LARRY HARPER, Chair
Graduate Group in Human Development

RE: Graduate Group in Human Development – Ph.D. degree requirement changes

Dear Professors Harper,

I am pleased to report that at its meeting of November 17, 2003, Graduate Council approved the June 5, 2003 proposed curriculum revisions for the Ph.D. degree in Human Development. The Graduate Council’s Educational Policy Committee (EPC) reviewed the proposed changes and forwarded them to Graduate Council with the recommendation that they be approved.

In order to assist graduate programs and Graduate Studies in keeping accurate records of when degree requirement changes are approved by Graduate Council, we will send you an electronic version of the approved degree requirements. In addition, the Office of Graduate Studies will keep copies in its files.

Sincerely,

[Signature]

ALAN HASTINGS, Chair
Graduate Council

/lsw

cc: Judy Erwin
    Paul FitzGerald
    Jeffery Gibeling
    Melvin Ramey
    Andrew Waterhouse
To: Dean, Graduate Studies

From: L. V. Harper,
   Chair, Graduate Group in Human Development

Re: Proposed curriculum revisions for the Ph.D. degree in Human Development.

In response to the recommendations made by the Graduate Council PRC report, the Curriculum Committee of the Graduate Group met to consider revisions to the curriculum for the Ph.D. degree in Human Development. Their suggested revisions were e-mailed to the membership and to students for comment and were discussed at the fall meeting. The Curriculum Committee then reviewed the changes in the light of comments and presented a proposal to the Group Executive Committee. The Executive Committee voted unanimously to submit the following curricular revisions for the program in Human Development:

In response to the recommendation that we reduce the coursework requirements in order to facilitate time to advancement, we propose that:

- Insofar as our applicants have better backgrounds in the relevant quantitative methods, the statistics requirement of 3 courses be reduced to 2, advanced courses in statistics (equivalent to courses with a prerequisite of STA 102; students without the equivalent of STA 102 will be required to take 102).

- The 'focal program' coursework requirement be reduced from 5 courses (15-20 units) to 12 units, including no more than one 298; the proposed focal program to be submitted to the Curriculum Committee for approval by the student and her/his major professor.

- The 3-course 'biology' requirement be reduced to two courses.

In response to the Graduate Council's recommendation that we revise our "pre dissertation research" requirement, we propose to change the requirement:

- to include work leading to the student's dissertation; this would be submitted for approval to the Curriculum Committee by the student and his/her major professor.
• to include co-authorship on a peer reviewed publication so long as the student has contributed significantly to the analyses and write-up.

The original requirements and the proposed revisions are presented in attachment A which shows the requirements to be deleted crossed out and the new elements as proposed underlined and in bold text.

In addition, to better prepare our students for job interviews and professional presentations, we propose a change from dissertation plan B to Plan A, instituting the requirement of a formal defense of the dissertation.

Finally, on the recommendation of Associate Dean Hedrick, we are now also resubmitting a proposal to add a new "focal" area of emphasis, a socio-cultural domain, now renamed "family, culture and society" that would capitalize on campus expertise in examining the institutional and cultural determinants of human behavioral development.

This proposal was initially submitted during the review period and we were encouraged at that time to wait and resubmit it as part of our response to the results of the review. It is enclosed as Attachment B.
GRAUDE GROUP IN HUMAN DEVELOPMENT
Human Development Ph.D. Degree Requirements
Revised June 5, 2003
Approved by Graduate Council November 17, 2003

REQUIRED COURSEWORK

All coursework must be completed prior to the oral qualifying exam. Students are encouraged to consult with an HD Graduate Advisor and their Faculty Advisor regarding course options.

Prerequisite Course Areas
1. Personality (e.g., theory, abnormal, assessment, clinical, social psychology, or culture and personality)
2. Cognition or learning (e.g., cognitive psychology, human learning, language, perception, memory)
3. Mammalian biology or physiology (e.g., systemic physiology, embryology, psychobiology, physiological psychology, comparative sensory processes)*
4. Genetics or behavioral genetics
5. Developmental psychology (e.g., life span or any single phase)*
6. Research methodology* or equivalent research experience (such as serving as a research assistant)
7. Statistics* Equivalent to STA 102

* Completion recommended before taking core courses

Core Course Requirements. In the first year, if possible, each student is required to complete a series of core courses:

1. HDE 200A, 200B, 200C: the three-quarter sequence of core courses devoted to the phases of the life cycle
2. HDE 291A, 291B: two-quarter pro-seminar series
3. HDE 220: research methodology in human development

General Biological Sciences Requirements. All students will be expected to obtain sufficient background in the biological sciences to enable them to stay abreast of developments in biology relevant to understanding human behavioral development. Therefore, each student is required to complete one upper division or graduate course in two of the following five categories:

1. Developmental Biology; for example:
   HDE 211 Physiological Correlates of Behavioral Development
   MCB 150 Embryology
   MCB 258 Seminar in Developmental Biology
2. Genetics; for example:
   MCB 162 Human Genetics
   PSC 251 Topics in Genetic Correlates of Behavior

3. Evolutionary Biology; for example:
   ANT 152 or 252 Human Evolution
   ANT 258 Evolution and Human Behavior

4. Neuroscience; for example:
   HDE 217 Laterality: Brain Development
   HDE 231 Issues in Cognition: Brain and Cognition
   HDE 232 Cognition and Aging
   NEU 201 Human Behavioral Neurobiology
   PSC 261 Cognitive Neuroscience

5. Nutrition; for example:
   HDE 225 Behavioral Development and Food Intake
   NUT 111 Human Nutrition
   NUT 114 Developmental Nutrition

Other courses not listed here may be taken to satisfy these requirements with the consent of a Graduate Advisor (see approval form, page 26).

Research Methods and Statistics Requirements. Students must take two statistics courses, drawn from the following two groupings. One course must be taken from Group A and one from Group B. At least one course must be at the graduate (200) level. Students with sufficient previous work in statistics may, after consulting with the Graduate Advisor and their Faculty Advisor, skip a Group course. In these cases, a letter from the Graduate Advisor approving the waiver must be included when the student submits her or his Program of Study form to the Curriculum Committee for approval.

A. ANOVA, Regression, and Multivariate Analysis
   PSC 205 Advanced Statistical Inference from Psychological Experiments
   PSC 206 Statistical Analysis of Psychological Experiments
   PSC 207 A Causal Modeling of Correlational Data
   PSC 207 B Applied Multivariate Analysis of Psychological Data
   STA 106 Applied Statistical Methods: Analysis of Variance
   STA 108 Applied Statistical Methods: Regression Analysis
   STA 110 Applied Statistical Methods: Multivariate Analysis
   STA 130 A, B Mathematical Statistics: Brief Course
   STA 135 Multivariate Data Analysis
   STA 136 Applied Linear Models: Analysis of Variance
   STA 205 Statistical Methods for Research

B. Specialized Topics in Research Methods and Statistics
   PSC 104 Applied Psychometrics: An Introduction to Classical and Modern Test Theory
   PSC 204 Advanced Applied Psychometrics: An Introduction to Classical and Modern Test Theory
   STA 104 Applied Statistical Methods: Nonparametric Statistics
   STA 134 Nonparametric Inference

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STA 137 Applied Time Series Analysis
STA 138 Analysis of Categorical Data
STA 140 A, B Introduction to Biostatistics
STA 144 Sampling Theory of Surveys
STA 222 Biostatistics: Survival Analysis
SOC 103 Evaluation Research Methods
SOC 207 A, B Methods of Quantitative Research

Other courses not listed here may be taken to satisfy these requirements with the consent of a Graduate Advisor (see approval form, page 25).

Focal Program Requirements. At least three graduate (200 level), letter-graded, "content" courses equivalent to 12 units, including no more than one 298, are required for the focal program. These should be selected with the assistance of the Faculty Advisor and may be taken from any department represented by Graduate Group members, as long as they satisfy the following:

1. Course criteria:
   a. Each class must be considered a "content" class (as distinguished from individual study, methods, and internship classes).
   b. Each class must be letter graded (i.e., A, B, etc.).
   c. Only one letter-graded course designated as a 290 or 298 will be allowed (but not one of each).

2. Domains:
   The courses must be taken within the domain (biological, family, culture and society, social- emotional, or cognitive) which the student specifies as the emphasized focal domain.

3. Phases: In accord with the Human Development Program's lifespan emphasis, at least one course must emphasize development during childhood and at least one course must emphasize development during adulthood.

4. Although one context (family, school, culture and neighborhood, health and mental health, government and social policy) may be prominent, students, in consultation with the Faculty Advisor, should endeavor to take courses that cover more than one context.

5. The focal program, along with other course requirements, must be reviewed and approved by the Graduate Group's Curriculum Committee, through the use of the Individual Program of Study form (pp. 22-23).
RESEARCH REQUIREMENTS

Pre-dissertation Research Requirement
1. Students are required to conduct and report a research project during their second and third years, before beginning to plan their dissertation study. (In some cases this requirement can be satisfied by a pilot study for the dissertation or prior research projects; see point 4.) The study may involve either quantitative or qualitative data (or both), but it must be an empirically-based investigation of a research hypothesis. 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.
- It must show evidence of original thought and specify an original hypothesis.
- 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.

2. Format. The report of the study should be about 15-20 double-spaced pages, including references, tables and figures, prepared in American Psychological Association (APA) format. Consult the current APA Publication Manual for specific guidance.

3. Approvals. The pre-dissertation research project must be approved by the Graduate Advisors, who will approve the final report. Graduate Advisor decisions of non-approval may be appealed by the student to the Curriculum committee.

4. Use of Prior Research. In some cases, the requirement for the pre-dissertation research project may be met by work the student has already completed. The student must submit reports of this prior work to the Graduate Advisors for approval. These cases include:

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

In all such cases, the prior research work and its report will be evaluated according to the criteria specified in point 1. The decision will be made by the Graduate Advisors (in consultation with the Curriculum committee if needed).
Human Development Ph.D. Program

Proposal for Focal Program Domain: "Family, Culture and Society"

Background
The graduate program in Human Development is unique in the UC system for its focus on understanding the pathways and substrates of human development across the lifespan. To examine these pathways the program incorporates the concept of domains of development and, as currently configured, identifies three such domains—the biological, the cognitive, and the psychosocial. The formal structure of the HD program provides students with an opportunity to focus their academic preparation within one of these specific subareas through the focal program, a series of graduate level courses (12 units) that reflects one of these three areas of specialization. Students are encouraged to plan their focal programs with the assistance of a graduate advisor, and each student’s program must be approved by the graduate group’s Curriculum Committee before his or her coursework is considered complete.

The specific details of the proposed revisions of the HD focal program as submitted for this review are provided below:

Focal Program requirements. At least three (3) graduate level, letter-graded, "content" courses, a total of 12 units, are required for the focal program. These should be selected with the assistance of the Faculty Advisor and may be taken from any department represented by Graduate Group members, as long as they satisfy the following:

1. Course criteria:
   a. Each class must be considered a "content" class (as distinguished from individual study, methods, and internship classes).
   b. Each class must be letter graded (i.e., A, B, etc.).
   c. Only one letter-graded course designated as a 290 or 298 will be allowed (but not one of each).

2. Domains:
   The courses must be taken within the domain (biological; family, culture and society; social-emotional, or cognitive) which the student specifies as the emphasized focal domain.

3. Phases:
   In accord with the Human Development Program’s lifespan emphasis, at least one course must emphasize development during childhood and at least one course must emphasize development during adulthood.

4. Although one context (family, school, culture, and neighborhood, health and mental health, government and social policy) may be prominent, students, in consultation with the Faculty Advisor, should endeavor to take courses that cover more than one context.
5. The focal program, along with other course requirements, must be reviewed and approved by the Graduate Group’s Curriculum Committee, through the use of the Individual Program of Study form.

Need for revision
The system of focal program domains has served the program well in its current structure, allowing students to focus their academic studies and reflecting the expertise of its faculty. However, these domains focus primarily on the individual as the level of investigation and explanation. In recent years, the graduate group has expanded and broadened its membership, and has been strengthened in disciplines such as sociology and anthropology, which approach the study of development through more molar and systemic levels of inquiry. Consequently our graduate group faculty now provide the opportunity to study development through a focus on its contexts, such as the family, the school, and the culture. This expansion is highly consistent with trends in developmental research that have emerged over the past decade, which now recognize the very strong influences of social and cultural contexts on both the trajectories and the endpoints of human developmental pathways.

Therefore we propose that the time is appropriate for the addition of a fourth domain of study within the program—the family, culture and society as contexts of development. We have identified relevant graduate courses on campus and internal programmatic procedures that will allow for this expansion to take place smoothly and efficiently.

Elements of the proposed track
The proposed Family, Culture and Society focal program track is intended to broaden opportunities for Human Development graduate students to study development in social, societal, and cultural contexts from an interdisciplinary perspective. From the courses listed below, students would need to select at least three for inclusion in their individual focal programs. All of the instructors for these courses have already indicated their willingness for their courses to be incorporated into the new focal program track, and many of them are members of our graduate group.

The courses are drawn from several disciplines and programs: anthropology, education, environmental studies, law, nutrition, and sociology. They incorporate attention to evolution, ecology, society and social institutions, culture, community, and family as contexts shaping development. They consider issues of nutrition, disease, demography, reproduction, gender, socialization, economic development, and legal doctrines in terms of their impacts—actual and potential—on child and adult development. The proposed courses are the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 227</td>
<td>Behavioral Ecology and Anthropology (Instructor: M. Borgerhoff Mulder)</td>
</tr>
<tr>
<td>ANT 229</td>
<td>Topics in Gender Identity and Selfhood (S. Joseph)</td>
</tr>
<tr>
<td>EDU 201A</td>
<td>Ethnographic Research in Schools: Current Theory and Practice (K. A. Watson-Gegeo)</td>
</tr>
</tbody>
</table>

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Approved November 17, 2003
EDU 201B  Ethnographic Research in Schools: Field-Based Research Projects (K. A. Watson-Gegeo)
EDU 231  Culture and Learning (C. Delgado-Gaitan)
EDU 232  Families and Communities as Educational Contexts (C. Delgado-Gaitan)
EST/ANT 101  Human Ecology (P. Richerson, M. Borgerhoff Mulder)
(Note: This course is included, even though it is 100 level, because the instructors have indicated they would expand the requirements for graduate students on request)
HDE 213  Cross-Cultural Study of Children (E. Pollitt)
LAW 272  Family Law (C. Bruch)
LAW 272A  Current Issues in Family and Marital Property (C. Bruch)
NUT 219B  International Nutrition (K. Brown)
SOC 227  Sociology of Reproduction (C. Joffe)
SOC 270  Social Demography Seminar (J. Cramer)

As with the other focal programs within the Human Development Ph.D. program, students who wish to select the Family, Culture and Society focal program track will need to complete at least three of these courses. (See the excerpt above from the proposed curriculum requirements.)

With this new program element, the Human Development graduate group will be able to provide its doctoral students with an exciting and important new focus of study, and will also be able to take full advantage of the knowledge and research expertise reflected within its many component disciplines.