Student Handbook
Human Development and Education
2014 – 2015

Supplement to the
Graduate School of Education
Handbook for Advanced Degree Students
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. The information contained in this handbook is supplementary to the Graduate School of Education Handbook for Advanced Degree Students. For information regarding general policies mandated by the Graduate Division of the University and the Graduate School of Education, students should consult the Handbook for Advanced Degree Students on the Graduate School of Education website.

For additional information about the Human Development program, please contact Caron Williams, the HDE Program Assistant at: hde_info@lists.berkeley.edu, (510) 642-4202, or by regular mail at University of California, Graduate School of Education, Cognition and Development, 4511 Tolman Hall, MC 1670, Berkeley, California 94720-1670.

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 relationships 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

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

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

Kathleen E. Metz, Professor of the Graduate School: Young children’s scientific reasoning from developmental and instructional viewpoints; kmetz@berkeley.edu

Aki Murata, Assistant Professor: Young children’s mathematical reasoning from developmental and instructional viewpoints; elementary teacher preparation; akimurata@berkeley.edu

Na'ilah Suad Nasir, Associate Professor; How issues of culture and race influence the learning, achievement, and educational trajectories of African American and other non-dominant students in urban school and community settings; nailahs@berkeley.edu

Larry Nucci, Adjunct Professor: Children’s social and moral development; nucci@berkeley.edu

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

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

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

Frank C. Worrell, Professor: Psychosocial variables that are related to academic achievement and promote resilience, especially in adolescent, African American, Caribbean, and gifted and talented populations; frankc@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 a written seminar study paper (thesis) (Plan I) or 24 units plus an oral 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 requirements 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 Handbook for Advanced Degree Students.

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 at least two core courses in the GSE. Courses used to fulfill this requirement must be taken for a letter grade. The selection of both courses will be determined by the student in consultation with his/her faculty advisor. One course may be selected from current offerings within Cognition and Development but at least one must be selected from outside of Cognition and Development. The faculty advisor will help the student select appropriate courses based on the student's areas of research interest. Students who have already taken a course equivalent to one of those fulfilling the requirement can file a Request for Substitution of Required Doctoral Degree Course with the approval of his/her faculty advisor, the instructor in charge of the required course, and the Head Graduate Advisor.

The following list of classes are frequently selected as core classes by students in HDE:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 200A</td>
<td>Culture and Cognitive Development: Theoretical Perspectives</td>
<td>CD</td>
</tr>
<tr>
<td>EDUC 205</td>
<td>Instruction and Development</td>
<td>CD</td>
</tr>
<tr>
<td>EDUC 224C</td>
<td>Gender, Mathematics and Science</td>
<td>CD</td>
</tr>
<tr>
<td>EDUC 230</td>
<td>Literacies: Old and New</td>
<td>CD</td>
</tr>
</tbody>
</table>
### Courses in Human Development

First year students in HDE are required to take the HDE proseminar (EDUC 214). Students are also required to complete a course in cognitive development (typically, EDUC 200A), in social development (either EDUC 200B or EDUC 215), and in learning and instruction (typically, EDUC 205).

Several alternatives to this route are also available:

1. Students may complete one core course requirement by substituting a similar course taught in another department. This requires approval of the faculty advisor and the faculty member who regularly teaches the course to be waived.

2. Students can petition to waive one core course if their background in that topic 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 Area Chair to substitute a more appropriate course.

### 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 275B/L. The qualitative methods requirement can be met by taking a course from the list below or another qualitative course deemed appropriate by the student’s advisor:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 180</td>
<td>Logic of Inquiry</td>
<td>LLSC</td>
</tr>
<tr>
<td>EDUC 228A</td>
<td>Qualitative Methodology</td>
<td>CD</td>
</tr>
<tr>
<td>EDUC 250A</td>
<td>Qualitative Research in Language/Literacy Education</td>
<td>LLSC</td>
</tr>
<tr>
<td>EDUC 271B</td>
<td>Introduction to Qualitative Research Methods</td>
<td>POME</td>
</tr>
<tr>
<td>EDUC 271D</td>
<td>Methods of Analysis for Educational Research and Decision-Making</td>
<td>POME</td>
</tr>
<tr>
<td>EDUC 274A</td>
<td>Measurement in Education and the Social Sciences I</td>
<td>POME</td>
</tr>
</tbody>
</table>
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 graduate level courses for a letter grade 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: Seminar in Intellectual Development (EDUC 201B), Seminar in Social and Personality Development (EDUC 202D), Culture and Cognition Development (EDUC 200C), and Psychology of Reading (EDUC 201A). 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 (EDUC 299) 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 milestones, along with events associated with them. These milestones 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 six years of enrollment.

Student Evaluations

Each year a Human Development program 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 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 Cognition and Development 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 a request made by the Cognition and Development Area Chair to the Graduate Division that the student be placed on probation until the work in question is completed. Students on probation cannot receive or continue to receive scholarship or fellowship funds, and may not be appointed to work as graduate student researchers or graduate student 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 Cognition and Development Area Chair 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 attend classes or register for future classes.

**Prequalifying Papers**

Ph.D. students in HDE are required to complete three papers (often referred to as “position papers”), which will fulfill various purposes during the period leading up to the Qualifying Examination.

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

a) An empirical paper, which reports on an empirical research study; and

b) A review paper, which provides a synthesis and critical analysis of the literature in a given area.

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. Students interested in seeing examples of successful prequalifying papers should ask their advisor for suggestions.

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 readers. Often, the Senate faculty member acting as the “outside” (i.e., from a department other than Education) 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 members 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 preparing for 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 prequalifying review is to provide feedback to the student regarding his or her readiness for the qualifying examination. For the prequalifying review document, the student submits evidence of completing three prequalifying papers and provides the title of a dissertation prospectus. The prospectus is a preliminary version of the dissertation proposal that is often discussed at the student’s Qualifying Examination. 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 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. Because the Qualifying examination is also intended to evaluate the student’s ability to complete a satisfactory doctoral dissertation, HDE students often 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. Some students decide not to discuss the prospectus at their oral examination; if the advisor is in agreement, it is acceptable for students to bypass the prospectus and move directly to the dissertation proposal subsequent to passing the oral examination. 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.

**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.

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

Table 2. Normative Time Schedule for Doctoral Students

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

Overview of Course Requirements for Doctoral Students in HDE

GSE Course Requirements

2 core courses

1 qualitative methods course

1 quantitative methods course (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 year students (EDUC 214)

1 advanced quantitative methods course (EDUC 275B/L)

1 course in cognitive development (EDUC 200A)

1 course in social development (EDUC 200B OR EDUC 215)

1 course in teaching and learning (EDUC 205)

HDE Recommendations

Enrollment in a faculty research group each semester

2 advanced courses in areas of specialization