LARRY HARPER, Chair
Graduate Group in Child Development

RE: Graduate Group in Child Development revised graduate degree requirements

Dear Larry:

At its meeting of February 22, 2010 Graduate Council considered and approved the revisions to the degree requirements in the Child Development M.S. graduate program.

Enclosed is a copy of the new degree requirements with the Graduate Council approval date; please keep a copy for your files and for future revisions. The Office of Graduate Studies will also will keep a copy in its files and has posted them to your program page at: http://www.gradstudies.ucdavis.edu/programs/program_detail.cfm?id=24.

Thank you for your efforts on behalf of graduate education.

Sincerely,

André Knoesen, Chair
Graduate Council

Enclosure

c: Professor Kraft
EPC Chair Farnham
Director Jurado
Graduate Program Staff Besser
CHILD DEVELOPMENT M.S. DEGREE REQUIREMENTS
Revised: December 2009
Graduate Council Approval: February 22, 2010

1. Admissions Requirements

Admission to the M.S. program in Child Development requires:

- a completed Graduate Studies online application
- a minimum undergraduate GPA of 3.0
- GRE scores
- a CV or resume
- three letters of recommendation
- a minimum undergraduate GPA of 3.0 in background coursework providing a basic understanding of human development from infancy through adolescence. Students will be expected to have completed at least one course each in the general areas listed in the prerequisite section below.

Additional field experiences with children, coursework in exceptional children, and study of the family are helpful.

Applicants whose native language or language of instruction is not English must take the TOEFL or IELTS and achieve the minimum scores established by the Office of the Graduate Studies and the Graduate Council.

a) Prerequisite Course Areas

Undergraduate preparation for admission should include coursework in the following areas (equivalents will be determined in consultation with a Graduate Adviser):

1. Course(s) equivalent to HDE 100A, "Infancy and Early Childhood," and HDE 100B, "Middle Childhood and Adolescence";
2. At least one course in (human) genetics, biology or physiology (e.g., BIS 101; NPB 101; PSC 121);
3. At least one course in statistics, research methods or assessment methods; (e.g., HDE 120; PSC 103A)
4. At least one course in social, personality or cognitive development (e.g., HDE 101; HDE 102; PSC 162).

b) Deficiencies.

Deficiencies can be made up during the first year of graduate study by earning a letter grade of “B” or better in the appropriate course(s).
2) M.S. Plan I (Thesis) and Plan II (Comprehensive Examination)

Plan I. This plan requires at least 34 units of graduate and upper division coursework (including a minimum of 22 units of graduate coursework), a practicum, and a thesis. At least 12 units must be graduate work in the major field.

Plan II. This plan requires at least 36 units of graduate and upper division coursework (including a minimum of 22 units of graduate coursework), a practicum and a comprehensive final examination of the student’s knowledge of human behavioral development, from conception to adolescence. No thesis is required.

3) Course Requirements - Core and Electives (Plan I: 34 units Plan II: 36 units)

a) Core Courses (at least 19 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.

HDE 200B: Middle Childhood and Adolescence (4 units). Theory and research on the biological, social, cognitive, and cultural aspects of development from five years until late adolescence.

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

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

Statistics: One upper division or graduate level course in statistics (3 or more units; relevant to conducting/assessing work in the student’s area of interest, to be determined in consultation with a faculty mentor and Advisor and approved by the Graduate Group Curriculum Committee)

b) Elective Courses (at least 15 units)

At least two regularly scheduled graduate courses (as opposed to individual study) offered by any faculty in the Graduate Group. (a minimum of 6 units)

Two additional, regularly scheduled upper division or graduate courses in topics relevant for a degree in child development (at least 6 units). Elective coursework and the statistics course must be approved for credit toward the degree by the Graduate Group Curriculum Committee.

A practicum or supervised field work relevant to the student’s professional goals (at least 3 units) reviewed and approved by the Group Curriculum Committee.

Plan II students need to complete at least 2 additional units of electives to meet their minimum 36 unit requirement.
c) Summary:

Students following the thesis option (Plan I) are required to complete at least 34 units, of which at least 22 units will be graduate coursework.

Students following the Examination option (Plan II) are required to complete at least 36 units, at least 22 of which will be graduate coursework.

Students are encouraged to consult early with faculty Program Advisers and other Graduate faculty in order to select coursework most appropriate for meeting their career objectives. By the end of their second quarter in residence, they should submit their written, planned program of study to the Graduate Group Curriculum Committee for approval, indicating how it will meet their career goals.

Note: a minimum course load is 12 units each academic quarter. The 12 units can be made up of required courses and 299 (individual study/research) units and/or upper division or graduate coursework taken to make up background deficiencies.

4) Special requirements

There are no special requirements.

5) Committees:

a) Admissions Committee

The Admissions Committee consists of four Graduate Group faculty and two student members. Once the completed application, all supporting material, and the application fee have been received, the application will be submitted to the Admissions Committee. Based on a review of the entire application, a recommendation is made by the Committee to accept or deny the applicant’s request for admission. Those that are recommended for acceptance are then forwarded to the Dean of Graduate Studies for final approval of admission. Notification of admissions decisions will be sent by Graduate Studies. Applications are accepted through March 15 for the next fall entering class. As part of the review process for the Group, faculty members are asked to self-identify as willing to act as mentors for applicants who have been identified as qualified for admission. Upon the student’s admission to the program, one such member will serve as the student’s faculty mentor unless the student’s focus changes and another Group member agrees to mentor the student.

b) Curriculum Committee

This Committee consists of a member of the Group who is elected to serve as Chairperson, one other Group member, one faculty Program Adviser for the M.S., one faculty Program Adviser from the Ph.D. and at least one student member. Students consult with their mentor and a faculty Program Adviser to develop a study plan designed to meet their career goals. Students should have selected their elective coursework, statistics course(s), and practicum and submit this plan in writing to the Curriculum Committee by no later than the end of their second quarter in residence. Once approved by the Curriculum Committee, the study plan will serve as the criterion for determining whether the student has completed all required coursework for the degree. Students are reminded that full-time status requires carrying a 12-unit coursework load which can be made up of required courses (including make-up courses for deficiencies in the prerequisites) and 299s.
c) Thesis Committee/ Comprehensive Examination Committee

Students following Plan I, the thesis option, will consult with a Group faculty member with expertise in the area and under whose guidance the student wishes to do research—the student’s major professor, who will chair the guidance committee—and with a (different) faculty Program Adviser, to select two other persons to serve on the thesis guidance committee. The faculty Program Adviser will ensure that all prospective members of the committee are available and willing to serve, and then submit a nomination form to Graduate Studies for formal appointment.

Students following Plan II, the Comprehensive Examination option, will consult with their faculty major professor, a person with expertise in the student’s focal area of interest who has agreed to help mentor the student, and with a faculty Program Adviser to select three faculty to serve in this capacity (no more than one of whom may be from outside the Group) who have expertise in the student’s focal area of interest (e.g., cognitive, or social-emotional development). At least one of them will have expertise in infancy and early childhood and one will have expertise in middle childhood and adolescence. The Program Adviser will ensure that the nominees are available and willing to serve. Neither the student’s faculty major professor nor the Program Adviser submitting the nomination should Chair the examination committee.

6) Advising Structure and Mentoring

The Major Professor is a faculty member who has expertise in the student’s chosen focal area (e.g., cognitive development; social-emotional development, etc.) and who helps the student select coursework appropriate to meeting the student’s career goals and:

For students following Plan I, the Major Professor supervises the student’s research and is Chairperson of the thesis guidance committee.

For students following Plan II, the Major Professor helps the student to identify two additional faculty members who would be best qualified for the student’s Examination Committee.

The Graduate Adviser is a Graduate Group member nominated by the Chair of the Graduate Group and appointed by Graduate Studies. The Graduate Adviser is a resource for information on academic requirements, policies and procedures, and registration information, The Graduate Adviser reviews and approves student petitions and progress until the student’s coursework has been completed and the student’s thesis guidance committee or examination committee has been appointed. The Mentoring Guidelines can be found in the M.S. Student Handbook –available on the Group website: http://www.humandevelopment.ucdavis.edu

7) Advancement to Candidacy

Every student must file an official application for Candidacy for the degree of Master of Science after completing one-half of their course requirements and at least one quarter before competing all degree requirements. The Candidacy forms for the Masters degrees can be found online at: http://www.gradstudies.ucdavis.edu/forms/ . A completed form includes a list of courses the student will take to complete degree requirements. Students must complete the
Candidacy application prior to the quarter in which they will file a thesis or take the Comprehensive Examination, typically the 5th quarter. (Plan I, thesis option, students will submit the form that lists their three committee members for Office of Graduate Studies approval.) (Plan II, examination option, students do not need to provide the names of the Examination Committee members to Graduate Studies.)

If changes must be made to the student’s course plan after s/he has advanced to candidacy, the Graduate Adviser must recommend these changes to Graduate Studies. If the changes are approved, the Office of Graduate Studies will send a copy to: the Thesis Committee Chair, the appropriate graduate staff person, and the student. If the Office of Graduate Studies determines that a student is not eligible for advancement, the Group and the student will be told the reasons for the applicant’s deferral. Some reasons for deferring an application include: grade point average below 3.0, outstanding “I” grades in required courses, or insufficient units.

8) Comprehensive Examination and Thesis Requirements

a) Thesis Requirements (Plan I)

The M.S. thesis should be scholarly research, but not as extensive as a Ph.D. dissertation. It should be written up in APA format. Students should meet with their thesis guidance committee, after it has been appointed by Graduate Studies, and present the proposed research design and analysis for committee approval prior to beginning the actual work. Students are expected to gain final approval of the thesis in the 6th quarter.

b) Comprehensive Examination (Plan II)

Students are expected to take the comprehensive examination in their 6th quarter at the end of all coursework. The comprehensive examination will be a written, closed-book examination covering the following topics administered across three consecutive days for a three-hour period each day: The first and second days will cover general knowledge of behavioral development; the first day will cover the prenatal period through kindergarten age; the second will cover the period of middle childhood through adolescence. The third day will examine the student’s knowledge of a specific, focal domain (e.g., cognition, or social–emotional development, or the impact of family/cultural influences), as indicated as the student’s focal area in the student’s study plan. In all three, an appreciation for the strengths and limitations of current research design and analytical methodologies will be assessed as well as the student’s grasp of substantive knowledge in the field.

In each three-hour period, the student will be presented with two questions and required to answer one of them. The questions for the first two periods may be written by the committee members or drawn from questions chosen by the Group’s Preliminary Examination Committee for use in the portion of the Ph.D. preliminary examination that addresses comprehension of the relevant developmental periods. For the final phase of the examination, the two focal question choices will be written by the student’s examination committee—the student answers one of them. The student’s answers to all the examination questions will be graded by the examination committee members. The examination typically will be taken in the spring quarter.

Students must be registered or in current filing fee status when taking the examination.
The examination committee must vote unanimously to pass a student. Should the committee feel that the student did not pass, but should be given one more opportunity to be examined, with the approval of a Program Adviser (who is not on the examination committee); a second examination will be scheduled, no later than one quarter following the first. According to Graduate Studies regulations, a student who does not pass the second attempt is subject to disqualification from further graduate work in the program.

9) Normative Time to Degree
The Normative Time to Degree for the M.S. program in Child Development is six quarters.

10) Typical Timeline and Sequence of Events

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<td>HDE 291</td>
<td>Elective 1</td>
<td>Statistics</td>
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<td>Make up deficiency</td>
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<td>Elective 4</td>
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<td>Practicum</td>
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11) Sources of funding
Beyond block grant awards, and fellowships, students are funded as either GSRs or TAs, the latter, typically, for Undergraduate HDE courses.

12) PELP, In Absentia and Filing Fee Status.
Information about PELP (Planned Educational Leave), In Absentia (reduced fees when researching out of state), and Filing Fee status can be found in the Graduate Student Guide: [http://www.gradstudies.ucdavisedu/publications/](http://www.gradstudies.ucdavisedu/publications/)