

**Graduate Student Handbook:
Human Development and Education**

June 2002

Introduction

This handbook is intended as a resource for graduate students as they proceed through the Human Development and Education (HDE) program. It focuses primarily on policies and procedures specific to HDE. For information regarding general policies mandated by the Graduate Division of the University and the School of Education, students should consult The Handbook for Advanced Degree Students, available from Student Services in the Graduate School of Education (GSE). The information contained in this handbook is supplementary to the GSE Handbook.

For additional information about the Human Development program, please contact the HDE Program Assistant at (510) 642-4201 or by regular mail at the Graduate School of Education, 4511 Tolman Hall.

Overview of the Human Development and Education Program

The Human Development and Education program prepares students who wish to analyze and investigate developmental phenomena and their relations to educational practice. The aim of the program is to foster proficiency in discovering and explicating these phenomena through the application of psychological theory and methodology, thus contributing simultaneously to the fields of education and psychology.

One domain of concern in this program is child development, particularly in the areas of social cognition, moral judgment, language and literacy, achievement motivation, and the development of children's mathematical and scientific concepts. HDE faculty members are interested in exploring these issues within schools as well as within the context of the family and other out-of school settings. Underlying our work is a focus on developmental processes in context across a socioculturally diverse range of children, including exceptional children and those in various ethnic communities and socioeconomic groups within and outside the United States.

Faculty members and students in the HDE program are also interested in the development of teachers' and parents' concepts of teaching and learning. In ongoing research, a primary focus is exploring the role of teacher and parent education programs in affecting teachers' and parents' knowledge, beliefs, and practices concerning children.

The doctoral program in Human Development includes advanced course work in social and cognitive development, as well as in learning and motivation. Students are expected to become proficient in research methods by taking courses in quantitative and qualitative approaches. Additionally, students gain expertise by collaborating with faculty as research assistants, attending colloquia featuring guest speakers, and attending research seminars organized around individual faculty projects.

Faculty Affiliated with Human Development

Paul Ammon, Professor: Cognitive development, language and literacy; teacher development and teacher education; prammon@uclink4.berkeley.edu

Joseph Campione, Professor: New approaches to instruction and assessment; campione@socrates.berkeley.edu

Anne Cunningham, Professor: Cognition and literacy development, preventing and remediating reading disabilities; acunning@socrates.berkeley.edu

Maryl Gearhart, Associate Adjunct Professor: Classroom assessment in elementary level writing and mathematics; gearhart@socrates.berkeley.edu

Susan Holloway, Adjunct Professor: Social and cognitive development; early childhood education; achievement motivation; family and culture as contexts for education and development; s_hollo@uclink4.berkeley.edu

Nadine Lambert, Professor: Risk and protective processes in child development, measurement of adaptive functioning, adolescent and adult outcomes for Attention Deficit Hyperactivity Disorder; nlambert@uclink4.berkeley.edu

Kathleen Metz, Associate Professor: Young children's scientific reasoning from developmental and instructional viewpoints; kmetz@uclink4.berkeley.edu

Geoffrey Saxe, Professor: Cultural and cognitive development; mathematical cognition in children; saxe@soe.berkeley.edu

Prentice Starkey, Associate Professor: Early cognitive development and early childhood education; infant development; mathematical learning disability; socioeconomic factors in early development and education; Head Start children, families and programs; pstarkey@uclink2.berkeley.edu

Elliot Turiel, Professor: Social and cognitive development; turiel@uclink4.berkeley.edu

Mark Wilson, Professor: Psychometric models appropriate for complex measurement situations; performance assessment, stage-like development, use of differential strategies, educational statistics; mrwilson@socrates.berkeley.edu

Faculty Advising

All important decisions regarding courses and associated activities should be made in consultation with the student's advisor. Upon being accepted into the program, each student is assigned two faculty advisors. The primary advisor is a faculty member in HDE; the second advisor may be from HDE or elsewhere in the School. Both advisors are selected on the basis of the match between faculty academic interests and those of the incoming student. It is understood that this assignment is not binding; should a student discover that s/he wants to work with a different faculty member, this can be arranged by contacting the Head Graduate Advisor without any ramifications. Students and faculty advisors work together closely in planning students' work, reviewing their progress, and setting reasonable and realistic timelines for completion of program requirements.

Degree Requirements

Master of Arts Degree (M.A.)

Terminal master's students must meet the School of Education's requirements for the degree: 20 units plus thesis (Plan I) or 24 units plus a Comprehensive Examination (Plan II). In accordance with the School's requirements, they must also take at least one Graduate School of Education core course. It is preferred that master's students select a core course from outside their program area. There are no additional HDE requirements for M.A. students. The normative time schedule for completing the events and products associated with receiving an M.A. degree may be found in Appendix A, Table 1.

M. A./Ph.D.

The Graduate School of Education requires that all students admitted to the Ph.D. program without an M.A. should complete the M.A. Procedures for doing so can be found in the GSE Handbook.

Ph.D.

All doctoral students in HDE must fulfill a set of **course requirements** and a set of **performance requirements**. Some of these requirements are established by the Graduate School of Education and some by the HDE program.

Ph.D. Course Requirements

Graduate School of Education Core Courses

Doctoral students in HDE are expected to complete two courses, one pertaining to “macro” issues (Group A) and one pertaining to “micro” issues (Group B). At least one of these courses must be offered by an area other than Cognition and Development. Courses used to fulfill this requirement must be taken for a letter grade. Students who have already taken a course equivalent to one of those fulfilling the requirement can petition the Head Graduate Advisor for approval of a substitution.

Group A: Macro Issues

<u>Course #</u>	<u>Course Title</u>	<u>Area</u>
EDUC 269	The Progressive Tradition in American Education	POME
EDUC 283B	Historical Perspectives on American Education	POME/SCS
EDUC 283F	Urban Education	SCS
EDUC 284A	Philosophy of Education	SCS
EDUC 291A	The Educational System of the United States	EDUC
EDUC 292A	Perspectives on the Education of Linguistic Minorities	ELLC

Group B: Micro Issues

<u>Course #</u>	<u>Course Title</u>	<u>Area</u>
EDUC 200A	Cognitive Development	CD
EDUC 205	Instruction & Development	CD
EDUC 240B	Theoretical Issues in the Study of Literacy	ELLC
EDUC 291C	Cognition, Learning & Instruction: 12 and Up	CD

HDE Core Course Requirements

First and second year students in HDE are expected to take the HDE proseminar (EDUC 214). Students are also required to complete three core courses in the areas of cognitive development, social development, and learning and instruction. Courses are usually selected from the following options:

<u>Course #</u>	<u>Course Title</u>
EDUC 200A	Cognitive Development
EDUC 200B or	Social Development
EDUC 215	Socialization Processes within the Family
EDUC 205	Instruction and Development

Several alternatives are also available:

1. Students may complete one core course requirement by substituting a course from the following list of alternatives:

<u>Topic</u>	<u>Alternate Course #</u>
Cognitive Development	PSYCH 240D
Social Development	None
Instruction and Development	PSYCH 220A

2. Students can petition to waive one core course if their background in that area is especially strong. Decisions regarding the suitability of waiving such a course are to be made by a faculty member who regularly teaches the course to be waived, in consultation with the student's faculty advisor.
3. A student with research interests that do not clearly fit the standard HDE framework can petition the Cognition and Development Chair to substitute other areas in order to fulfill the HDE core course requirements.

Courses in Qualitative and Quantitative Methods

All GSE doctoral students must complete at least one course in Quantitative Methodology and one course in Qualitative Methodology. In addition, students in HDE are required to take a second quantitative methods course. The required quantitative methods courses are EDUC 293A/L and EDUC 209B/L. The qualitative methods requirement can be met by taking EDUC 274A, EDUC 228A, or a course from the list below:

<u>Course #</u>	<u>Course Title</u>	<u>Area</u>
EDUC 180	Logic of Inquiry	SCS
EDUC 228A	Qualitative Methodology	CD
EDUC 250A	Qualitative Research in Language/Literacy Education	ELLC
EDUC 271D	Methods of Analysis for Educational Research & Decision Making	POME
EDUC 274A	Measurement in Education & the Social Sciences I	CD
EDUC 280C	Research Apprenticeship & Qualitative Methodology Seminar I	SCS
EDUC 288A	Research on Teachers & Teaching	SCS
EDUC 288B	Theory & Methods in Interpretive Research	SCS
EDUC 288C	Advanced Topics in Interpretive Research	SCS

Academic Preparation Requirement

The School of Education requires that all Ph.D. candidates have substantial graduate-level study in one or more disciplines closely related to their areas of specialization in Education. It is expected that all students will satisfy this Academic Preparation requirement by taking *at least* two courses in departments outside the School of Education (6 unit requirement). Students in HDE normally fulfill the Academic Preparation requirement by taking courses in Psychology, Public Health, Sociology or Social Welfare.

Areas of Specialization

The HDE doctoral program requires demonstrated competence in the substance and methods of the intended field of scholarship, as well as acquisition of an informed perspective on educational issues sufficient to formulate significant questions for research. Ph.D. candidates are expected to select three distinct areas of study, referred to as “areas of specialization.”

Students in the HDE program are strongly encouraged to enroll in at least two advanced courses to support the development of expertise in their field of concentration. While these are most often courses offered within HDE, they may be from outside the program. Recommended HDE courses to fulfill this requirement include 201B (Seminar in Intellectual Development), 202 D (Seminar in Social and Personality Development), 200C (Culture and Cognition Development), and 201A (Psychology of Reading). The program of study in the areas of specialization should be developed in close consultation with the student's faculty advisor. These courses are taken in addition to those fulfilling the Academic Preparation requirement.

In addition, students in HDE are strongly encouraged to enroll in at least one faculty research group every semester.

Ph.D. Performance Requirements

Performance requirements for the Ph.D. are intended to provide evidence of competence verifiable by the faculty, as well as to provide students with opportunities to gain and exercise that competence. Performance requirements consist of certain major and minor products, along with events associated with them. These products and events are listed in Appendix A (Table 2) along with a chronological schedule. This normative time schedule, if adhered to, permits students to obtain the Ph.D. after 6 years of enrollment.

Student Evaluations

Each year an Area Review is held during which faculty members meet to discuss student progress and performance. This evaluation is based on papers, projects, coursework, and grades produced during the previous academic year as well as reports from the student's advisor. At this time, the faculty makes a recommendation to the School of Education as to whether they feel the student should be allowed to proceed with the Ph.D. Program.

After the evaluation meeting, each student is sent a letter summarizing the faculty's evaluation. This letter becomes part of the student's permanent file. A copy is also sent to the Graduate Division. In some instances, the letter may specify certain things that a student should do to

maintain good standing in the program. In exceptional cases, the student's faculty advisor may recommend an alternate schedule to the one established for the Area.

If a student fails to meet the mandatory or modified schedule, the student will be notified and given one semester to complete the outstanding work. Failure to meet the stated deadline can result in an Area request to the Graduate Division that the student be placed on probation until the work in question is completed. Students on probation cannot receive a scholarship or fellowship, and may not be appointed to work as graduate student researchers or instructors. If, at the end of the specified period, all deficiencies have been removed, and no other circumstances warranting probation have developed in the interim, the student will be returned to good standing. If the deficiencies have not been corrected by the end of this period, the Area will recommend to the Graduate Division that the student be dismissed. A student who has been dismissed from graduate standing will no longer be permitted to register.

Prequalifying Papers

Ph.D. students in HDE are required to complete three papers which will fulfill various purposes during the period leading up to the Qualifying Examination.

There are two types of papers that students are expected to submit:

- a) an empirical paper, which reports on an empirical research study
- b) a review paper, which provides a synthesis and critical analysis of the literature in a given area

Students must write at least one of each type. The third paper may be either an empirical paper or a review paper. Papers should be organized and written as if they were to be submitted to a professional journal. They must follow the format suggested for journal submissions by the American Psychological Association. Prequalifying papers are usually 20 to 30 pages long. Exemplary papers are on reserve in the Ed Psych library under "Exemplary prequalifying papers in Human Development and Education."

Each paper is written under the supervision of two readers selected from the UCB faculty. Typically, the primary reader of the first paper will be the student's primary advisor. The second reader will be selected by the student in consultation with the advisor. Over the course of the three papers, at least three different faculty members must be involved as a reader. Often, the Senate faculty member acting as the "outside" member on the Qualifying Examination committee will serve as a reader on one or more papers.

In the first paper, students often expand upon coursework completed in the first year of the program. The first paper is expected to be significantly larger in scope and more polished than a course paper. If students begin with an empirical paper; they often report on a faculty-directed project in which they were involved. Typically, these research reports focus attention on a smaller issue than would be acceptable for journal submission or for presentation at a national conference. If the second paper is an empirical report, faculty expect an increase in the scope to that typical of a paper presented at a national conference. For this paper, it is expected that the student has taken a

major role in conceptualizing and implementing the project, and would accordingly be first or sole author were a professional paper to emerge from the work.

The third paper is often designed to assist the student in the preparation of the dissertation. For example, the paper could report on the design of an instrument that will be used in the dissertation, or it could be a review paper focusing on one of the theoretical problems to be studied in the planned dissertation.

Prequalifying Review

The purpose of the pre-qualifying review is to provide feedback to the student regarding his or her readiness for the qualifying examination. In HDE, the review consists of the approval of three position papers and a dissertation prospectus. The prospectus is a preliminary version of the dissertation proposal and is usually five to ten pages in length. For details, consult the procedures outlined in the GSE Handbook. Students wishing to take the Qualifying Examination without submitting a dissertation prospectus must submit a request for an exception to the Head Graduate Advisor.

Qualifying Examination (Orals)

In accordance with University requirements, the Qualifying Examination is conducted by a committee of four faculty members, at least one of whom must be a Berkeley Senate faculty member from a department other than Education. The student should select the committee members in consultation with the primary advisor, for approval by the Head Graduate Advisor and the Dean of the School. Please refer to the GSE Handbook for further details concerning committee membership, as well as the procedure for scheduling the examination.

HDE students customarily give copies of their three prequalifying papers and their dissertation prospectus to each committee member at least two weeks before the Examination. Additionally, students usually develop a list of questions and relevant readings in each of their three areas of specialization. This document is typically reviewed by committee members prior to the examination.

The Qualifying Examination is an oral examination based on the three areas of specialization declared in the student's Outline of Program. Customarily, each area is represented by a prequalifying paper, although this is not always the case.

Because the Qualifying examination is also intended to evaluate the student's ability to complete a satisfactory doctoral dissertation, HDE students usually discuss their dissertation prospectus during the Qualifying Examination. Inclusion of the prospectus at the Qualifying Examination meeting provides students with a convenient opportunity to discuss their dissertation plans prior to the proposal review. The examination committee members recognize that plans for the dissertation may be in a preliminary phase, and do not base their evaluation of student performance on specifics of the dissertation design. Students admitted to the program prior to Fall 1988 have the option of a combined Qualifying Examination and Dissertation Proposal Review.

Advancement to Candidacy

See the GSE Handbook for how to determine committee members for the dissertation and apply for Doctoral Candidacy.

Dissertation Proposal Review

Information on the proposal review can be found in the GSE Handbook and in the statement on "The Dissertation Proposal and Prospectus." HDE does not have any additional requirements or specifications.

APPENDIX A

Table 1. Normative Time Schedule for Students Receiving a Terminal Master's Degree.

<u>Products and Events</u>	<u>Normative Time Schedule</u>
File M.A. outline of program	Beginning of second semester
Complete prospectus for thesis (Plan I)	Second Semester
Pass first year evaluation	Second semester
Apply for Advancement to Candidacy	By third week of classes in semester in which degree is to be awarded
Submit thesis to two faculty readers	Third Semester
Obtain approval for thesis from two faculty readers	Third Semester
File Thesis / Conduct Comprehensive Exam	Fourth Semester

Table 2. Normative Time Schedule for Doctoral Students.

<u>Products and Events</u>	<u>Normative Time Schedule</u>
Submit first prequalifying paper to faculty readers	Third Semester
Obtain approval of first year paper (also approved as MA thesis, if applicable)	Third Semester
Submit second paper to faculty readers	Fourth Semester
Obtain approval of second year paper	Fourth Semester
Complete Outline of Program	Fourth Semester
Submit third year paper to faculty readers	Fifth Semester
Obtain approval of third year paper	Fifth Semester
Complete all required courses	Fifth Semester
File application for admission to Qualifying Examinations	Sixth Semester
Pass Prequalifying Review	Sixth Semester
Complete Qualifying Examination (Orals)	Seventh Semester
Apply for Advancement to Candidacy	Eighth Semester
Complete Proposal Review	Ninth Semester
Obtain approval of Human Subjects Protocol	Ninth Semester
File Report on Progress in Candidacy in the Doctoral Program	Each spring semester after advancement
File Dissertation and Obtain Ph.D.	Twelfth Semester

Appendix B

Overview of Course Requirements for Doctoral Students

GSE Course requirements

- 1 “Macro” course (usually EDUC 283F or EDUC 283B)
- 1 “Micro” course (HDE students must take EDUC 200A and EDUC 205 as part of area requirements)
- 1 qualitative methods course (usually EDUC 228A or EDUC 274A)
- 1 quantitative methods course (usually EDUC 293A/L)
- 2 courses from outside GSE tailored to an individualized program of study (typically in psychology, anthropology, social welfare, or sociology).

HDE requirements

- Proseminar for first and second year students (EDUC 214)
- 1 additional quantitative methods course (usually EDUC 209B/L)
- 1 course in cognitive development (usually EDUC 200A)
- 1 course in social development (usually EDUC 200B or EDUC 215)
- 1 course in teaching and learning (usually EDUC 205)

HDE recommendations

- Enrollment in a faculty research group each semester
- 2 advanced courses in areas of specialization (usually EDUC 201B, EDUC 202D, 201B 200C or 201A)

