

# **HUMAN DEVELOPMENT GRADUATE GROUP**

## **M.S. STUDENT HANDBOOK 2010 - 2011**

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## **HUMAN DEVELOPMENT GRADUATE GROUP 2010 -2011 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.

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

For consideration for priority admissions and Fellowships, applications must be received by: December 15<sup>th</sup>

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 writing samples for quality of scholarship and "fit" with the program.

#### Timeline

For Fellowships, the Admissions Committee forwards their recommendations to the Dean by early January (currently January 15<sup>th</sup>). Applications for admission received between December 15<sup>th</sup> and March 1st will be reviewed and the Committee's recommendations forwarded to the Dean no later than 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 human 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 the Division of Human Development and Family Studies (HDFS) within the Department of Human and Community Development (HCD) in the College of Agriculture and Environmental Sciences (CA&ES).

Currently, faculty members who have the 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 UCD campus, including the M.I.N.D. Institute, Center for Mind and Brain, and Center for Neuroscience.

Faculty participating in any graduate group are subject to change as members join, resign, or retire. The Appendix includes a list of faculty currently associated with the Graduate Group and a table indicating the areas of interest these faculty members have identified. Students have the opportunity to meet many of the faculty through participation in the Research Issues seminars and other first-year courses. Students are encouraged to contact faculty to discuss their research interests and to connect with other students with whom they share common interests. Graduate students are encouraged to take advantage of courses offered in a wide variety of departments and to partner with faculty in exploring and identifying their area of specialization.

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.

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* (on the web), a biweekly column in the *California Aggie*, published by the Graduate Student Association; and the *Class Schedule and Registration Guide*. There are also several bulletin boards in Hart Hall near

the Advising Office: one devoted specifically to the graduate group, others with general information about employment opportunities, fellowships, and scholarships.

## **PROGRAM REQUIREMENTS**

### **Coursework Requirements**

A basic understanding of human development from infancy through adolescence is essential background for this program of study. Students will be expected to have completed at least one course each in the general areas listed below. Deficiencies can be made up during the first year of graduate study. Additional field experiences with children, coursework in exceptional children, and study of the family are helpful.

### ***Prerequisite Course Areas***

Undergraduate preparation for admission should include coursework in the following areas (equivalents will be determined in consultation with the graduate adviser).

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

Deficiencies can be made up during the first year of graduate study by earning a letter grade of "B" or better in the appropriate courses.

### ***Course and Unit Requirements***

The Graduate Group in Human Development offers the Master of Science via either the thesis option, "Plan I", (recommended since an ability to perform program evaluation is often a prerequisite even for applied positions) or by the comprehensive examination option, "Plan II". 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," supervised professional work.

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

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

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

Elective Courses (at least 15 units)

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

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

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

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

**Summary:**

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

Students following the Examination option (Plan II) are required to complete at least 36

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

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

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

### 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. 221    | Psychological Assessment of Children                                       |
| Human Dev. 231    | Issues in Cognitive and Linguistic Development                             |
| Human Dev. 234    | Children's Learning and Thinking   |
| Human Dev. 237    | Parent-Child Interaction   |
| Human Dev. 238    | The Context of Individual Development                                      |
| 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:<br>Cognitive and Perceptual Development          |
| Psychology 212B   | Developmental Psychology:<br>Social, Emotional and Personality Development |
| Psychology 272    | Topics in Developmental Psychology   |

### ***Grading, Courses, and Credit*** (from UCD Graduate Studies)

#### Residence Requirement

University policy requires continuous registration from the first quarter of enrollment in a program until completion of the degree unless a leave has been approved by the Dean of the Graduate Division. Candidates for the master's degree at the University of California must be in residence at least three academic quarters. Two six-week summer sessions may be counted as the equivalent of one regular quarter for purposes of satisfying the residence requirement, with a minimum of two units completed in each session.



### Transfer Credit

Although all work for the master's degree is usually undertaken in residence, some work completed elsewhere while in graduate status may be credited toward the degree. The normal limit for such transfer work is six units from another institution or up to one-half the unit requirement from another campus of the University – provided the units were not used to satisfy requirements for another degree. The following regulations apply specifically to the transfer of units toward master's degree requirements.

1. Units of work taken elsewhere other than the University of California may not be used to reduce the minimum residence requirement or the minimum requirement in the 200 series courses taken at the University.
2. Students who have been accepted into a double major program may transfer a total of 12 units overall between academic programs, with the approval of the Graduate Adviser and the Dean of Graduate Studies.
3. Requests for transfer credit are usually made prior to or at the time of Advancement to Candidacy. The Graduate Adviser has to make the request to the Dean of Graduate Studies specifying the units and courses involved, and provide an official transcript for the course(s).

### Standards of Scholarship

1. Only courses in the 100 and 200 series in which the student receives grades of *A*, *B*, and *C* – or *S* (only if approved by the Dean of Graduate Studies) – may be counted in satisfaction of the requirements for the Master's degree. (A course in which a student receives a *D+* or lower cannot be used to satisfy the unit requirement for the Master's degree, but will count in determining the grade point average.) Courses in the 300 – 400 series may be accepted if they have been approved by the Graduate Council.
2. Candidates must maintain an average of at least three grade points (a B average) per unit in all upper division and graduate courses elected during their residence as graduate students at the University of California. Application for advancement to candidacy may be made if the average is only slightly below 3.0 and if students are currently enrolled in course work, the successful completion of which will give them the required 3.0 average. Even if advanced, students must attain a minimum grade point average of 3.0 before the degree will be awarded.
3. Courses graded S/U will not be counted in determining grade point averages.

### Quarterly Unit Requirement:

To be considered full time, graduate students must enroll in 12 units each quarter. Exceptions are part-time students (approved only by petition for part-time status), first-quarter international students, and students with special circumstances. Units of 299 should be assigned to students doing thesis research or supervised preparation for comprehensive or qualifying examinations. Following are guidelines for course loads for full-time students:

No student may enroll for more than 16 units of 100 and 200 level courses combined, or for more than 12 units of 200 level coursework.

Teaching assistants should carry the expected 12-unit load with appropriate 299 and/or 396 units, as credit for instruction in techniques of teaching and laboratory supervision. Credit for these legitimate activities can increase the number of credits the TA receives without substantially increasing the workload.

Research Assistants should enroll for a minimum of 12 units. When the work they are doing will contribute to their thesis or to their scholarly development, this unit load may include the appropriate number of 299 research units.

#### Adding and Dropping Courses:

The Class Schedule and Registration Guide each quarter gives the step-by-step directions to add and drop class via RSVP and procedures for adding and dropping after deadlines have occurred.

#### *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 and, if appropriate to their career aspirations, are encouraged to become involved in an additional practicum or internship in their general area of interest after completion of core courses. Both HCD and campus internship offices and career placement centers are available to assist in these matters. The Graduate Adviser can also assist students in identifying faculty willing to supervise independent field work. Below are **examples** of practicums and internships that may be available. Please keep in mind that these are only a small sample of the experiences in applied settings that may be available.

#### Example Internships

##### *Child Life Program UCDCMC*

The goals of the Child Life program are to strengthen hospitalized children's coping skills, minimize the trauma and anxiety and improve the hospital experience such that it is positive and conducive to growth and development.

Services provided by the Child Life program to hospitalized children and their families include explaining medical procedures to children through the use of play puppets and medical equipment,

accompanying children to medical procedures and surgery to provide reassurance and explanations, a playroom in the Pediatrics ward and bedside activities for those unable to go to the playroom.

Student Interns become familiar with Professional Child Life work and interact with children of all ages in groups, settings, activities and on a one-to-one basis. Students will also learn much about the special needs of chronically ill youth and their families and learn how to provide activities that are therapeutic and diversionary.

For more information about the Child Life program at UCDCMC (and about the Child Life programs at other area hospitals), please contact the HCD Internship Coordinator at 530-752-1321.

### ***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 and Community Development, 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 psychological 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 Specialist 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. The Center is closed between 1 July and 30 August of each year, but callers may get information by calling the Division of Human Development and Family Studies, Department of Human and Community Development, at 530-752-0770.

### ***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 contact Sharon McDonell, the Internship Coordinator at 530-752-1321.

### ***First Steps Infant/Preschool Programs***

First Steps Infant and Preschool Program 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 Sharon McDonell, the Internship Coordinator at 530-752-1321.

### ***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.) Students consult with their mentor and a faculty Program Adviser to develop a study plan designed to meet their career goals. Students should have selected their elective coursework, statistics course(s), and practicum and submit this plan in writing to the Curriculum Committee by no later than the end of their second quarter in residence. Once approved by the Curriculum Committee, the study plan will serve as the criterion for determining whether the student has completed all required coursework for the degree. (Students are reminded that full-time status requires carrying a 12-unit coursework load which can be made up of required courses (including make-up courses for deficiencies in the prerequisites) and 299s.

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 Graduate 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 Graduate 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 the Graduate Adviser.

### Advising Structure and Mentoring

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

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

For students following Plan II, the Major Professor helps the student to identify two additional faculty members who would be best qualified for the student's Examination Committee. The Graduate Adviser is a Graduate Group member nominated by the Chair of the Graduate Group and appointed by Graduate Studies. The Graduate Adviser is a resource for information on academic requirements, policies and procedures, and registration information. The Graduate Adviser reviews and approves student petitions and progress until the student's coursework has been completed and the student's thesis guidance committee or examination committee has been appointed.

(The Mentoring Guidelines can be found in the Appendix)

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 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. 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.

### Thesis Committee/ Comprehensive Examination Committee

Students following Plan I, the thesis option, will consult with a Group faculty member with expertise in the area and under whose guidance the student wishes to do research—the student's

major professor, who will chair the guidance committee— and with a (different) faculty Program Adviser, to select two other persons to serve on the thesis guidance committee. The faculty Program Adviser will ensure that all prospective members of the committee are available and willing to serve, and then submit a nomination form to Graduate Studies for formal appointment.

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

### ***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 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 the Faculty Program Adviser, must find a faculty sponsor (major professor) and identify two additional (willing) Guidance Committee members from the Graduate Group to be nominated by the Faculty Program Adviser for appointment by the Graduate Division. At this time the student develops a thesis prospectus. The thesis prospectus should be reviewed by the members of the Thesis Guidance Committee and the student should obtain signatures from the three members of the Thesis Guidance Committee using the Approval of Thesis Prospectus Form *before* he or she proceeds with work on the thesis. The Approval of Thesis Prospectus Form should be submitted to the Graduate Program Coordinator along with a copy of the thesis prospectus itself. Students should be forewarned that Thesis Guidance 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 undertaken, 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 *APA Publication Manual*. In case 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 6<sup>th</sup> quarter.

### Filing a Thesis

Instructions on the preparation of theses and a schedule of dates for the filing of theses are available on the web at:

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

Deadlines for filing are posted at:

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

The dates for filing theses and deadlines for filing reports of Masters examinations are also printed in the UCD quarterly *Class Schedule and Registration Guide*. Students are responsible for observing the filing dates and for preparing the theses in proper form.

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](http://www.gradstudies.ucdavis.edu/students/degree_candidates.html)

### ***Summary Table for Completing the Master’s Thesis***

| Step | Description   | Completed |
|------|---|-----------|
| 1    | <i>Select Thesis Guidance Committee (3 members)</i>   |           |
| 2    | <i>Submit Signed Individual Program of Study form</i> <ul style="list-style-type: none"><li>▪ To HDGG Program Coordinator</li></ul>                   |           |
| 3    | <i>Submit application for Advancement to Candidacy</i> <ul style="list-style-type: none"><li>▪ To Grad Studies via HDGG Program Coordinator</li></ul> |           |
| 4    | <i>Complete Thesis</i> <ul style="list-style-type: none"><li>▪ Committee member signatures on title page</li></ul>                                    |           |
| 5    | <i>File Thesis with Grad Studies</i>  |           |

### ***Comprehensive Examination Guidelines (Plan II)***

#### Exit 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 should have expertise in infancy and/or early childhood and at least one committee member should have expertise in middle childhood and/or adolescence.

#### Exit 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/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/her initial reading list, he/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 be in three sections with each section corresponding to 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 exit exam committee. The committee members may make use of the 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 exam will be given over a day and a half on campus with three hours allowed for each question. The first section is given on the morning of the first day with the second section on the afternoon of the first day with a 1 hour break in between the two sections for lunch. The third section is given on the morning of the second day.

The exam is closed book. However, on the morning of the first and second day of the exam, the student will be given a clean copy of his/her reading list to refer to during the exam. The student may also have the use of a dictionary during the exam.

The committee will make arrangements for the use of a room and computer suitable for the exam.

It is up to the committee's discretion whether the exam is proctored; however, a member of the committee should be available close by in case of questions.

The student will receive a blank cd on the morning of the first day. At the end of each exam section, the student will save his/her response to the disk and turn-in a hard copy of the response to a designated committee member. At the end of the first day, the student should turn in the cd, a hard copy of the second question response, and the copy of the reading list. At the beginning of the second day (for the final section of the exam), the student will be given the same cd and copy of the reading list. At the conclusion of the exam, the student will turn in the cd, a hard copy of the third question response, and the copy of the reading list. During breaks and lunch, the student will leave all materials in the testing room.

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 *one week* 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/he be reexamined one time. If the Graduate Adviser concurs, the student may be reexamined. (Note that the student must retake the *entire* exam if she/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/she has taken and passed his/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 each department 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

##### 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>Make Up deficiency</i> | <i>Elective 2</i> | <i>Elective 3</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>M.S. Comprehensive Exam</i> |

#### Sources of funding

Beyond block grant awards, and fellowships, students are funded as either GSRs or TAs, the latter, typically, for Undergraduate HDE courses.

#### PELP, In Absentia and Filing Fee Status.

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

### 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 section on transfer credit above, students may transfer up to 12 units from one Davis program to another with the approval of the Graduate Adviser and 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.

## **GRADUATE STUDIES POLICIES**

### **ADVISING**

In general, the Graduate Adviser acts as the student's first source of academic information and provides assistance with the details of particular graduate programs. In all matters listed below the Adviser must judge whether the student's request is acceptable under existing regulations. In particular, the Adviser is responsible for the following:

- Review and approval of each quarter of the program of study for every graduate student;
- Review and act on each petition of a graduate student to drop or add courses, to take courses on an S/U basis, and to make recommendations on petitions of graduate students to drop or add courses beyond the fifth week of classes;
- Review and approve petitions for planned educational leave;
- Review and approve petitions for advancement to candidacy for the Master's degree and to make recommendations for the composition of committees for Master's theses or comprehensive examinations;
- Review periodically student progress toward degree objectives and file an annual report with Graduate Studies concerning each student's progress toward completion of degree requirements;
- Determine if programmatic requirements have been met by the completion of an equivalent course taken at another institution (although the Adviser does *not* have the authority to *wave* a requirement); and
- If so assigned by the department or group, act as chair of the committee reviewing and recommending to the Dean of Graduate Studies, acting on applications for admission, reentry, and changes of major to the graduate program of the department or group.

## 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.

10. 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.

## **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

Jean Telford (530-752-9292) is the Student Affairs Officer for the graduate programs in the Human and Community Development Department. She is the person you contact when you have questions for Graduate Studies.

### Financial Support

Teaching assistantships are 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 in UCD and for the appropriate application forms, see Room 1309 Hart Hall. For opportunities in other departments, contact the relevant departmental office. For information about scholarships and fellowships, as well as application forms, contact Graduate Program Coordinator, in Hart Hall. The deadline for applications for fellowship support is January 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 Graduate Program Coordinator for information about this. Applications and information are available from the Financial Aid Office, Dutton Hall. Formal admission into a graduate program is not required to apply for financial aid.

## INTERNET RESOURCES

<http://gradstudies.ucdavis.edu>

Please access the above link 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 Department of Human and Community Development 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

# APPENDIX\*

**\*Be sure to check the HDGG website for the most up-to-date list of faculty and staff as well as electronic versions of all the student forms!**

## 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](mailto:kalexander@csus.edu))
- \*Bryant, Brenda, Ph.D. (University of Minnesota), Professor of Human Development (1349 Hart Hall, 530-752-2242, [bkbryant@ucdavis.edu](mailto:bkbryant@ucdavis.edu))
- Chen, Zhe, Ph.D. (University of Massachusetts/Amherst), Professor of Human Development (1363 Hart Hall, 530-754-6750, [zhechen@ucdavis.edu](mailto:zhechen@ucdavis.edu))
- Conger, Katherine, Ph.D. (Iowa State University) Associate Professor of Human Development (1355 Hart Hall, 530-754-7518, [kjconger@ucdavis.edu](mailto:kjconger@ucdavis.edu))
- Conger, Rand, Ph.D. (University of Washington), Professor of Human Development (1361 Hart Hall, 530-754-7357, [rdconger@ucdavis.edu](mailto:rdconger@ucdavis.edu))
- Dewey, Kathryn, Ph.D. (University of Michigan), Professor of Nutrition (3253C Meyer Hall, 530-752-1992)
- Ferrer, Emilio, Ph.D. (University of Virginia), Associate Professor of Psychology (530-752-1880, [eferrer@ucdavis.edu](mailto:eferrer@ucdavis.edu))
- Garcia, Lorena, MPH, DrPH (University of California, Davis), Assistant Professor, Public Health Sciences UCDSOM, Medical Sciences 1C; [lgarcia@ucdavis.edu](mailto: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](mailto: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](mailto:ggoodman@ucdavis.edu))
- Grimm, Kevin., Ph.D. (University of Virginia), Assistant Professor of Psychology, (174 G Young Hall, Davis, CA 95616; [kjgrimm@ucdavis.edu](mailto:kjgrimm@ucdavis.edu))
- Guyer, Amanda E., Ph.D. (Yale University), Assistant Professor of Human Development, and Center for Mind and Brain (1362 Hart Hall, [aeguyer@ucdavis.edu](mailto:aeguyer@ucdavis.edu))
- Hagerman, Randi, M.D. (Stanford Medical School), Medical Director, Professor (UCDMC, M.I.N.D. Institute, 888-883-0961, 916-703-0247, [randi.hagerman@ucdmc.ucdavis.edu](mailto: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](mailto:rlhansen@ucdavis.edu))
- Harper, Lawrence, Ph.D. (University of California, Berkeley), Professor of Human Development (1329 Hart Hall, 530-752-3624, [lharper@ucdavis.edu](mailto:lharper@ucdavis.edu))

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

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\*Kraft, Rosemarie, Ph.D. (Ohio State University), Senior Lecturer of Human Development (1359 Hart Hall, 752-7452, [rhkraft@ucdavis.edu](mailto:rhkraft@ucdavis.edu))

\*Lehman, Barbara Ph.D. (Claremont Graduate University), Assistant Professor of Psychology (Western Washington University 360-650-2212, [Barbara.Lehman@wwu.edu](mailto:Barbara.Lehman@wwu.edu))

\*Mastergeorge, Ann, Ph.D. (University of California, Los Angeles), Associate Professor and Extension Specialist in Early Childhood, University of Arizona John and Doris Norton School of Family and Consumer Sciences (P.O. Box 210078 650 N. Park Ave. Tucson, AZ) And Assistant Adjunct Professor, Human Development ([ammastergeorge@ucdavis.edu](mailto:ammastergeorge@ucdavis.edu))

\*Masyn, Katherine, Ph.D. (University of California, Los Angeles), Assistant Professor of Education, Harvard University Graduate School of Education, 14 Appian Way, Cambridge, MA, [masynka@gse.harvard.edu](mailto:masynka@gse.harvard.edu))

Miller, Elizabeth, MD, Ph.D. (Yale University, Harvard Medical School), Assistant Professor of Pediatrics (UCDMC, Ticon II 3<sup>rd</sup> floor, Sacramento 916-734-5571, [elizabeth.miller@ucdmc.ucdavis.edu](mailto:elizabeth.miller@ucdmc.ucdavis.edu))

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

Nishina, Adrienne, Ph.D. (University of California, Los Angeles), Assistant Professor of Human Development (2339 Hart Hall, 530-752-7003, [anishina@ucdavis.edu](mailto: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](mailto: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](mailto:baober@ucdavis.edu))

Ontai, Lenna, Ph.D. (University of Nebraska), Assistant Specialist in Cooperative Extension (2327 Hart Hall, 530-752-6410, [lontai@ucdavis.edu](mailto: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](mailto:rcponzio@ucdavis.edu) )

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

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

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

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

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

Thompson, Ross, Ph.D. (University of Michigan), Professor of Psychology (279 Young Hall, 530-754-6663, [rathompson@ucdavis.edu](mailto: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](mailto:susan.timmer@ucdmc.ucdavis.edu))

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

Urquiza, Anthony, Ph.D. (University of Washington), Psychologist, Pediatrics (UCDMC, Med Donner Bldg, 3300 Stockton Blvd., Suite 1155, Sacramento, 916-734-7608, [anthon.urquiza@ucdmc.ucDavis.edu](mailto: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](mailto:kawatsongegeo@ucDavis.edu))

Widaman, Keith, Ph.D. (Ohio State University), Professor of Psychology (265 Young Hall, 530-754-8765, [kfwidaman@ucDavis.edu](mailto:kfwidaman@ucDavis.edu))

*\* Not accepting new students*

HUMAN DEVELOPMENT GRADUATE GROUP FACULTY  
AREAS OF INTEREST/EXPERTISE

| Name           | Areas      |           |                  |        |        |                              |                        |                          |                     |                      |  | Phases  |                 |                  |                                |           |       |
|----------------|------------|-----------|------------------|--------|--------|------------------------------|------------------------|--------------------------|---------------------|----------------------|--|---------|-----------------|------------------|--------------------------------|-----------|-------|
|                | Biological | Cognitive | Social-Emotional | Family | School | Culture/Neighborhood/Society | Health & Mental Health | Government/Social Policy | Prevention Research | Research Methodology |  | Infancy | Early Childhood | Middle Childhood | Adolescence/Emerging Adulthood | Adulthood | Aging |
| Alexander, K.  | ■          | ■         | ■                | ■      |        |                              |                        | ■                        |                     |                      |  |         | ■               | ■                |                                |           |       |
| Bryant, B.     |            |           | ■                | ■      | ■      | ■                            | ■                      |                          |                     |                      |  |         | ■               | ■                | ■                              |           |       |
| Chen, Z.       |            | ■         |                  | ■      | ■      |                              |                        |                          |                     |                      |  | ■       | ■               | ■                |                                |           |       |
| Conger, K.     |            |           | ■                | ■      |        |                              | ■                      | ■                        |                     |                      |  | ■       |                 | ■                | ■                              |           |       |
| Conger, R.     |            |           | ■                | ■      | ■      | ■                            | ■                      |                          |                     |                      |  | ■       | ■               | ■                | ■                              |           |       |
| Dewey, K.      | ■          |           |                  |        |        |                              | ■                      |                          |                     |                      |  | ■       | ■               |                  |                                |           |       |
| Ferrer, E.     | ■          | ■         | ■                | ■      | ■      |                              |                        |                          |                     | ■                    |  | ■       | ■               | ■                | ■                              | ■         |       |
| Garcia, L.     |            |           | ■                |        |        | ■                            | ■                      |                          |                     | ■                    |  |         | ■               | ■                |                                |           |       |
| Goodlin-Jones  | ■          |           | ■                | ■      |        |                              | ■                      |                          |                     |                      |  | ■       | ■               |                  |                                |           |       |
| Goodman, G.    |            | ■         | ■                |        |        |                              | ■                      | ■                        |                     |                      |  | ■       | ■               | ■                | ■                              |           |       |
| Grimm, K       |            |           |                  |        |        |                              |                        |                          |                     | ■                    |  |         | ■               |                  |                                |           |       |
| Guyer, A.      | ■          | ■         | ■                |        |        |                              | ■                      |                          |                     |                      |  | ■       | ■               | ■                |                                |           |       |
| Hagerman, R.   | ■          | ■         | ■                | ■      |        |                              | ■                      |                          |                     |                      |  | ■       | ■               | ■                |                                |           |       |
| Hansen, R.     | ■          |           |                  |        |        |                              | ■                      |                          |                     |                      |  | ■       | ■               | ■                |                                |           |       |
| Hastings, Paul | ■          |           | ■                | ■      |        | ■                            | ■                      |                          |                     |                      |  | ■       | ■               | ■                | ■                              |           |       |
| Harper, L.     | ■          | ■         | ■                | ■      |        |                              |                        |                          |                     |                      |  | ■       | ■               |                  |                                |           |       |
| Hessl, D.      | ■          | ■         | ■                | ■      |        |                              | ■                      |                          |                     |                      |  | ■       | ■               | ■                | ■                              | ■         |       |
| Joseph, S.     |            |           |                  | ■      |        | ■                            |                        | ■                        |                     |                      |  | ■       | ■               | ■                | ■                              |           |       |
| Knapp, P.      |            |           |                  | ■      |        |                              | ■                      | ■                        | ■                   |                      |  | ■       | ■               |                  |                                |           |       |
| Kraft, R.      | ■          | ■         |                  | ■      | ■      |                              |                        |                          |                     |                      |  | ■       | ■               |                  | ■                              |           |       |

| Name             | <i>Areas</i> |           |                  |        |        |                              |                        |                          |                     |                      |  | <i>Phases</i> |                 |                  |                                |           |       |
|------------------|--------------|-----------|------------------|--------|--------|------------------------------|------------------------|--------------------------|---------------------|----------------------|--|---------------|-----------------|------------------|--------------------------------|-----------|-------|
|                  | Biological   | Cognitive | Social-Emotional | Family | School | Culture/Neighborhood/Society | Health & Mental Health | Government/Social Policy | Prevention Research | Research Methodology |  | Infancy       | Early Childhood | Middle Childhood | Adolescence/Emerging Adulthood | Adulthood | Aging |
| Lehman, B        |              |           | ■                | ■      |        | ■                            | ■                      |                          |                     | ■                    |  | ■             | ■               | ■                | ■                              |           |       |
| Mastergeorge, A. | ■            | ■         | ■                | ■      | ■      |                              | ■                      |                          | ■                   |                      |  | ■             | ■               | ■                |                                |           |       |
| Masyn, K.        |              |           | ■                | ■      | ■      |                              | ■                      |                          | ■                   | ■                    |  |               | ■               | ■                |                                |           |       |
| Miller, E        |              |           | ■                | ■      | ■      |                              | ■                      |                          | ■                   | ■                    |  |               |                 |                  | ■                              |           |       |
| Miller, L.       |              | ■         | ■                | ■      |        |                              |                        |                          |                     |                      |  |               |                 |                  | ■                              | ■         |       |
| Mundy, P.        | ■            | ■         | ■                | ■      |        | ■                            |                        | ■                        |                     | ■                    |  | ■             | ■               | ■                |                                |           |       |
| Nishina, A.      |              |           | ■                |        | ■      | ■                            | ■                      |                          | ■                   | ■                    |  |               | ■               |                  |                                |           |       |
| Oakes, L.        |              | ■         |                  |        |        |                              |                        |                          |                     |                      |  | ■             |                 |                  |                                |           |       |
| Ober, B.         | ■            | ■         |                  |        |        |                              | ■                      |                          |                     |                      |  |               |                 |                  | ■                              | ■         |       |
| Ontai, L.        |              |           | ■                | ■      |        | ■                            | ■                      |                          | ■                   |                      |  | ■             | ■               |                  |                                |           |       |
| Ponzo, R.        |              |           |                  |        |        |                              |                        |                          |                     |                      |  |               |                 |                  |                                |           |       |
| Rivera, S.       | ■            | ■         |                  |        |        |                              |                        |                          |                     |                      |  | ■             | ■               |                  |                                |           |       |
| Robins, R.       |              |           | ■                | ■      |        |                              | ■                      |                          |                     |                      |  |               |                 | ■                | ■                              |           |       |
| Rogers, S.       | ■            | ■         | ■                |        |        |                              | ■                      |                          |                     |                      |  | ■             | ■               |                  |                                |           |       |
| Schweitzer, J.   | ■            | ■         |                  | ■      |        |                              | ■                      |                          |                     |                      |  | ■             | ■               | ■                | ■                              |           |       |
| Shaver, P.       |              |           | ■                |        |        |                              |                        |                          |                     |                      |  |               |                 | ■                | ■                              |           |       |
| Thompson, R.     |              |           | ■                | ■      |        |                              |                        | ■                        |                     |                      |  | ■             | ■               | ■                |                                |           |       |
| Timmer, S.       |              |           | ■                | ■      | ■      |                              |                        |                          |                     |                      |  | ■             | ■               |                  |                                |           |       |
| Trainor, B.      | ■            |           |                  |        |        |                              |                        |                          |                     |                      |  |               |                 |                  |                                |           |       |
| Urquiza, A.      |              |           | ■                |        |        |                              |                        |                          |                     |                      |  | ■             | ■               | ■                | ■                              |           |       |
| Watson-Gegeo     |              | ■         | ■                | ■      | ■      |                              | ■                      |                          |                     |                      |  | ■             | ■               | ■                | ■                              |           |       |
| Widaman, K.      | ■            | ■         | ■                | ■      | ■      | ■                            | ■                      | ■                        |                     | ■                    |  | ■             | ■               | ■                | ■                              |           |       |



**CHILD DEVELOPMENT Master of Science PROGRAM  
INDIVIDUAL PROGRAM OF STUDY**

*Note to students: Use a photocopy of this form and complete in ink. A facsimile of the form may be used only if it contains the identical information and format.*

**Return this completed form to the HDGG Graduate Program Coordinator.**

**Name:** \_\_\_\_\_ **Current Date:** \_\_\_\_\_

**ID:** \_\_\_\_\_ **Year Entered:** \_\_\_\_\_

**Individual Faculty Advisor:** \_\_\_\_\_

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.

**PREREQUISITE COURSE AREAS—List at least one course in each area**

| Area  | Course Number, Titles, and Institution |
|---|--|
| 1. Infancy and Early Childhood                | _____                                  |
| 2. Middle Childhood and Adolescence           | _____                                  |
| 3. Genetics, Biology or Physiology            | _____                                  |
| 4. Social, Personality or Cognitive           | _____                                  |
| 5. Statistics, Research or Assessment Methods | _____                                  |

**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.)

| <b>Course No. &amp; Title</b> | <b>(Units)</b> | <b>Instructor</b> | <b>Qtr/Yr</b> | <b>Completed?</b> |   |
|-------------------------------|----------------|-------------------|---------------|-------------------|---|
| 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)

| <b>Course No. &amp; Title</b> | <b>(Units)</b> | <b>Instructor</b> | <b>Qtr/Yr</b> | <b>Completed?</b> |   |
|-------------------------------|----------------|-------------------|---------------|-------------------|---|
| _____                         | ( ) _____      | _____             | _____         | Y                 | N |

TOTAL MINIMUM UNITS (which may include 299 units)

Plan I (Thesis) is 34

Plan II (Exam) is 36

\_\_\_\_\_ units

completed

**CANDIDACY FOR DEGREE OF MASTER OF SCIENCE BY:**

**Thesis** \_\_\_\_\_ **Exam** \_\_\_\_\_

**Plan I - APPROVAL of THESIS PROSPECTUS**

Title of Project:

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**Approved:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Chair of Thesis Committee

**Approved:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Thesis Committee Member

**Approved:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Thesis Committee Member

**Approved:** \_\_\_\_\_ **Date:** \_\_\_\_\_

(Optional 4<sup>th</sup> Thesis Committee Member)

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.