Plan for data analysis.
- IV. Results Paper 1
- V. Conclusions Paper 1
- VI. Relevant literature review for Paper 2
- VII. Methods section Paper 2 that specifies the same information as noted above.
- VIII. Results Paper 2
- IX. Conclusions Paper 2
- X. Summary discussion of results and implications across Paper 1 and 2

HDGG dissertations must satisfy the [standards and format of Graduate Studies](#) and the formatting requirements for publications in the field of work in which the dissertation is focused (e.g. American Psychological Association, American Medical Association).

Students are required to submit the final version of the dissertation to each member of the dissertation committee no less than 4 weeks before the student expects to hold the final oral examination. Informing committee members of progress as writing proceeds helps the members to plan to read the dissertation and provide necessary feedback prior to the oral examination. Per the [Policy on Service on Advanced Degree Committees \(GC1998-01\)](#), committee members must provide feedback within four weeks of receipt of the dissertation). Note that this does not include summer months, as some committee members may have nine-month appointments.

In the event that the Major Professor or the Graduate Advisor determines the student is unable to make satisfactory progress on the dissertation, an annual assessment, or one or more interim assessments, will be submitted to Graduate Studies that describes the marginal or unsatisfactory assessment of the student's progress. Should the dissertation committee determine that the student's progress is unacceptable for continuation in the program, even with substantial revisions to the work, the program may recommend to the Dean of Graduate Studies that the student be disqualified from the program.

### **Final Oral Examination of the Dissertation**

Once the final dissertation report has been submitted to the Dissertation and Final Examination Committee, all committee members are required to conduct a final oral examination of the student (now referred to as "candidate") no less than 4 weeks after receipt of the final dissertation. Students should consult with the Dissertation Chair and committee members to establish the expectations of the final oral examination, including format and expected length of time. Typically, students should plan for a final oral examination to last 2 to 3 hours.

The first stage of the final oral examination is an oral presentation of the dissertation given by the candidate to the Dissertation Committee. Following the candidate's oral presentation, the dissertation committee conducts the final oral examination. The examination shall consist primarily of questions arising out of the relation of the dissertation to the general field of study in which the subject of the dissertation lies. The examination may be restricted to members of the committee or it may be open to other faculty members and guests as decided on by the student and the committee. However, only members of the Dissertation and Final Examination Committee will be allowed to pose questions to the student. Upon completion of the final

examination, the committee will evaluate and make a final decision on whether the candidate has passed the exam.

**Filing of the Dissertation**

Upon successful oral examination 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 candidate can proceed with the final step of filing the dissertation with the University through the Office of Graduate Studies **no later than three weeks before the end of the quarter in which the degree is to be conferred**. See the [Graduate Studies website](#) for all filing dates and deadlines.

For detailed information on the filing process, including necessary formatting and accompanying paperwork, refer to the Graduate Studies website: [Filing Your Thesis or Dissertation](#).

**NORMATIVE TIME TO DEGREE**

Normative time to complete the doctoral program is four to six years from the beginning of graduate study at any level at the University. Up to three quarters of any kind of non-registered status is allowed without penalty, if the student meets all of the conditions for not being registered. While additional periods of absence beyond three quarters may be approved for reasonable cause, this will not result in an extension of the normative time.

Once a student goes beyond six years, the program will submit an annual assessment, or one or more interim assessments, to Graduate Studies that describes the marginal or unsatisfactory assessment of the student’s progress. In the Human Development Ph.D. program, students who are past the sixth year in the program will have lower priority for graduate student employment opportunities, than students who are still within normative time (i.e., students who are in their 1st-6th years in the program).

For Normative Time to Advancement to Candidacy, 9 quarters are needed to complete all of course requirements and pass any required Preliminary and/or Qualifying Exams. For students entering the Ph.D. program from M.S. degree in Child Development program, this timeline may be reduced.

For Normative Time in Candidacy 6-9 quarters are recommended for completion of the dissertation.

**Checklist: Completion of Requirements for Degree**

✓	ACTIVITY	TIMING
	Contact Faculty Program Advisor	YEAR 1
	Contact Major Professor	
	Complete Coursework Deficiencies (if needed)	
	Complete Core Coursework	

	Complete 3 units Developmental Seminar		
	Plan and submit IPS for approval (Form A)		
	Oral Presentation (Form C)		
	Take Preliminary Examination	YEAR 2	
	Complete Statistics Coursework		
	Complete Elective Coursework		
	Complete 3 units Developmental Seminar		
	Submit Revised IPS (if needed)		
	Oral Presentation (Form C)		
	Predissertation Project		
	Complete Predissertation Project (Form D)		YEAR 3
	Complete 3 units Developmental Seminar		
	Oral Presentation (Form C)		
	Submit Final IPS (Form B)		
	Compose QE Committee		
	Write QE Paper		
	Write Dissertation Proposal		
	Schedule QE Date	YEAR 4+	
	Complete QE and submit Form E		
	Submit Advancement to Candidacy form		
	Nominate Dissertation Committee		
	Conduct Dissertation Research		
	Submit Dissertation to Committee		
	Complete Final Exam (Defense)		
	File Dissertation with the University		
	Attend HDGG Graduation Celebration!		

## Typical Timeline and Sequence of Events

Following is a suggested timeline. Students should work with their Faculty Graduate Advisors and Major Professors regarding their individual progress.

<b>Year One</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
	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)	Statistics Group A course (3 to 4 units)	Statistics Group B course (3 to 4 units)
	Developmental Science Seminar (298 1 unit)	Developmental Science Seminar (1 unit)	Developmental Science Seminar (1 unit)
	Course 299/290C research units (variable units)	Course 299/290C research units (variable units)	Course 299/290C research units (variable units)
	Complete coursework for deficiencies as needed		
	Oral presentation		
<b>Year Two</b>	<b>Fall</b> (Preliminary Exam completed)	<b>Winter</b>	<b>Spring</b>
	Statistics Group A, B, or C course (3 to 4 units)	200 level elective focal content course (3 to 4 units)	Developmental Science Seminar (1 unit)
	200 level elective focal content course (3 to 4 units)	Developmental Science Seminar (1 unit)	Course 299/290C research units (variable units)
	Developmental Science Seminar (1 unit)	Course 299/290C research units (variable units)	
	Course 299/290C research units (variable units)		
	Oral presentation		
	Predissertation Project		
<b>Year Three</b>	<b>Fall</b> (Pre-dissertation project completed)	<b>Winter</b>	<b>Spring</b>
	Course 299/290C research units (variable units)	Course 299/290C research units (variable units)	Course 299/290C research units (variable units)
	Developmental Science Seminar (1 unit)	Developmental Science Seminar (1 unit)	Developmental Science Seminar (1 unit)
	Qualifying Exam Preparation	Qualifying Exam Preparation (set date)	Qualifying Exam /Advancement to Ph.D. candidacy
	Oral presentation		
<b>Years Four-Six</b>	Dissertation Research and Completion Course 299/290C research units (variable units)		



## **Summary Timetable**

\*A marginal or unsatisfactory progress report (see [Annual Graduate Student Progress Report](#) section) may be filed by a Graduate Advisor(s) if, without good reason, a degree requirement is not completed by the expected time in the HDGG Ph.D. graduate program. This timetable for degree requirements applies to all full-time Ph.D. students.

<b>Requirement</b>	<b>Expected Time of Completion</b>	<b>Unsatisfactory Progress*</b>
Individual Program of Study Approval	End of Year 1	End of Year 2
Preliminary Exam	Summer after Year 1	Summer after Year 2
Pre-dissertation Research Project	Year 2	End of Year 3
Oral Presentation	End of each year until advance to candidacy	Not completed yearly
Qualifying Exam	End of Year 3	End of Year 4
Dissertation	End of Year 5	Year 7

## **ADDITIONAL INFORMATION**

### **Residence Requirements**

All newly admitted graduate students are required to complete a Statement of Legal Residence (SLR) so that the Office of the University Registrar (OUR) can determine eligibility for California residency for tuition purposes. Only the UC Davis Residence Deputies are authorized to make an official determination of California residency status for that purpose. [The UC policy on residency requirements can be found here.](#)

### **Sources of Funding**

HDGG administers a limited number of merit-based stipends and fellowships, including nonresident tuition fee fellowships, as well as need-based work-study employment. In addition, HDGG administers a limited number of research funding opportunities that facilitate students ability to collect and process data and/or travel to present their research at professional conferences (e.g. Jastro Shields, Westall). Annual calls for these opportunities are made by the Program Coordinator.

Beyond HDGG funds and University awards and fellowships, students might be funded as either Graduate Student Researchers (GSR) or Teaching Assistants (TA); the latter, typically, for undergraduate HDE courses. To be eligible to hold a GSR or TA position, a student must be in good standing with a GPA of at least 3.0 and be enrolled in 12 units. Students may only work a maximum of 15 academic quarters (18 with exception), not including summer, of TA and 18 academic quarters (21 with exception) of GSR. Full time employment in any student academic title is considered to be 50%, although students may, on rare occasions, work up to 75% with exception approval by Graduate Studies. More information about these positions can be found on the Graduate Studies: [Student Academic Employment and Appointments](#). Appointments of 25% or greater may be eligible for fee remission which may include: 1) Student Services Fee, (2) premium for the Student Health Insurance Program (SHIP), and (3) 100% partial fee remission toward campus fees as set forth in the collective bargaining

agreement. See the Graduate Studies: [Tuition and Fee Remission](#) website more information about fee remissions.

**Teaching Assistant Positions:** Annually, in Spring, the Program Coordinator solicits applications for open TA positions in Human Development that may be available in the following academic year. For opportunities in other departments, contact the relevant departmental office. All first-time Teaching Assistants at UC Davis are required to attend a campuswide TA orientation <https://cee.ucdavis.edu/tao>. This orientation is only offered once per year and introduces new TAs to teaching at UC Davis, what is expected of TAs, and what TAs can expect in terms of instructional support and TA training. HDGG strongly recommends that all incoming first year students complete this training even if they do not think they will TA in their first year to ensure eligibility for a TA position in the future. Students who did not attend the TA orientation in their first year may do so when it is offered again, usually immediately before the start of the next academic year, but will not be eligible for TA positions prior to attending the orientation and other required trainings.

HDGG will allocate the minimum number of TA quarters and percent time (usually 25% or 50%) as specified in students' funding offer letters. While efforts are made to accommodate students in terms of the quarter(s) they are assigned TA positions, specific quarters are not guaranteed unless specified in their funding offer letter (e.g., 50% Spring quarter). Unused TAships cannot be carried over into another quarter or year. Students are assigned 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. TA requests should be made through the TA survey sent from the HDGG Program Coordinator as soon as possible, and no later than the deadline set by the Program Coordinator for survey responses. Students will be notified of the deadline by which students must accept or decline the TA offer 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.

TA positions at UC Davis are covered by a collective bargaining agreement between the University of California and the United Automobile, Aerospace, and Agricultural Implement Workers of America (UAW). A copy of the collective bargaining agreement is available at: <https://ucnet.universityofcalifornia.edu/labor/bargaining-units/bx/contract.html>. The University is required to release names and department addresses of all ASEs to the UAW each academic term.

**Graduate Student Researcher (GSR) Positions:** At UC Davis, a GSR is a graduate student who normally performs research related to the student's degree program (but not work toward the student's own research or degree requirements) in an academic department or research unit under the direction of a faculty member. Faculty with active grants may have GSR positions; students should contact faculty directly to inquire.

GSR positions are covered by a collective bargaining agreement between the University of California and the United Automobile, Aerospace, and Agricultural Implement Workers of America (UAW). A copy of the UC-UAW Contract is available at: [ucnet.universityofcalifornia.edu/labor/bargaining-units/br/contract.html](https://ucnet.universityofcalifornia.edu/labor/bargaining-units/br/contract.html). As part of union representation, names and department addresses of all GSRs are released to the UAW each academic term.

## **Financial Support**

Financial support via internal competitive fellowships is available for all incoming and continuing students. Incoming students that apply by the deadline are considered for all relevant internal competitive fellowships. Continuing students may apply via the annual internal fellowship application process. For more information about the [Internal Fellowship Competition for Continuing Graduate Students](#) please see the Graduate Studies website.

External fellowship and dissertation funding is also available via organizations such as the [National Science Foundation](#), the [Ford Foundation](#), and the [Robert Wood Johnson Foundation](#). Students are encouraged to talk to their major professor and program advisor to identify other relevant opportunities. More information about finding [external fellowship opportunities](#) can be found on the Graduate Studies website.

## **Financial Aid**

Financial aid, including [short-term / emergency](#) and [alternative](#) loans, UC Davis Campus Fee Grant, and [work study](#) is available to qualified students and is administered by office of [Financial Aid and Scholarships](#). Work-study is allocated to each graduate group; please check with the Program Coordinator for information about your eligibility for work-study. For more information about financial aid and scholarships available, see the [Graduate Studies Financial Aid website](#).

## **PELP, In Absentia, and Filing Fee Status**

Information about [PELP](#) (Planned Educational Leave), [In Absentia](#) (reduced fees when Conducting research out of state), and [Filing Fee](#) (final quarter of enrollment) status can be found in the "[Registration & Status](#)" section of the in the Graduate Studies website.

## **Leaving the Program Prior To Completion of the Ph.D. Requirements**

Should a student leave the program prior to completing the requirements for the Ph.D., they may be eligible to complete the HDGG M.S. in Child Development. Students who wish to take this option will need to complete the process to change degree objective. More information may be found at the graduate studies website: <https://grad.ucdavis.edu/changes-major-or-degree-objective>.

*Readmission:* Students who fail to maintain active registration for more than two quarters prior to completion of the degree requirements may apply for readmission to the program. Consideration for readmission requires completion of the HDGG Readmission Packet, which includes record of degree requirements completed and remaining, incomplete units and detailed plan to complete, Statement of Purpose, planned timeline for degree completion, letter of support from the Major Professor, and an updated Individual Program of Study form (if needed). Degree requirements that were completed more than five years prior to request for readmission are subject to review by the admissions committee and may not be accepted toward degree upon readmission. The packet materials should be submitted to the Program Coordinator. The decision to recommend readmission to the Dean of Graduate Studies will be made by the Program Admissions Committee on the basis of available space and the competitiveness of applicants compared to students currently enrolled in the program. Students granted readmission to the program will be held accountable to the current degree requirements in place at the time of readmission.

## **Applying for Dual Enrollment in HDGG MS Program**

Students currently enrolled in the HDGG Ph.D. in Human Development may be interested in dual enrollment in the HDGG M.S. in Child Development program. The HDGG M.S. in Child Development is an interdisciplinary, two-year program designed to offer an examination of cognitive, biological, and socio-emotional development in context from infancy through adolescence. The curriculum emphasizes a balance of supervised research and applied experience, theory, and methodology. Both degrees are usually pursued with the same Major Professor but may be done across labs with different Major Professors overseeing the two degrees.

UCD requires all degree requirements for each program be completed to earn both degrees, including separate thesis and dissertation, and separate exams for each degree objective. The degree requirements of the HDGG M.S. in Child Development overlap with the HDGG Ph.D. degree requirements, including the core coursework (HDE 200A, 200B, 220), 3 units of graduate level statistics, 6 units of graduate coursework in a focal area, and 3 units of HDE 298 Developmental Seminar. In addition to the overlapping requirements, the M.S. degree also requires 3 units of a practicum or supervised fieldwork and either 3 additional elective units of graduate coursework or 298/299 units with a thesis (Plan I) *or* an additional 9 elective units (3 of which can be 298/299 units) with a comprehensive examination (Plan II). Application of units to satisfy degree requirements must be approved for each degree separately by the Curriculum Committee.

Currently enrolled HDGG students interested in pursuing a dual M.S. in Child Development degree with HDGG must follow the UCD procedure for requesting [Multiple Degree Objectives](#). Students wishing to pursue the HDGG M.S. degree, should first discuss their objectives with their Faculty Graduate Advisor and Major Professor. International students must also consult their SISS advisor. Once the student has reviewed and consulted on the information provided by UCD Graduate Studies and the implications for their degree advancement, they must submit the [Petition for Change \(Form GS301\)](#) to the HDGG Faculty Graduate Advisor with admissions authority (i.e. HDGG Chair of Admissions Committee or HDGG Chair) for signature.

Upon adding the HDGG M.S. degree to their objectives, students will be responsible for completing all [degree requirements for the HDGG M.S. in Child Development degree](#). Students may follow Plan I (thesis) or Plan II (exam) depending on their objectives for the M.S. degree. Students pursuing Plan I may wish to use their Ph.D. pre-dissertation project for their thesis. This is allowable if a prospectus that details the work is submitted and approved by the thesis committee. Note that the M.S. thesis must have a child development (infancy through adolescence) focus to be considered for approval.

Students dual enrolled in the HDGG Ph.D. and M.S. programs will need to complete the following for EACH program:

- Individual Plan of Study. With approval from the Curriculum Committee, courses may overlap.
- Candidacy paperwork including payment of fees for each program.
- Annual Student Progress Assessment (SPA).
- Filing Documents.

## **Legacy 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 (“degree requirements”). It is Graduate Council’s policy that a student may choose to fulfill the approved program degree 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. In the event of curricular changes, students should meet with their Major Professor and Graduate Advisor to determine which set of degree requirements to follow and notify the department of their decision. The student will be held responsible for completing all the specified curricular requirements toward completing the degree that correspond to the version selected.

## **Program Forms**

Form A: Individual Program of Study (IPS) Form

Form B: Approval of Final Individual Program of Study (IPS) Form

Form C : Approval of Pre-Dissertation Research Project

Form D: Approval of Dissertation Proposal Form

## HDGG MENTORING GUIDELINES

Adopted from UC Davis Graduate Council

Mentoring is defined as a close relationship between a graduate student and a faculty member who provides guidance, support and research advice in an individualized manner.

Graduate Council recognizes that the mentoring of graduate students by faculty is an integral part of the graduate experience for both. The responsibilities of the faculty mentor are broad and diverse. They include, but are not limited to serving as a role model, advising a student as to course work requirements, and providing formal instruction in a given discipline as well as helping students identify and achieve their individual short and long-term educational goals. While the major professor usually acts as a student's primary mentor, many of the mentoring "functions" described below, may also be performed by other program/group faculty and staff over the course of a student's graduate experience. A corollary to this recognition is that much of the interaction of faculty with all students includes important mentoring components. Similarly, graduate students have important responsibilities to ensure they are open to and accepting of faculty mentoring and articulate their needs effectively. Thus, it is together that faculty and students identify and discuss their goals and expectations for each other, and outline approaches to reach those goals and satisfy those expectations.

Basic mentoring practices include guiding students through program expectations, protocols of academic conduct, degree requirements, research and teaching, capstone work (such as thesis or dissertation research), and professional development.

1. Mentors and/or the advising system should provide, and students should acquire, a clear map of program requirements from the beginning, making clear the coursework requirements, and expected timelines for completion of all required examinations and capstone requirements.

Mentors are responsible for:

1. Respecting their student, including the student's identity including race, ethnicity, gender and gender expression, age, visible and non-visible disability, nationality, sexual orientation, citizenship status, veteran status, religious/non-religious, spiritual, or political beliefs, socio-economic class, status within or outside the university, or any of the other differences among people.
2. Assisting students in the identification of support networks (people who can help the student for different aspects of their tenure at UCD).
3. Being a student's advocate and assisting the student in a timely manner in finding sources to support dissertation research (teaching assistantships, research assistantships, fellowships, research needs and required resources, including desk and/or laboratory space).
4. Addressing problems or challenges that could affect completion of the degree as soon as they become aware of them.
5. Tailoring, modifying or adjusting the faculty member's mentoring style to the particular needs of each graduate student, to a reasonable extent.
6. Encouraging an open exchange of ideas, including by empowering students to independently follow research ideas of their own whenever feasible.
7. Checking regularly on progress. Graduate Council recognizes each graduate program/group, mentor and mentee should agree upon a reasonable frequency of meetings and communications, which may vary widely by discipline, but should not usually occur less than at least once per quarter.
8. Encouraging and giving feedback on written work, oral presentations and experimental work in a timely manner within a mutually agreed upon time frame, and consistent with Graduate Council policies.
9. Providing and discussing clear criteria for authorship of collaborative research, consistent with Graduate Council policies on co-authorship.

10. Encouraging participation in professional meetings of regional groups as well as of learned societies and facilitating interactions and networking with other scholars, on campus and within the wider professional community.
11. Helping the student in identifying appropriate resources for career guidance, providing help with preparations of CV and job interviews, as well as writing letters of recommendation in a timely manner.
12. Empowering and encouraging the student in seeking their own career paths and supporting the student independent of the chosen career paths they identify.
13. Participating regularly in mentorship training.

As partners in the mentoring relationship, graduate students have responsibilities. These responsibilities include:

1. Respecting their mentor, including their mentor's identity including race, ethnicity, gender and gender expression, age, visible and non-visible disability, nationality, sexual orientation, citizenship status, veteran status, religious/non-religious, spiritual, or political beliefs, socio-economic class, status within or outside the university, or any of the other differences among people
2. Seeking assistance from multiple individuals/organizations to fulfill the mentoring roles described above, because one faculty member may not be able to satisfy all of a student's mentoring needs.
3. Understanding and clearly articulating to their mentors their own mentoring needs and how they change through their graduate tenure.
4. Respecting their mentor's other responsibilities and time commitments.
5. Communicating regularly with their mentors, especially their major professor, including updates on progress, challenges, needs, goals and expected completion timelines.
6. Completing tasks in a timely fashion and following mutually agreed upon timelines and informing mentors about expected absences and delays before they occur.
7. Participating in departmental and graduate program/group community including attending activities, lectures, and events.
8. Acting in a manner that will encourage professors to see them as colleagues. Seeking constructive criticism and feedback on academic work.
9. Seeking information, exploring career options and developing clear career goals.
10. Participating regularly in mentee-ship training.

While we have tried to provide general examples of what mentoring means, we recognize that each discipline has its own special set of mentoring needs and challenges. Therefore, Graduate Programs/Groups may set specific guidelines to further define the individual roles of Graduate Advisors, major professors, faculty supervisors, and staff program/group advisors (see Appendix A for an example). Graduate programs/group mentoring guidelines and activities will be reviewed during the program review process.

### **Additional Resources and Guidelines**

(Links active as of June 15th, 2016.)

- I. [Mentoring Matters \(UC Davis\)](#)
- II. [How to Mentor Students: A Guide for Faculty \(University of Michigan\)](#)
- III. [Research Mentoring: Cultivating Effective Relationships \(University of Wisconsin\)](#)

Revised by Graduate Council June 27, 2016

## RESOURCES

The HDGG website has links to many of the most helpful campus resources in the [Incoming Students Information](#) section. Please take some time to review them. In addition, there are several other key resources students should be familiar with.

### **Mentoring Resources**

Graduate Studies has several mentoring resources available to students on the mentoring website. Students are encouraged to explore these resources, as well as familiarize themselves with the [UC Davis Mentoring Guidelines](#) which were adopted by HDGG (included in the handbook and the [Resources for Current Students section](#) of the HDGG Website).

### **Graduate Studies**

Students are encouraged to visit the [Graduate Studies website](#) to familiarize themselves with policies, procedures, academic dates and deadlines, and requirements.

UC Davis Graduate Studies [Senior Academic Advisors](#) (SAAs) are available to advise graduate students on degree and graduation requirements, academic standing and progress, mentorship, policies and procedures, campus resources and issues escalated beyond the program level.

The [Graduate Student Resource Guide](#) is a central location to find UC Davis resources for graduate students.

### **Health and Well Being**

[UC Davis Student Health and Counseling Services \(SHCS\)](#) provides UC Davis students with confidential counseling services, wellness, illness and injury care. Services are available to all registered students, regardless of insurance. Information about resources available to support graduate student health and well-being can be found on the Graduate Studies [Health and Well Being](#) section of their website.

[Aggie Mental Health](#) serves as a one-stop-shop for UC Davis student mental health resources. It is meant to be utilized by students, staff and faculty to collectively raise awareness about mental health. Information includes available resources, self-care, and caring for others.

### **Financial Support**

Financial support via internal competitive fellowships are available for all incoming and continuing students. Incoming students that apply by the deadline are considered for all relevant internal competitive fellowships. Continuing students may apply via the annual internal fellowship application process. For more information about the [Internal Fellowship Competition for Continuing Graduate Students](#) please see the Graduate Studies website.

External fellowship and dissertation funding is also available via organizations such as the [National Science Foundation](#), the [Ford Foundation](#), and the [Robert Wood Johnson Foundation](#). Students are encouraged to talk to their major professor and program advisor to identify other relevant opportunities. More information about finding [external fellowship opportunities](#) can be found on the Graduate Studies website.



## **Financial Aid**

Financial aid, including [short-term / emergency](#) and [alternative](#) loans, UC Davis Campus Fee Grant, and [work study](#) is available to qualified students and is administered by office of [Financial Aid and Scholarships](#). Work-study is allocated to each graduate group; please check with the Program Coordinator for information about your eligibility for work-study. For more information about financial aid and scholarships available, see the [Graduate Studies Financial Aid website](#).

## **Professional Development**

[GradPathways Institute for Professional Development offers workshops, support groups and opportunities for graduate students to gain professional skills.](#)

[Internship and Career Center](#) is a campus resource to assist with career advising job opportunities, interview skills and reviewing resumes or curriculum vitae among many services.