

HUMAN DEVELOPMENT GRADUATE GROUP

M.S. STUDENT HANDBOOK 2016 - 2017

**Program Chair:
Amanda Guyer**

**Program Coordinator:
Carrie Armstrong-Ruport**

Graduate Advisers for HDGG:

**Katherine J. Conger
Lisa Miller
Beth Ober
Lenna Ontai**

HDGG Executive Committee 2016-17

GUYER, Amanda, CHAIR

2337 Hart Hall

aeguyer@ucdavis.edu

754-0199

Committee Chairs and Graduate Advisers:

BELSKY, Jay (Curriculum)

1331 Hart Hall

jbelsky@ucdavis.edu

752-9945

CHOE, Daniel (Colloquium)

1347 Hart Hall

danchoe@ucdavis.edu

752-5962

****CONGER, Kathi**

2323 Hart Hall

kjconger@ucdavis.edu

754-7518

HIBEL, Leah (Recruitment and events)

1349 Hart Hall

lhibel@ucdavis.edu

752-9809

****MILLER, Lisa**

1323 Hart Hall

lmsmiller@ucdavis.edu

752-3955

NISHINA, Adrienne (Admissions)

2339 Hart Hall

anishina@ucdavis.edu

752-7003

****OBER, Beth**

1357 Hart Hall

baober@ucdavis.edu

752-6934

****ONTAI, Lenna (Vice-Chair & Prelims)**

2327 Hart Hall

lontai@ucdavis.edu

752-6410

**** Graduate Adviser**

Program Coordinator

1315 Hart Hall

754-4109

For a complete list of Faculty Members of the HDGG, please see list at end of Handbook, or check our website: [ucdavis.edu/Human Development Graduate Group](http://ucdavis.edu/Human%20Development%20Graduate%20Group).

**HUMAN DEVELOPMENT GRADUATE GROUP 2016 - 2017
CHILD DEVELOPMENT M.S. STUDENT HANDBOOK**

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**HUMAN DEVELOPMENT GRADUATE GROUP 2016 -2017
CHILD DEVELOPMENT M.S. STUDENT HANDBOOK**

Welcome to the Human Development Graduate Group at the University of California, Davis! This handbook gives an overview of the master's program in Child Development and should assist both students and faculty advisers in understanding program requirements and help students make optimal use of their time in the program.

More general information regarding UCD regulations and requirements may be found at <http://www.gradstudies.ucdavis.edu/students/handbook/>

**ADMISSIONS:
GROUP PROCEDURES AND TIMELINES**

Deadlines

To be considered for priority admission and fellowships, applications must be received by: December 15th

Final deadline to apply for admission: March 1st

Admissions Procedure

The Graduate Group Admissions Committee will begin reviewing applications by the second week in January. Based on a review of the entire application, a recommendation is made to accept or decline an applicant's request for admission. Notification of admissions decisions will be sent by Graduate Studies.

The Admissions Committee for the M.S. and Ph.D. Programs is composed of: a faculty Chairperson who is elected by the Graduate Group membership, at least one Graduate Adviser from the M.S. and one Graduate Adviser from the Ph.D. program, at least one additional faculty member who has volunteered to serve, and one volunteer student member from each degree program. The Admissions Committee reviews the applicants' statements of purpose, academic transcripts, letters of reference, and test scores for quality of scholarship and "fit" with the program.

Timeline

Applications received by December 15th are reviewed by the end of February. Applications received between December 16th and March 1st are reviewed by the end of May.

BACKGROUND & GENERAL INFORMATION

The graduate group system is found almost exclusively on the UC Davis campus. Faculty members are organized *across* departmental lines to offer a graduate degree. This allows students to take coursework from various departments and to focus on child development issues from a variety of perspectives. The graduate group is housed administratively in an academic department selected for conceptual fit. The Human Development Graduate Group is housed in Department of Human Ecology (HE) in the College of Agriculture and Environmental Sciences (CA&ES).

Currently, faculty members who have primary responsibility for the core coursework and advising of the HDGG are mainly located in the Division of Human Development and Family Studies. Other HDGG faculty are located in other 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, and Center for Neuroscience.

This multi-disciplinary, two-year program leads to a Master of Science degree. Faculty members come from the areas of Education, Human Development, Nutrition, Pediatrics, Psychiatry, and Psychology. This program offers students an in-depth, interdisciplinary examination of cognitive and socio-emotional development from infancy through adolescence and provides a foundation for careers in program-delivery (e.g., Early Childhood; 4-H; Youth Development), teaching at the community-college level, or further graduate study. The curriculum emphasizes a balance of practical, supervised experience, theory, and methodology in the belief that, in order to be effective, educators and practitioners alike must have solid disciplinary foundations.

Faculty participating in any graduate group are subject to change as members join, resign, or retire. The website includes a list of faculty currently associated with the Graduate Group and areas of interest these faculty members have identified. Students have the opportunity to meet many of the faculty through participation in HDE 291 and other first-year courses. 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 to partner with faculty in exploring and identifying their area of specialization.

It is important for you to become familiar with campus and programmatic rules, regulations, and deadlines as they are your responsibility. Keep informed during your graduate career: seek out opportunities to discuss your career goals and plans for attaining them with faculty and other graduate students. Be aware of opportunities for social and intellectual interactions in your program and take advantage of them. Take time to read the various publications designed to inform graduate students, e.g., Graduate Studies' [Graduate Student Handbook](#), and attend workshops organized by the [Graduate Pathways program](#) and the [Career Center](#). Announcements about these opportunities are sent weekly by the Program Coordinator.

ADVISING

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. (UCD Mentoring Guidelines can be found in the Appendix.)

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 Advisers, Major Professors, Graduate Studies and Personnel staff on student and financial matters.

Incoming students will be assigned a **Peer Adviser** who is a student in his or her second-year or beyond in the program. The Peer Adviser will serve as a student mentor. Assignments are made by graduate student representatives on the Recruitment and Events committee.

PROGRAM REQUIREMENTS

Coursework Requirements

A basic understanding of child development from infancy through adolescence is essential background for this program of study. Students are expected to have completed coursework in the areas listed below. Additional practicum or field experiences with children and adolescents, and family-focused programs are other methods of preparation for the master's program.

If you come into the master's program without a background in Child or Human Development, Early Childhood Education, or Developmental Psychology, we recommend that you discuss background preparation with a graduate adviser so you are ready to take full advantage of the graduate level coursework in this program. Background preparation in the following areas is strongly recommended.

1. Course(s) in Infancy and Early Childhood (such as HDE 100A), and Middle Childhood and Adolescence (such as HDE 100B);
2. Course(s) in (human) genetics, biology or physiology (for example, BIS 101; NPB 101; PSC 121);
3. Course(s) in statistics, research methods or assessment methods (for example, HDE 120).

Course and Unit Requirements

The Graduate Group in Human Development offers the Master of Science via either the thesis option, “Plan I”, or by the comprehensive examination option, “Plan II”. Plan I, the thesis option, is recommended since an ability to conduct basic research or perform program evaluation is often a prerequisite for applied positions or if you are planning to go on for a doctorate in the social sciences. For both plans, the program requires two graduate courses examining the development of behavior from infancy through adolescence, a graduate course in methodology, a graduate seminar on research issues, at least two graduate courses relating to behavioral development offered by group members, at least two additional related upper-division or graduate courses, one course in advanced statistical methods, and a practicum or supervised professional work.

Developmental Brown Bag / Colloquium

In addition to regular coursework, students are required to attend the Developmental Brown Bag starting their first quarter and continuing until they advance to candidacy. Sponsored by the Human Development Graduate Group and Developmental Psychology Graduate Program, Brown Bag research talks are held weekly (typically Thursday at noon) during the academic year when classes are in session. Students may receive 1 unit of credit each quarter by signing up with the Chair of the Colloquium Committee; attendance will be taken regardless of class credit. Students who have a conflict due to TA or class obligations for a specific quarter are not required to register for brownbag during that quarter; however, students with a conflict must notify the program coordinator and faculty adviser for brown bag of the conflict during that quarter.

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.

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

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: *Research Issues in Human Development* (4 units). In-depth presentations of research issues and theories in particular areas of human development across the lifespan.

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 Major Professor and Graduate Adviser and approved by the Graduate Group Curriculum Committee)

Elective Courses (at least 15 units)

At least two regularly scheduled graduate courses (not individual study) offered by any faculty in the Graduate Group. (minimum of 6 units)

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

A practicum or supervised field work relevant to the student's professional goals (minimum of 3 units) reviewed and approved by the Curriculum Committee.

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

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, of which at least 22 units will be graduate coursework.

Students are encouraged to consult early with a Graduate Adviser in order to select coursework most appropriate for meeting their career objectives. By the end of their second quarter in residence, students should submit their written, planned program of study to the Curriculum Committee for approval, indicating how it will meet their career goals. (see procedures on Page 9).

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.

Possible Electives

The following is only a sample of relevant graduate courses – other courses may be selected in consultation with a Graduate Adviser (see the General Catalog):

Education 203	Educational Testing and Evaluation
Education 210	Psychology of School Learning
Education 231	Culture and Learning

Education 249	Discourse Analysis in Educational Settings
Human Dev. 234	Children's Learning and Thinking
Human Dev. 240	Peer Relationships
Human Dev. 250	Current Research on Family Relationships
Law 272	Family Law
Nutrition 219 A/B	International Nutrition
Psychology 212A	Developmental Psychology: Cognitive and Perceptual Development
Psychology 212B	Developmental Psychology: Social, Emotional and Personality Development
Psychology 272	Topics in Developmental Psychology

Grading, Courses, Credit and Scholarship (from UCD Graduate Studies)

Standards of Scholarship

Only courses in which the student received an A, B, C, or Satisfactory (the latter only with approval from Graduate Studies) may be used to satisfy degree or credential requirements. Students must maintain an average of at least 3.0 grade points per unit in all upper division and graduate courses. A course in which students received a D+ grade or lower does not count towards meeting the unit requirement for the graduate degree, but does count in computing the grade point average. Lower division courses are excluded in arriving at the graduate GPA.

Repeated Courses

Any student may, with the consent of the appropriate Program Adviser and the Dean of Graduate Studies, repeat a course in which she/he received a grade of C, D, F or Unsatisfactory up to a maximum of nine units. In such cases, only the most recently received grade and corresponding grade points will be used in calculating a student's grade point average, but all units attempted and grades received will remain part of the student's permanent record. Repeated courses must be taken for a letter grade (A, B, C, D, and F) except those that are offered only on a Satisfactory/Unsatisfactory basis.

Satisfactory, Unsatisfactory (S/U) Grading

With the approval of the Program Adviser and the Dean of Graduate Studies, students may elect to take one normally-graded course per quarter on an S/U basis provided the course is used to explore an area unrelated to the student's academic discipline. It cannot, under any circumstances, unless the Graduate Council has granted prior approval, be used to fulfill any of the graduate program course requirements including prerequisites or deficiencies, or courses within the student's academic major. It may be used to fulfill unit requirements. This course would be in addition to any of those regularly graded on an S/U basis. To receive an S grade in an undergraduate course, the student must achieve at least a C. To receive an S grade in a graduate course the student must receive a B- or better.

Incompletes

A grade of Incomplete is assigned when work is of passing quality but is incomplete. Before students request an Incomplete, they should consider all the factors involved. If students are doing well in a course but are unable to complete the work because of illness, personal emergency, or other “good” cause, an Incomplete is appropriate. However, if students’ performance is below standard for other reasons, an Incomplete grade is not appropriate and will not be assigned. In this case students should consider dropping the course and taking it again later. When an “I” grade is awarded, the student must remove the Incomplete grade before the end of the third succeeding quarter of academic residence. If the “I” is not removed by the end of the specified time, it will revert to an “F.” It is the student’s responsibility to make arrangements with the instructor to complete the work needed to remove the “I”. The student is also responsible for making sure that the appropriate paperwork for “I” removal is submitted within the time limits. Students may request an extension by petitioning the Dean of Graduate Studies. Under no circumstances should students formally re-enroll to make up an Incomplete. If part of the agreement between the student and the instructor for removing the Incomplete involves participation in a subsequent section of the course, the student should participate and complete the assignments but NOT formally enroll the second time. For more information on Incompletes, see the Graduate Studies Student Handbook.

Residence Requirements

University policy requires continuous registration from the first quarter of enrollment in a program until completion of the degree (see the Graduate Student Handbook for exceptions). Students working toward a doctorate must be registered and in University residence for a minimum of six regular quarters. Two consecutive regular summer sessions may be counted as the equivalent of one regular quarter. You are expected to be enrolled in full time status unless an exception has been granted by Graduate Studies (see their Handbook); full time status requires enrolling for at least 12 units per quarter—no more than 12 units of 200-level work and a maximum of 16 units that includes 100-level courses. **Obtaining California residency for tuition purposes is a different matter and is the student’s responsibility;** students should review the Registrar’s policies at <http://registrar.ucdavis.edu/tuition/residence/index.cfm>

Annual Graduate Student Progress Report

Each year (spring quarter) the Executive Committee will meet and review each student’s progress in the program to date. If a student is not meeting the expected time line (see p. 25) the student’s faculty adviser and the student will be contacted for clarification. Before the end of each academic year, students will be required to submit a form (required by Graduate Studies and provided by the Program Coordinator) signed by the Program Adviser and the student’s Major Professor that reports on the progress the student has made over the past academic year.

Unsatisfactory Progress/Probation/Disqualification

A student whose progress is judged “unsatisfactory” is regarded on academic probation. This includes the student whose annual evaluation indicates unsatisfactory progress or the student who receives written notice from his or her Dissertation Committee or Program Adviser that progress is unsatisfactory. If the student fails to meet the requirements for reinstatement to “good standing” as specified in these notices, including any from the Dean of Graduate Studies, the student will be subject to disqualification from further graduate study in the graduate program.

HDGG students who receive an unsatisfactory progress report or who are on probation will have lowest priority for departmental, group, and campus funding including, for example, TA positions and travel awards, *regardless of prior or current financial offers.*

Practicum and Internship Opportunities

Employment trends indicate that for service-oriented positions, employers prefer those with a combination of theory, research, and practical experience with children. Currently, there is increasing emphasis on evaluation research for programs supported by “external” (e.g. governmental or private) grants. Many of the graduates from this program have gone on to develop careers in a variety of applied fields. Examples include Head Start and child care administration and coordination.

Child Development graduate students are required to take one practicum course (either HDE 292 or HDE 396) and, if appropriate to their career aspirations, are encouraged to become involved in an additional practicum/internship in their general area of interest after completion of core courses. Regarding HDE 396 units, these are given for faculty-mentored teaching activities, such as preparing and delivering a lecture to the students in an undergraduate human development or developmental psychology course, planning and implementing a special project for human development or developmental psychology undergraduate students, etc. These types of faculty-mentored teaching activities may take place during quarters when the graduate student is not assigned as a TA for that course and/or faculty member, as long as there is appropriate faculty mentoring of the teaching practicum units. **Note that being a TA without participating in the faculty-mentored activities described above does not satisfy the practicum requirement.**

Regarding HDE 292 units, the HCD Advising Office as well as the campus internship and career placement services are available to assist in the identification of appropriate internship opportunities. The Graduate Adviser can also assist students in identifying faculty who are willing to supervise independent fieldwork. Below are **examples** of practicums and internships that may be available, and that would likely qualify for HDE 292 units. Please keep in mind that these are only a small sample of the experiences in applied settings that may be available.

Example Internships

Center for Child and Family Studies

The Center for Child and Family Studies (CCFS) of the Division of Human Development and Family Studies, Department of Human Ecology, serves as a laboratory for the development of experimental programs for young children and families, as an observation laboratory for UCD and UCD Medical Center undergraduate and graduate students to complement coursework in child and human development, and as a research facility for UCD faculty and graduate students. The experimental programs and research of the laboratory are intended to advance the field of child development.

The primary mandates for the CCFS are to provide a demonstration site of applied developmental theory and principles of child development, to generate and support the research of graduate students and faculty on normal and atypical processes in child development, and to design, implement, evaluate, and disseminate experimental programs based on theories of child and human development.

Each position at the Center is a learning opportunity designed for a specific period of time to facilitate mastery of understanding and skills. Positions are based on level of education in child development and related fields.

Intern positions at the Center are designed for current or recently completed graduate students in Child Development, developmental psychology, or baccalaureate degree graduates in appropriate fields who have an advanced understanding of child development. The Intern works under the guidance and direction of the Child Development Demonstration Lecturer (CDDL) to master the daily implementation of a group program for children, to work individually with children and families, and guide daily discussions with the field practicum undergraduate students in the program.

For more information about internship opportunities, contact the Center at 530-752-2888 or visit <http://ccfs.ucdavis.edu/>. The Center is closed between July 1 and August 30 of every year.

Sacramento Court-Appointed Special Advocate Program, Inc.

The Sacramento C.A.S.A. program is designed to provide services to children in Sacramento County who have been removed from their homes due to suspected abuse.

The goals of the program are to provide children in the juvenile court dependency system with a long-term, supportive and consistent relationship with a volunteer in order to reduce trauma, to advocate in court for children's rights, and to improve the quality of information presented on behalf of children to the Juvenile Court. Therefore, volunteers are appointed by the Juvenile Court to serve as the court's eyes and ears in the capacity of officers of the court.

Volunteers are selected on the basis of commitment, competence and objectivity. After careful screening, volunteers will be provided training to learn courtroom procedure, the special needs of abused children, and the social service and juvenile court systems. For more information about this internship possibility, please visit <http://sacramentocasa.org/> or contact the HCD Internship Coordinator at 530-752-1321.

First 5 Yolo

First 5 Yolo provides free educational services to Yolo County children, from birth to age five years, who demonstrate a developmental delay in one or more areas. The program is designed to help special needs children and their families receive the support, hope, education, and acceptance they need in order to develop to their full potential. Services provided include classroom programs (including transportation), home visits, play groups, parent meetings, newsletters, I.E.P training, information packets and bilingual services. Staff include Special Education Teachers, Speech and Language Specialists, Motor Specialists, Instructional Aides, Nurses and a School Psychologist. Volunteers participate in educational programs provided in the classroom under the supervision of staff members.

For more information about this internship possibility, please contact the HCD Internship Coordinator at 530-752-1321 or visit <http://www.first5yolo.org/index.html>

Individual Program of Study: Procedures

Students who complete a MS degree in Child Development can pursue a variety of career paths, such as teaching in community colleges or working in human services (e.g., state government or early childhood teaching and administration). Therefore, students should plan a “package” of coursework that provides a solid foundation for meeting their future goals. To help students attain their objectives in a timely manner (once they have become familiar with the program, coursework and internship/practicum opportunities offered on campus), **we require that all students submit a plan of study (IPS) to the Graduate Group Curriculum Committee by the end of the Spring quarter of their first year.** 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. However, an approved plan constitutes the criteria for determining whether the student has met the requirements for the degree. Therefore, barring good cause, a final plan should have been submitted *and approved* before the end of the fifth quarter of residence in the degree program.

All students must submit a one- to two-page statement identifying their career goals and providing a justification of the proposed coursework and practicum experience, explaining how they fit together to meet these goals along with an Individual Program of Study form (Form B in the Appendix).

The two pages of the Individual Program of Study form are to be filled out and submitted listing ALL the coursework completed or to-be-completed in satisfaction of degree requirements to help the Committee evaluate the "total package." It is expected that the statistics and practicum requirements will fit coherently in the plan.

The top section of the first page under "prerequisite course areas" refers to the "background" courses that students have already taken or plan to take in order to fulfill the preparatory requirements for the program. Here, students’ undergraduate degree courses in statistics, introductory research methodology, biology, psychology or human development should be listed as well as any courses taken or to be taken to meet any background deficiencies.

The next sections have a list of the courses all students are required to complete (i.e., HDE 200A-B, 220, 291, and Statistics,) and a section to identify the chosen Practicum. On the second page, students specify their “content or theory” coursework, and whether they are following Plan I (thesis) or Plan II (examination).

Form C, for students planning to do a thesis, does not have to be filled out until the second year, but should be completed, along with the thesis prospectus, before the thesis research is begun.

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

- ✓ A completed Individual Program of Study Form. (see Appendix, Form B).
- ✓ A 1-2 page written justification of the coursework for the proposed focal program including: 1) rationale for chosen courses and practicum; 2) how the chosen courses and practicum constitute a coherent theme. Students may include course syllabi to strengthen their justifications.
- ✓ Course descriptions or syllabi for all courses not already listed in the current course catalogue, or for any 290/298 course(s).

- ✓ Transcripts, course descriptions, and syllabi for all non-UCD courses that appear on the Individual Program of Study Form, including prerequisite courses.

The Curriculum Committee meets once per quarter, generally toward the end of the quarter. The Program Coordinator will announce IPS submission deadlines via the email list.

Revision of IPS: When submitting a revised Individual Program of Study, the student must include the above materials along with a cover letter to the Curriculum Committee detailing the changes made from the last Program of Study submission. Any changes to the focal program will require a written justification for the proposed revision.

Advancement to Candidacy

To receive the M.S. Degree in Child Development, every student must file an official application for Advancement to Candidacy after completion of at least one-half of the course requirements for the degree and at least one quarter before completion of all degree requirements. (Forms are available from the Graduate Coordinator or [online from Graduate Studies](#)).

Students consult with their Major Professor and a Graduate Adviser to develop a study plan (IPS) designed to meet their career goals. Students should have selected their elective coursework, statistics course(s), and practicum and submit this plan in writing (Form B) to the Curriculum Committee no later than the end of their third 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 undergraduate courses taken for background preparation in child development along with research credits (i.e., HDE 299s.)

After the candidacy form has been signed by the Graduate Adviser (and thesis chairperson if Plan I), it is to be submitted to Graduate Studies via the Program Coordinator. *If the thesis chairperson is also a Graduate Adviser, another Graduate Adviser signature is required.* Graduate Studies sends formal notice of advancement to candidacy to the chairperson of the committee. A copy of the candidacy application is sent to the Program Coordinator for the program files and to the student. If the student is not eligible for advancement, it will be deferred and the student will be informed of the reasons for deferral (e.g. grade point average below 3.0).

On the candidacy application, the student and Graduate Adviser agree to and submit a statement of how the student will complete the requirements for the degree under either Plan I or Plan II. If changes need to be made in a student's program for the degree after advancement to candidacy, recommendations for such changes must be made to Graduate Studies by a Graduate Adviser.

Thesis Committee/ Comprehensive Examination Committee

The minimum requirements for completion of the Master's degree at the University can be fulfilled by following *either* of the two plans:

1. **Plan I** requires completion of coursework at the upper division and graduate levels and submission of a research-based thesis.
2. **Plan II** requires completion of upper division and graduate courses and satisfactory performance on a comprehensive final examination. The comprehensive final examination in the major subject will be written according to the rules adopted by the particular graduate program (described in detail later). The students should be informed in advance of the general subject matter of the examination. No student should appear for this examination until after they have been advanced to candidacy by Graduate Studies.

Students following Plan I, the thesis option, will consult with a Major Professor and with a (different) Graduate Adviser, to select two other persons to serve on the thesis committee. Students must submit a Candidacy form to Graduate Studies indicating they are within 1-2 quarters of completing the degree requirements. Also, the form is used to officially nominate the Thesis Committee. The form can be obtained from the Program Coordinator.

Students following Plan II, the Comprehensive Examination option, will consult with their Major Professor, and with a Graduate 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 student's Major Professor should not Chair the examination committee, but serves as a member of the committee. Students must submit a Candidacy form to Graduate Studies indicating they are within 1-2 quarters of completing the degree requirements. The form can be obtained from the Program Coordinator.

Master's Thesis Guidelines (Plan I)

The M.S. thesis should be scholarly research but not as extensive as a Ph.D. dissertation. Since there is increasing demand for basic research skills (such as conducting surveys and program evaluation), even in applied contexts, students are encouraged to take the thesis option to best prepare themselves either for further study or for seeking positions. Students wishing to do a Master's thesis for the M.S. in Child Development, in consultation with a Graduate Adviser, must find a faculty sponsor (Major Professor) and identify two additional (willing) Thesis Committee members from the Graduate Group. At this time the student develops a thesis prospectus. The thesis prospectus should be reviewed by the members of the Thesis Committee and the student should obtain signatures from the three members of the Thesis Committee using the Approval of Thesis Prospectus Form (Form C) *before* he or she proceeds with work on the thesis. The Approval of Thesis Prospectus Form should be submitted to the Program Coordinator along with a copy of the thesis prospectus itself. Students should be forewarned that **Thesis Committee members are not obligated to accept work already completed - even when endorsed by one or two members of the committee.**

Once the prospectus has been approved and the work has been completed, for a thesis report to be acceptable for the degree, all members must sign the title page certifying that the student has completed her/his thesis to their satisfaction. The write-up should follow APA format for research reports as outlined in the current edition of the *APA Publication Manual*.

In the event the committee members cannot reach a unanimous decision to accept the thesis, but a majority is favorable, the majority and minority should report their separate opinions of the merits of the thesis to the Dean of Graduate Studies who will make the final decision according to standard procedures for dealing with divided graduate committees. If the thesis is regarded by the committee as of less than acceptable quality, the student should be given an appropriate period of time, clearly specified by the committee, in which to improve her/his work. If, after that period (usually a quarter or more), the thesis is still unacceptable to a majority of the committee, the majority may recommend to the Dean of Graduate Studies that the student be disqualified from further graduate study. Students are expected to gain final approval of the thesis before the end of the 6th quarter.

Filing a Thesis

Instructions on the preparation of theses, including the required format, are online at <http://www.gradstudies.ucdavis.edu/students/filing.html>

Students are responsible for meeting the filing dates.

Deadlines for filing are posted at:

<http://www.gradstudies.ucdavis.edu/students/calendar.html>

The thesis must be accompanied by a “University Library Release” form, available at:

<http://www.gradstudies.ucdavis.edu/forms/>

and a “Graduate Program Exit Information” form, available at:

http://www.gradstudies.ucdavis.edu/students/degree_candidates.html

Summary Table for Completing the Master’s Thesis

Step	Description	Completed?
1	<i>Select Thesis Committee (3 members)</i>	
2	<i>Submit Signed Individual Program of Study form (Form B)</i> ▪ To Program Coordinator	
3	<i>Submit Signed Thesis Prospectus form (Form C)</i> • To Program Coordinator	
4	<i>Submit application for Advancement to Candidacy</i> ▪ To Grad Studies via Program Coordinator	
5	<i>Complete Thesis</i> ▪ Committee member signatures on title page - file copy of signed title page and abstract with Program Coordinator	
6	<i>File Thesis with Grad Studies</i>	

Comprehensive Examination Guidelines (Plan II)

Comprehensive Exam Committee Membership

The exam committee consists of three members with one member serving as the exam committee chair. All University guidelines for thesis committee membership apply for exam committee membership. All three committee members can be from the graduate group; however, there can be one (but not more than one) member of the committee from outside the graduate group. At least one committee member must have expertise in infancy and/or early childhood and at least one committee member must have expertise in middle childhood and/or adolescence.

Comprehensive Exam Reading List

The student will begin by constructing an initial reading list in three parts: the first part will contain readings related to *infancy and early childhood*—a good start for this reading list would be the readings the student did for HDE 200A; the second part will contain readings related to *middle childhood and adolescence*—a good start for this list would be the readings the student did for HDE 200B; the third part will contain readings related to a specialty area that the student emphasized during his or her advanced coursework, agreed upon by the student and his/her adviser. (Note that the student's area of specialization is *not* expected to correspond to one of the focal areas of the Ph.D. program.) Once the student has his or her initial reading list, he or she will submit the list to all three exam committee members for feedback. Members may make any changes and additions to the list as they see fit. Once the student makes the changes recommended by the committee members, the student will submit a final reading list to all members of the exam committee.

Exam Content

The exam will consist of three questions; one question corresponding to each one of the three reading list areas. Each section will have two questions from which the student will select one to answer. The questions will be written by the student's exam committee. The committee members may make use of the old PhD preliminary exam question pool for the infancy/early-childhood and middle-childhood/adolescence sections of the exam, but this is not, by any means, required. The committee members may divide the question writing task between them in any way they see fit.

Exam Administration

The take-home exam will be given over four days. Each comprehensive response should range from 5-10 pages in length. The format of the paper must be Times New Roman, 12-point font, double-spaced, 1" margins and submitted in PDF. APA 6th Edition Reference Style (or current edition) must be used. On the first day of the exam, the Program Coordinator will email the questions by 9am and the student may email clarification questions no later than 11am; the Committee will be available online/by phone between 9am and 12pm. The exams are due by 12pm on the fourth day. Late papers will not be accepted. All parts of the written product are expected to be generated by the student independently.

The question responses will be distributed to the committee for grading directly after the student has completed the exam.

Each committee member will have the primary responsibility for evaluating one question of the exam, but all committee members should read all question responses.

The committee members will report their evaluations of the student responses to the chair of the exam committee within *two weeks* of the exam administration. If there is not a unanimous vote by the committee, the committee must meet to discuss the student's responses.

A unanimous vote of the committee is required to pass a student on the comprehensive examination. If a student does not pass the examination, the committee may recommend that she or he be reexamined one time. If a Graduate Adviser concurs, the student may be reexamined. (Note that the student must retake the *entire* exam if she or he does not pass.) The examination may not be repeated more than once. A student who does not pass the second attempt is thereby subject to disqualification from further work as a graduate student. The results of all Master's comprehensive examinations must be reported to Graduate Studies.

Exam Date

It is the student's responsibility to ensure that he or she has taken and passed his or her comprehensive exam by the appropriate date as given by Graduate Studies for graduation (degree conferral) at the end of a given term (quarter).

Approximately two weeks prior to the end of each quarter, Graduate Studies sends to the Program Coordinator a form on which are listed the names of all Master's candidates who are under Plan II and who have indicated their intention to complete degree work that quarter. The form, with the indication that the students have completed all requirements for the degree and with the date of the examination, or that they are deferring, or have failed, must be returned to Graduate Studies by the date indicated on the form.

Normative Time to Degree

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

Typical Timeline and Sequence of Events (Form A)

Year 1

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
<i>HDE 200A</i>	<i>HDE 200B</i>	<i>HDE 220</i>
<i>HDE 291</i>	<i>Elective 1</i>	<i>Statistics</i>
<i>Background coursework as needed</i>	<i>Elective 2 Complete Timeline (Form A) and develop Individual Program of Study (Form B)</i>	<i>Elective 3 and work on thesis prospectus</i>

Year 2

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
<i>Elective 4</i>	<i>HDE 299</i>	<i>Complete thesis OR</i>
<i>Practicum</i>	<i>Work on Thesis</i>	<i>M.S. Comprehensive Exam</i>
<i>Work on Thesis</i>		

Sources of funding

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.

Annually, in Spring, the Program Coordinator solicits applications for open TA positions that may be available in the following academic year. Faculty with active grants may have GSR positions; students should contact faculty directly to inquire.

For additional information on funding, see the 'Financial Support' subsection of 'Resources'.

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 Graduate Student Guide:

http://gradstudies.ucdavis.edu/students/handbook/GS201_GraduateStudentGuide.pdf

Second Master's Degree

Students are permitted to work toward a second Master's degree if the Graduate Adviser and the Dean of Graduate Studies determine that the degree will not be a duplication of the previous degree, whether earned on the Davis campus or at another institution.

As noted in the earlier section on transfer credits, students may transfer up to 12 units from one Davis program to another with the approval of a Graduate Adviser and the Dean of Graduate Studies. Students must spend a minimum of two quarters in regular graduate standing in the second master's program to meet the residency requirements of Graduate Studies. They must also complete a separate thesis or examination for each degree program.

RESOURCES

Who's Who in Graduate Studies

Students are encouraged to visit Graduate Studies to familiarize themselves with how the campus operates, to discuss concerns, or share observations. Every effort will be made to direct students to the appropriate Dean or staff person.

The Dean and Associate Deans of Graduate Studies are available by appointment at any time to discuss any matter relevant to a student's graduate education. Graduate Studies, Room 250 Mrak Hall.

Programmatic Resources

Holly Hatfield Rogai (530-752-9292, hhatfield@ucdavis.edu) is the Student Affairs Officer for the graduate programs in the Human Development Graduate Group. She is the person you contact when you have questions for Graduate Studies.

Financial Support

Teaching assistantships are rare and usually reserved for second-year students although readerships and research assistantships are sometimes available during the first year, as are scholarships and fellowships. For information regarding the availability of TA and RA positions and/or scholarships and fellowships in UCD and for the appropriate application forms, see the Program Coordinator in 1315 Hart Hall. For opportunities in other departments, contact the relevant departmental office. The deadline for applications for fellowship support is December 1.

Financial aid, including loans and grants, is available to qualified students and is administered by the Financial Aid Office. Work-study is allocated to each graduate group; please check with the Program Coordinator for information about work-study. Applications and information are available from the Financial Aid Office in Dutton Hall. Formal admission into a graduate program is not required to apply for financial aid.

Graduate Studies

Please go to <http://gradstudies.ucdavis.edu>

for any questions or concerns regarding the information below:

- Calendar/deadlines
- Degree candidate information
- Degree requirements
- What is a designated emphasis?
- Establishing California residence
- FORMS
- Funding your education
- Getting help
- Nonresident tuition reduction policy
- Preparing & filing the thesis or dissertation
- Scholarship warning & disqualification
- Research & teaching appointments for students:
- Handbook, job listings, definitions
- Job listings: Teaching Assistantships, Graduate Student Researcher positions

STUDENT COMPUTER USE POLICY

I. Purpose and Scope

The Human Development Graduate Group has limited computing resources. Resources must be reserved for the intended users. Further, these users must take responsibility for keeping the computing resources operational and secure. This policy aims to ensure use of department student computing equipment to the intended audience.

II. Definitions

The UC Davis Electronic Communications Policies (PPM 310-028 and 310-024) define terms used in this policy. Additional terms are defined here:

A. Equipment – Computers and their peripherals, audio/visual equipment, printers, scanners, fax machines, cables, wires, and networking equipment.

B. Designated space – Rooms or areas set aside for the use of equipment by students.

C. Student – A registered student in one of the Human and Community Development graduate level programs.

III. Policy

A. Equipment may only be used by students registered in one of the HCD graduate programs, or affiliated with a member of the faculty. Students may not allow anyone else to use HCD equipment.

B. Students may not modify designated spaces without authorization by the Management Services Officer or a member of the HCD computer support team. Students may not unplug network or power connections from computing equipment installed in designated spaces.

C. Students with laptops who wish to connect to the Internet must use the Moobilenet wireless connection provided in the TA Office or elsewhere on campus as designated by the wireless map at <http://wireless.ucdavis.edu>.

D. Students must not violate the security or privacy of any other student or their work while in designated space.

E. Students may not waste resources provided to them in good faith. This includes refraining from printing lengthy documents of more than 50 pages, or multiple copies of the same print job.

F. If a student is using equipment for a non-academic personal purpose and it is needed by another for an academic purpose, the student must relinquish control of the resource immediately.

IV. Enforcement

Any student in violation of this policy is subject to sanctions including, but not limited to:

A. Referral to Student Judicial Affairs.

B. Forfeiture of academic funding.

C. Notation in their academic record.

D. Loss of the privilege of the use of equipment or designated space.

V. References

A. Electronic Communications Policy – Allowable Use, PPM 310-023, University of California Davis

B. Electronic Communications Policy – Privacy and Access, PPM 310-024, University of California Davis

C. Cyber-safety Program Policy, PPM 310-022, University of California Davis

GRADUATE STUDENT BILL of RIGHTS

The Graduate Student Association (GSA) developed the following document. Endorsed in principle by the UC Davis Graduate Council and Graduate Studies, it identifies rights and responsibilities of graduate students and, where applicable, includes a cross reference to existing University guidelines and policies. These guidelines should clarify the ways in which graduate students, faculty, and graduate program staff interact with one another and, enforceable only to the extent that it is covered by UC Davis and the University of California policies and procedures. *(The document has been reproduced here, with updates where necessary, with permission of GSA.)*

GRADUATE STUDENTS HAVE A RIGHT TO THE FOLLOWING:

1. A graduate student has a right to be respected as a person of merit and junior colleague upon gaining admission to a graduate program.
2. Graduate students have a right to an accurate description of the availability and the likelihood of financial and resource support within their program.
 - a. Prospective and currently enrolled graduate students should be provided a thorough description of the requirements and qualifications necessary for academic employment, training or financial support at the University.
 - b. Assignments of office or lab space to departments and programs should consider the need for adequate graduate student space.
3. Graduate students have a right to specific and concrete requirements for achieving an advanced degree. These requirements should be communicated clearly to him or her upon entrance to the graduate program.
 - a. Prospective and currently enrolled graduate students have a right to know and should be informed of the “normative time to degree” and the “average time to degree” within a specific graduate program.
 - b. Prospective and currently enrolled graduate students have a right to know a program’s student attrition rate and, if available, the predominant reasons for lack of program completion.
4. Graduate students have a right to have their progress towards achieving an advanced degree be evaluated in an objective manner and based on criteria that are understood by the graduate adviser and the student.
 - a. Evaluations should be factual, specific, and should be shared with the student within a reasonable period of time. Evaluations which should be in writing include: annual progress reports, split decisions on qualifying examinations, and unusual or additional program requirements.
 - b. The reasons for unsatisfactory performance on programmatic examinations should be stated clearly to the student in a written evaluation.

5. A graduate student has a right to regular feedback and guidance concerning his or her academic performance.
 - a. A graduate student and major professor should arrive at and maintain a mutually agreeable schedule of evaluative/supervisory conferences.
 - b. Graduate students should be given a fair opportunity to correct or remediate deficiencies in their academic performance.
 - c. Any intent to dismiss a student from a graduate program for academic reasons must be preceded by specific, written performance information, well in advance of actual dismissal. Only the Dean of the Graduate Division can dismiss a student from a graduate program for academic reasons.

6. Graduate students have a right to not be discriminated against [by any] actions based on a student's gender, race, age, sexual orientation, disability, religious or political beliefs. Official grievance procedures and informal complaint procedures should be clearly defined at the Graduate Division and at the department or graduate program level. These procedures should be presented to graduate students.

7. Graduate students have a right to reasonable confidentiality in their communications with professors.
 - a. Generally a student's performance or behavior should not be discussed by a professor with other students.
 - b. Discussion of the student's performance among faculty should be of a professional nature, and should be limited to the student's academic performance and fitness as a graduate student; the substance of the communication should be based on a need to know relevant information.

8. Graduate students have a right to refuse to perform tasks if those tasks are not closely related to their academic or professional development program. The student's vulnerability in having a lesser status and authority in the academic unit or lesser experience in the academic field of study should not be exploited to the personal advantage of a faculty member.

9. Graduate students have a right to co-authorship in publications involving significant contributions of ideas or research work from the student. The student should receive "first authorship" for publications which are comprised primarily of the creative research and writing of the student. Faculty and graduate students should agree as early as possible upon authorship positions commensurate with levels of contribution to the work.

4. Graduate students have a right to expect that their departments or graduate programs incorporate student representatives into the decision-making process at that level. Graduate student involvement in appropriate policy decisions made at the department/graduate program level provides for increased communication of student ideas and concerns, as well as evidence that graduate students are "in training" as future academicians.

GRADUATE STUDENT RESPONSIBILITIES

1. Graduate students have a responsibility to conduct themselves, in all educational activities, in a manner befitting an academic colleague. Graduate students' behavior should be a credit to themselves, the higher academic unit and the University.
2. Graduate students have a responsibility to devote an appropriate amount of time and energy toward achieving the advanced degree within "normative time," except when special circumstances apply.
3. Graduate students have a responsibility to provide accurate and honest reporting of research results and to uphold ethical norms in research methodology and scholarship.
4. Graduate students have a responsibility to participate in the campus community to the extent that each is able, and should leave the campus enriched in whatever ways possible.
 - a. To contribute to the academic development and the social environment of the department or program in which he or she is pursuing the advanced degree
 - b. To contribute to administration of the graduate program, student government and/or the University.
5. Graduate students have a responsibility to take the initiative in asking questions that promote their understanding of the academic requirements and the financial particulars of their specific graduate program.
6. Graduate students have a responsibility to understand their role in the development of the relationship between faculty mentor and graduate student.
 - a. To have an awareness of time constraints and other demands imposed on faculty members and program staff.
 - b. To communicate regularly with faculty mentors and advisers, especially in matters related to research and progress within the graduate program.
7. Graduate students have a responsibility to uphold the public service aspects of the mission of a public university at a level appropriate to their ability and graduate program.

This document is a product of the Graduate Student Association of the University of California, Davis. The document was endorsed in principle by the Graduate Council and the Graduate Division of the UC Davis campus on November 7, 1990.

Prepared by: Pierre duVair (Chair, Graduate Student Association, 1989–1990), Sumner Morris (Counseling psychologist, UC Davis, 1958–1988), and other individuals from GSA, the Graduate Division, and the UC Davis campus.

APPENDIX

HUMAN DEVELOPMENT GRADUATE GROUP FACULTY INFORMATION

- Alexander, Kristen, Ph.D. (University of California, Davis), Associate Professor of Child Development, CSU Sacramento (6000 J St., Sacramento, 916-278-7829, kalexander@csus.edu)
- Belsky, Jay, Ph.D. (Cornell University), Robert M. And Natalie Reid Dorn Endowed Chair Professor of Human Development (1331 Hart Hall, 530-752-9945, jbelsky@ucdavis.edu)
- Chen, Zhe, Ph.D. (University of Massachusetts/Amherst), Professor of Human Development (1363 Hart Hall, 530-754-6750, zhechen@ucdavis.edu)
- Choe, Daniel Ewon, Ph.D. (University of Michigan), Assistant Professor of Human Development (1347 Hart Hall, 530-752-5962, danchoe@ucdavis.edu)
- *Conger, Katherine, Ph.D. (Iowa State University) Professor of Human Development (2323 Hart Hall, 530-754-7518, kjconger@ucdavis.edu)
- *Conger, Rand, Ph.D. (University of Washington), Distinguished Professor Emeritus of Human Development and Psychology, (rdconger@ucdavis.edu)
- Ferrer, Emilio, Ph.D. (University of Virginia), Associate Professor of Psychology (530-752-1880, eferrer@ucdavis.edu)
- Garcia, Lorena, MPH, DrPH (University of California, Davis), Assistant Professor, Public Health Sciences UCDSOM, Medical Sciences 1C; lgarcia@ucdavis.edu)
- *Goodlin-Jones, Beth, Ph.D. (University of Washington), Associate Professor of Psychiatry & Behavioral Sciences (UCDMC, M.I.N.D. Institute, 916-703-0239, blgoodlinjones@ucdavis.edu)
- Goodman, Gail S., Ph.D. (University of California, Los Angeles), Distinguished Professor of Psychology (152 Young Hall, 530-752-6981, ggoodman@ucdavis.edu)
- Grimm, Kevin., Ph.D. (University of Virginia), Associate Professor of Psychology, Arizona State University; Adjunct member of HDGG)
- Guyer, Amanda E., Ph.D. (Yale University), Professor of Human Development, HDFS and Center for Mind and Brain (2337 Hart Hall, aeguyer@ucdavis.edu)
- Hagerman, Randi, M.D. (Stanford Medical School), Professor (UCDMC, M.I.N.D. Institute, 888-883-0961, 916-703-0247, randi.hagerman@ucdmc.ucdavis.edu)
- Hansen, Robin, M.D. (University of California, Davis), Professor of Pediatrics (UCDMC, Ticon II Bldg., Sacramento, 916-734-7611, rlhansen@ucdavis.edu)

*Harper, Lawrence, Ph.D. (University of California, Berkeley), Professor Emeritus of Human Development (1329 Hart Hall, 530-752-3624, lharper@ucdavis.edu)

Hastings, Paul., Ph.D. (University of Toronto), Professor of Psychology, (Center for Mind and Brain, 267 Cousteau Pl; 530-297-4438, pdhasting@ucdavis.edu)

Hessl, David, Ph.D. Associate Professor, in Psychiatry & Behavioral Sciences (UCDMC, M.I.N.D. Institute, 916-703-0249, drhessl@ucdavis.edu)

Hibel, Leah, Ph.D. (Pennsylvania State University), Associate Professor of Human Development (1349 Hart Hall, 530-752-9809, lhibel@ucdavis.edu)

Joseph, Suad, Ph.D. (Columbia University), Professor of Anthropology. (220 Young Hall, 530-752-1593, sjoseph@ucdavis.edu)

Knapp, Penelope Krener, M.D. (Harvard Medical School), Professor Emerita of Psychiatry & Behavioral Sciences (UCDMC, M.I.N.D. Institute, 916-703-0266, pkknapp@ucdavis.edu)

*Mastergeorge, Ann, Ph.D. (University of California, Los Angeles), Professor and Chair, Human Development and Family Studies, Texas Tech University.

Miller, Lisa M. Soederberg, Ph.D. (University of New Hampshire), Professor of Human Development (1323 Hart Hall, 530-752-3955, lmsmiller@ucdavis.edu)

Mundy, Peter, Ph.D. (University of Miami), Lisa Capps Professor of Education, Learning and Mind Sciences Division, One Shields Ave, 530-752-0921, pcmundy@ucdavis.edu)

Nishina, Adrienne, Ph.D. (University of California, Los Angeles), Associate Professor of Human Development (2339 Hart Hall, 530-752-7003, anishina@ucdavis.edu)

Oakes, Lisa, Ph.D. (University of Texas), Professor of Psychology (Center for Mind and Brain, 267 Cousteau Pl, 530-297-4423, lmoakes@ucdavis.edu)

Ober, Beth A., Ph.D. (University of California, Berkeley), Professor of Human Development (1357 Hart Hall, 530-752-6934, baober@ucdavis.edu)

Ontai, Lenna, Ph.D. (University of Nebraska), Associate Specialist in Cooperative Extension (2327 Hart Hall, 530-752-6410, lontai@ucdavis.edu)

*Ponzio, Richard Ph.D. (University of California, Berkeley). Specialist in Cooperative Extension, 4-H Youth Development Specialist (2343 Hart Hall, 530-752-8824, rcponzio@ucdavis.edu)

Rivera, Susan, Ph.D. (University of California, Berkeley), Professor of Psychology (174K Young Hall, 530-754-9447, srivera@ucdavis.edu)

Robins, Richard, Ph.D. (University of California, Berkley), Professor of Psychology (268H Young Hall, 530-754-8299, rwrubins@ucdavis.edu)

Rogers, Sally, Ph.D. Professor of Psychiatry & Behavioral Sciences (UCDMC, M.I.N.D. Institute, 916-703-0264, sjrogers@ucdavis.edu)

Schweitzer, Julie, Ph.D. (University of Massachusetts, Amherst), Professor of Psychiatry and Behavioral Sciences (UCDMC, M.I.N.D. Institute, 916-703-0450, Julie.schweitzer@ucdmc.ucdavis.edu)

*Shaver, Phillip R., Ph.D. (University of Michigan), Distinguished Professor Emeritus of Psychology (109 Young Hall, 530-752-5783, prshaver@ucdavis.edu)

Swartz, Johnna, Ph.D. (University of Michigan), Assistant Professor of Human Development (1353 Hart Hall, 530-752-6078, jrswartz@ucdavis.edu)

Thompson, Ross, Ph.D. (University of Michigan), Professor of Psychology (279 Young Hall, 530-754-6663, rathompson@ucdavis.edu)

Timmer, Susan, Ph.D. (University of Michigan), Clinical Specialist, Pediatrics (UCDMC, Med Donner Bldg, 3300 Stockton Blvd., Suite 1155, Sacramento, 916-734-6630, susan.timmer@ucdmc.ucdavis.edu)

Trainor, Brian, Ph.D. (University of Wisconsin), Associate Professor of Psychology, (102G Young Hall, 530-572-1672, bctrainor@ucdavis.edu).

Trzesniewski, Kali, Ph.D. (University of California, Davis), Associate Director of Research for Statewide 4-H Youth Development Program, and Specialist in Cooperative Extension, (1351 Hart Hall, 530-752-2595 ktz@ucdavis.edu).

Urquiza, Anthony, Ph.D. (University of Washington), Psychologist, Pediatrics (UCDMC, MedDonner Bldg., 3300 Stockton Blvd., Suite 1155, Sacramento, 916-734-7608, anthon.urquiza@ucdmc.ucdavis.edu)

Watson-Gegeo, Karen, Ph.D. (University of Hawaii, Manoa), Professor of Education (2033 Academic Surge, 530-752-8668, kawatsongegeo@ucdavis.edu)

Widaman, Keith, Ph.D. (Ohio State University), Professor of Psychology, (UC Riverside, keith.widaman@ucr.edu)

*Not accepting new students

TIMELINE FOR THE CHILD DEVELOPMENT M.S. PROGRAM (FORM A)

(This form to be kept in student's department file)

Return this completed form to the HDGG Graduate Program Coordinator.

Name: _____

Current Date: _____

ID: _____

Year Entered: _____

YEAR 1

Notes

- | | |
|--|-------|
| <input type="checkbox"/> Contact Graduate Adviser | _____ |
| <input type="checkbox"/> Take HDGG Core Courses | _____ |
| <input type="checkbox"/> Take Elective Courses | _____ |
| <input type="checkbox"/> Complete Timeline (<i>Form A</i>) | _____ |
| <input type="checkbox"/> Develop Individual Program of Study (IPS) (<i>Form B</i>) | _____ |
| <input type="checkbox"/> Submit IPS (<i>Form B</i>) to Curriculum Committee | _____ |
| <input type="checkbox"/> Contact Major Professor | _____ |

YEAR 2

- | | |
|---|-------|
| <input type="checkbox"/> Submit Thesis Prospectus (<i>Form C</i>) | _____ |
| <input type="checkbox"/> Complete Elective Courses | _____ |
| <input type="checkbox"/> Complete Practicum | _____ |
| <input type="checkbox"/> Complete Thesis or Take Comprehensive Exam | _____ |

**CHILD DEVELOPMENT Master of Science PROGRAM
INDIVIDUAL PROGRAM OF STUDY (FORM B)**

Return a completed electronic form to HDGG Graduate Program Coordinator.

Include a 1-3 page written justification of the coursework for the proposed focal program including: 1) rationale for focal courses chosen and practicum; 2) how the chosen courses and practicum constitute a coherent theme. Students may include course syllabi to strengthen their justifications. Syllabi must be attached for any non-UCD courses listed on this form.

Name: _____ **Current Date:** _____

ID: _____ **Year Entered:** _____

Major Professor: _____

Is This a Revision of a Previous Submission? No Yes* (previous date: _____)

*If yes, be sure to include a cover letter to the Curriculum Committee detailing the changes made from the last Program of Study submission.

CORE COURSES

Course No. & Title	(Units)	Instructor	Qtr/Yr	Completed?	
HDE 200A Infancy & Early Childhood	(4)	_____	_____	Y	N
HDE 200B Middle Childhood & Adolescence	(4)	_____	_____	Y	N
HDE 220 Research Methods	(4)	_____	_____	Y	N
HDE 291 Research Issues Seminar	(4)	_____	_____	Y	N

STATISTICS (at least 3 units Upper Division or Grad course)

Course No. & Title	(Units)	Instructor	Qtr/Yr	Completed?	
_____	()	_____	_____	Y	N

CONTENT OR THEORY (two, letter-graded, non-variable-unit, graduate courses taught by graduate group faculty, totaling at least 6 units **AND** two, additional, letter-graded, non-variable-unit upper division or graduate courses totaling at least 6 units.)

Course No. & Title	(Units)	Instructor	Qtr/Yr	Completed?	
1. _____	()	_____	_____	Y	N
2. _____	()	_____	_____	Y	N

3. _____ () _____ Y N
 4. _____ () _____ Y N

PRACTICUM- (At least one quarter HDE 292 or HDE 396, for at least 3 units)

Course No. & Title	(Units)	Instructor	Qtr/Yr	Completed?
_____	() _____	_____	_____	Y N

TOTAL MINIMUM UNITS (which may include 299 units)

Plan I (Thesis) is 34

Plan II (Exam) is 36

Which plan are you on? _____

**CHILD DEVELOPMENT M.S. PROGRAM
APPROVAL of THESIS PROSPECTUS (FORM C)**

Return this completed form to the HDGG Graduate Program Coordinator.

Name: _____

Current Date: _____

ID: _____

Year Entered: _____

Topic of Thesis:

Approved: _____ **Date:** _____

Chair of Thesis Committee

Approved: _____ **Date:** _____

Thesis Committee Member

Approved: _____ **Date:** _____

Thesis Committee Member

Approved: _____ **Date:** _____

(Optional 4th Thesis Committee Member)

CHILD DEVELOPMENT M.S. PROGRAM
APPROVAL of INDIVIDUAL PROGRAM OF STUDY (FORM D)

Please photocopy this form as needed. Return this completed form to the HDGG Graduate Program Coordinator.

Name: _____ **Current Date:** _____

ID: _____ **Year Entered:** _____

Courses remaining to complete (as of date noted below):

_____	_____
_____	_____
_____	_____
_____	_____

Is this approval subject to other conditions (e.g., letters needed from course instructors)?

No Yes

Conditions (if any): _____

Approved: _____ **Date:** _____

Chair, HDGG Curriculum Committee

Follow-up to conditional approval:

Sign here when conditions have been fulfilled (may be completed by Graduate Adviser or Major Professor):

Name: _____ Date: _____

check one: Graduate Adviser Major Professor

UCD MENTORING GUIDELINES:

These guidelines were adopted by Graduate Council (the Academic Senate committee responsible for the policies governing graduate study) in 1999 and can be found at <http://gradstudies.ucdavis.edu/gradcouncil/mentoring.pdf>

Graduate Council recognizes that the mentoring of graduate students by faculty is an integral part of the graduate experience for both. Faculty mentoring is broader than advising a student as to the program of study to fulfill coursework requirements and is distinct from formal instruction in a given discipline. Mentoring encompasses more than serving as a role model.

Because the scope of mentoring is sometimes unclear, the UC Davis Graduate Council has outlined the following mentoring roles to guide the relationship between faculty and graduate students. Faculty and graduate students must realize that, while the major professor will be the primary mentor during a student's career at UC Davis, program faculty other than the major professor may perform many of the mentoring "functions" defined here. An important corollary to this recognition is that faculty members must realize that much of their interaction with all students has an important mentoring component to it. Graduate students also have responsibilities to ensure successful mentoring and these are also indicated in this section.

Faculty has a responsibility to mentor graduate students. Mentoring has been defined as....

1. Guiding students through degree requirements. This means:
 1. Providing a clear map of program requirements from the beginning, making clear the nature of the coursework requirements and qualifying examination, and defining a timeline for their completion; and
 2. Providing clear guidelines for starting and finishing dissertation or thesis work, including encouraging the timely initiation of the dissertation or thesis research.
2. Guiding students through thesis or dissertation research. This means:
 1. Evaluating clearly the strengths and weaknesses of the student's research;
 2. Encouraging an open exchange of ideas, including pursuit of the student's ideas;
 3. Checking regularly on progress;
 4. Critiquing written work;
 5. Providing and discussing clear criteria for authorship of collaborative research;
 6. Assisting in finding sources to support dissertation research; such as, teaching assistantships, research assistantships, fellowships, etc; and
 7. Being aware of student's research needs and providing assistance in obtaining required resources. For example, serving as the student's advocate for necessary desk and/or laboratory space.
3. Guiding students through professional development. This means:
 1. Providing guidance and serving as a role model for upholding the highest ethical standards;
 2. Treating students respectfully;
 3. Encouraging and critiquing oral and written presentations;
 4. Encouraging participation in professional meetings of regional groups as well as of learned societies;
 5. Facilitating interactions with other scholars, on campus and in the wider professional community;

6. Assisting with applications for research funding, fellowship applications, and other applications as appropriate for the respective discipline;
7. Being the student's advocate in academic and professional communities;
8. Providing career guidance, specifically assistance in preparation of the CV and for job interviews, and writing letters of recommendation in a timely manner; and
9. Recognizing and giving value to the idea that there are a variety of career options available to the student in the field of interest and accepting that the student's choice of career options is worthy of your support. For example, guiding the student to teaching opportunities when appropriate for the student's goals.

As partners in the mentoring relationship, graduate students have responsibilities. As mentees, students should:

1. Be aware of their own mentoring needs and how they change through their graduate tenure and should discuss these changing needs with their mentors;
2. Recognize that one faculty member may not be able to satisfy all of a student's mentoring needs. Seek assistance from multiple individuals/organizations to fulfill the mentoring roles described here;
3. Recognize that their mentoring needs must respect their mentor's other responsibilities and time commitments; and
4. Maintain and seek regular communication with their mentors, especially their major professor.