



UC DAVIS
Human Development
Graduate Group

**M.S. PROGRAM
STUDENT HANDBOOK
2023-24**

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The HDGG website contains the most up-to-date list of faculty, students, staff, and alumni: <https://humandevlopment.ucdavis.edu/people>

HUMAN DEVELOPMENT GRADUATE GROUP
M.S. PROGRAM STUDENT HANDBOOK
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Welcome to the Human Development Graduate Group (HDGG) at the University of California, Davis!

This handbook gives an overview of the Master's degree program in Child Development and is designed to assist both students and faculty graduate advisers in understanding program requirements and help students make optimal use of their time in the program.

HDGG Administrative Bylaws and Degree Requirements of the M.S. in Child Development program can be found on the UC Davis Graduate Studies website:

<https://gradstudies.ucdavis.edu/programs/gchd>.

More general information regarding UCD regulations and requirements can be found in the [Graduate Student Resource Guide](#).

Information on policies and guidelines relevant to UC Davis graduate education can be found on the UC Davis Graduate Studies Website: <https://grad.ucdavis.edu/policies>.

HDGG MISSION STATEMENT

The mission of the UC Davis Human Development Graduate Group (HDGG) is to educate students in the scientific theories, methods, and research that further an interdisciplinary understanding of human development in context, toward improving the lives of individuals and families.

COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION

Guided by the UCD Principles of Community and the UC Regent's statement on Diversity, Equity and Inclusion, the Human Development Graduate Group (HDGG) at the University of California, Davis, is committed to an inclusive environment where all students, faculty, and staff are respected and appreciated. HDGG faculty and students seek to advance understanding of human development across contexts. We believe that a broad range of perspectives strengthens our efforts toward this aim. HDGG strives for a diverse faculty, staff and student membership and encourages applications from all individuals regardless of race, ethnicity, nationality, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, immigration status, geographic region, or socioeconomic status.

BACKGROUND and GENERAL INFORMATION

The graduate group system is found almost exclusively on the UC Davis campus. Faculty members are organized across departments to offer a graduate degree. This allows students to gain an interdisciplinary perspective of child development issues. The Human Development Graduate Group (HDGG) is housed administratively in Human Development and Family Studies (HDFS) an Academic Program within the Department of Human Ecology (HE) in the College of Agriculture and Environmental Sciences (CA&ES). The administrative bylaws of the Human Development Graduate Group are posted on the Office of Graduate Studies program webpage: [HDGG Bylaws](#).

Faculty participating in any graduate group are subject to change as members join, resign, or retire. A current list of [HDGG faculty](#) can be found on the [HDGG website](#) along with their areas of interest. Faculty members who have primary responsibility for the core coursework and advising of HDGG are mainly located in the Human Development and Family Studies program in the Department of Human Ecology. Other HDGG faculty are located in 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, Center for Poverty and Inequality Research, and Center for Neuroscience. 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 partner with faculty in exploring and identifying their area of specialization.

It is the student's responsibility to be familiar with, and stay updated about, campus and programmatic rules, regulations, and deadlines. During their graduate training, students should stay informed, seek out opportunities, and discuss their career goals and plans for attaining them with faculty advisors, mentors, and other graduate students. Students are encouraged to take opportunities for social and intellectual interactions, read notifications and information provided by the program and Graduate Studies (e.g., emails sent by the Program Coordinator, Graduate Studies' [Graduate Student Resource Guide](#)), and attend workshops organized by the [Graduate Pathways program](#), [Center for Educational Effectiveness \(CEE\)](#) and the [Career Center](#).

PROGRAM GOALS

The M.S. in HDGG is an interdisciplinary, two-year program. This program is designed to offer an examination of cognitive, biological, and socio-emotional development in context from prenatal/infancy through adolescence. The curriculum emphasizes a balance of supervised research and applied experience, theory, and methodology in the belief that, in order to be effective, researchers, educators and practitioners alike must have solid disciplinary foundations. Consistent with this goal, the program has a tripartite emphasis:

1. It incorporates study in multiple domains of human development: biological, social-emotional, cognitive, and methodological approaches;
2. It organizes the study of child development from infancy through adolescence; and
3. It emphasizes the diverse contexts within which human development takes place, including social-cultural institutions such as families, schools, and community organizations; environmental conditions related to poverty, nutrition, mental and physical health, and atypical development; and the social, governmental, and legal policies that affect individual development and families.

The first year of the program is intended to be comprehensive in scope with students' individual programs of study guiding a more focused study and application of a specialized area in the second year.

ADVISING

Program Guidance

Students receive program guidance from several sources during their time in the program. For more information about each of these, see the program [Degree Requirements](#).

The **Major Professor** is a HDGG faculty member who has expertise in the student's chosen area of study and are identified by students, in consultation with their faculty Graduate Advisor, at the time of admission to allow students to begin developing their plan of study immediately upon the start of the program. The Major Professor helps the student develop their plan of study and select coursework, and:

- for students following Plan I, supervises the student's research and is Chairperson of the thesis guidance committee.
- for students following Plan II, chairs Examination Committee and helps the student identify two additional faculty members who would be best qualified for the student's Examination Committee.

Students may change Major Professor, especially in their first year of the program as their interests and goals develop. Students wishing to change Major professors should consult with their faculty Graduate Advisor and consider how the change may affect their progress toward degree.

The faculty **Graduate Advisor** is a Graduate Group member nominated by the Chair of the Graduate Group and appointed by Graduate Studies. The Graduate Advisor is a resource for

information on academic requirements, policies and procedures, and registration information. The Graduate Advisor is responsible for ensuring that students receive appropriate mentoring according to the relevant guidelines as set forth by Graduate Council (see [UCD Mentoring Guidelines](#)). Students should consult with their Graduate Advisor if at any time they feel they are not receiving appropriate mentoring. The Graduate Advisor also serves as a HDGG faculty mentor who can provide that support for students.

The Graduate Advisor assists the student and Major Professor in selecting coursework, the nomination of committee members, and ensuring the student is making adequate progress toward satisfying degree requirements. Students will be required to meet annually with their Faculty Graduate Advisor to complete their Student Progress Assessment to facilitate their timely completion of degree requirements. Graduate Advisors are responsible for reviewing and signing most forms required of students in the attainment of their degree. As such, it is helpful for students to meet regularly with their Graduate Advisor to ensure they have a clear understanding of the student's training goals and objectives and their current needs to fulfill them. The Graduate Advisor 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 **Program Coordinator** assists students with identifying resources, filing paperwork, and general university policies. 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 Advisors, Major Professors, Graduate Studies and Personnel staff on student and financial matters.

The **Peer Mentor** serves as a student mentor. Peer Advisors are students who have completed at least their first year of the program and are assigned as mentors for incoming students. Assignments are made by graduate student representatives on the Recruitment and Events committee. Peer mentors meet quarterly (or more) of their mentees' first year to provide support, knowledge of the program and campus, and be a resource to help incoming student successfully navigate the program.

Annual Graduate Student Progress Report (SPA)

[An annual progress assessment \(SPA\)](#) must be completed for each graduate student in the Spring quarter. Students complete this report in consultation with their Major Professor and faculty Graduate Advisor. The HDGG Chair will notify students and faculty of the internal deadline for HDGG.

The online Student Progress Assessment content and format has been developed and approved by Graduate Council, in collaboration with the Graduate Student Association and Graduate Studies ([sample SPA report questions](#)). This report includes questions to guide graduate students and faculty discussions on professional development plans, coursework requirements, exam or thesis/dissertation progress, goals and expectations, and meeting/communication expectations. Based on the assessment, students are given a progress assessment of satisfactory (meeting expected program milestones), marginal (delayed in meeting expected program milestones), or unsatisfactory (continued delay in meeting expected program milestones after a marginal report). All marginal and unsatisfactory annual reports are reviewed by the HDGG Executive Committee to review the student's and academic plan and identify recommendations for the Graduate Advisor to provide follow-up.

Graduate students are provided the opportunity to acknowledge the assessment, but if they do not do so within two weeks, the report will route accordingly. All graduate students can provide comments to their faculty and/or to Graduate Studies. If they wish to share comments with Graduate Studies only, they can select this option and their comments will be hidden from the program. The option allows graduate students to report issues or concerns directly to Graduate Studies.

Interim SPA reports may be completed to address or remedy issues of concern regarding academic progress (e.g. follow-up to marginal SPA assessments) outside of Spring Quarter (when the annual assessment is used). Interim reports are not required of all graduate students and are often used to document a progress issue. An interim report is a brief, one-page online progress report. Multiple interim reports can be submitted for one student during Fall and Winter quarters, prior to the launch of the Annual SPA in Spring quarter.

Unsatisfactory assessments: Unsatisfactory assessments are required to include a timeline of expectations for the student to complete in order to return to satisfactory standing. The Senior Academic Advisors and the Graduate Studies Associate Dean for Students review all unsatisfactory SPA's, and may contact faculty or students to discuss and clarify the plan to reach satisfactory progress or to suggest additional resources. A notice from the Graduate Studies Associate Dean will be sent to the student through the SPA platform reiterating the requirements and timeline included in the Major Professor and Graduate Advisor comments.

Unsatisfactory assessments do not affect the student's ability to be employed or receive University fellowships. However, HDGG students who receive unsatisfactory assessments will have lowest priority for internal program support awards, stipends, and TA positions, regardless of prior or current financial offers. Unsatisfactory assessments are not reflected on a student's transcript and students are not placed on academic probation status. Students are not disqualified for receiving an unsatisfactory SPA, but may be eligible for a program recommendation of disqualification if they do not meet the requirements for satisfactory progress outlined in the timeline of expectations. Information on the process and criteria of disqualification are available on the Graduate Studies [Disqualification webpage](#).

PROGRAM REQUIREMENTS

All program degree requirements necessary to complete the HDGG M.S. degree in Child Development can be found on the [UCD Graduate Studies Website](#) and the [Current Students](#) section of Resources on the HDGG Website. The information below includes details from the degree requirements approved on June 20, 2023 and is intended to provide further information to guide students in making timely progress toward completing these requirements.

M.S. Degree Plan Requirements

Students consult with their Major Professor and their faculty Graduate Advisor to develop an *individual program of study*, following either Plan I or Plan II, designed to meet their career goals. The Individual Program of Study ([IPS forms](#)) are submitted to the Curriculum Committee in the Spring of the first year in the program. The approved IPS form serves as the criterion for determining whether a student has completed required coursework for the M.S. degree in Child Development.

Plan I. This plan requires 15 units of core coursework, 9 units of electives, 3 units of a practicum, and 3 units of Developmental Science Seminar (total of 30 units), an oral presentation, and a research thesis which serves as the capstone project.

Plan II. This plan requires 15 units of core coursework, 12 units of electives, 3 units of a practicum, and 3 units of Developmental Science Seminar (total of 33 units), an oral presentation, and a comprehensive final examination which serves as the capstone project.

Students are encouraged to consult early with their Major Professor and faculty Graduate Advisor to develop a training plan that meets these requirements and is consistent with their career objectives.

Background Preparation

Admission preference is given to students with a record of at least some coursework providing a basic understanding of human development. For students who enter the Master's program without a strong background in Child or Human Development, Early Childhood Education, or Developmental Psychology, it is recommended that they discuss background preparation with their Graduate Advisor to prepare for the graduate level coursework in this program.

Course and Unit Requirements

Full-time students must enroll in a minimum of 12 units each academic quarter including research, academic, and seminar units. Courses that are used to fulfill any of the program course requirements may not be taken S/U unless the course is normally graded S/U. Once course unit requirements are completed, students can take additional classes as needed while completing their Thesis (Plan I) or Capstone (Plan II), although the 12 units per quarter are generally fulfilled with independent research units (299) and seminars. Per UC regulations students should not ordinarily enroll in more than 16 total, combined units per quarter. Students who wish to enroll in more than 16 units in a single quarter need to consult with a Graduate Advisor for approval prior to enrolling.

HDGG M.S. students may, under certain circumstances, transfer graduate level coursework from another UC campus taken to fulfill the requirements of another degree, or from a non-UC campus. Transfers must follow the [Graduate Studies guidelines](#). Students wishing to transfer credits toward the HDGG M.S. degree must get approval from their faculty Graduate Advisor to include them on their IPS forms for Curriculum Committee approval. Transfer coursework may not be used to satisfy Core Coursework (HDE 200A, 200B, 200C, 220).

a) Core Courses (at least 15 units)

In the first two quarters of the program, all students in the program take 15 units of Core Coursework as follows:

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 & Adolescence* (4 units). Theory and research on the biological, social, cognitive, and cultural aspects of development from five years until late adolescence.

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

In addition, students select one upper division or graduate level course in **statistics** (min 3 units). This course can be taken in any quarter prior to advancing to candidacy. The course should be relevant to conducting/assessing work in the student's area of interest and selected in consultation with the Major Professor and Graduate Advisor. Students may reach out to the Curriculum Committee for a current list of potential courses to consider. Note that some statistics courses require prerequisites. Final approval of the course is made by the Curriculum Committee as part of the student's IPS form

b) Elective Courses (at least 9 units Plan 1, 15 units Plan II)

In addition to the Core Courses, students are required to enroll in elective coursework. The elective coursework should build on the Core Coursework to create the student's individual program of study that guides their training to meet their career goals. All elective coursework is subject to review and approval by the graduate advisor and the Curriculum Committee via the IPS form.

Plan I and II:

At least two regularly scheduled graduate courses in the major field. (min **6 units**)

Plan I:

An additional **3 units** of graduate coursework (200 series) in the field of study which can be taken as variable, non-graded or research (e.g. 298, 299 or equivalent) units.

Plan II:

An additional **9 units** of graduate coursework. Up to 3 units may be taken can be taken as variable, non-graded or research (e.g. 298, 299 or equivalent) units.

For both Plan I and II, up to 3 units of electives may be taken as upper division (100 series) undergraduate coursework under *rare circumstances* where graduate level coursework is not an option. All requests to include upper division undergraduate coursework toward degree requirements must be submitted to the curriculum committee and include reasoning for why graduate coursework cannot be taken to satisfy the requirement.

Possible Electives: The following is only a sample of relevant graduate courses – other courses may be selected in consultation with a Graduate Advisor (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 |

- c) **A practicum or supervised field work** relevant to the student’s professional goals (at least **3 units 292 or 396**) reviewed and approved by the Curriculum Committee.

The HDGG M.S. degree program emphasizes applied experience with both research and practice. Toward this goal, HDGG M.S. 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. Students are required to justify their course choice and practicum/internship area on their [IPS forms](#) submitted to the Curriculum Committee.

HDE 292 units are given for supervised on-site practicum experiences (e.g. child care, school classrooms, program development or implementation). The HDFS Program Advising Office as well as the campus internship and career placement services are available to assist in the identification of appropriate internship opportunities. The student’s Graduate Advisor can also assist students in identifying faculty who are willing to supervise independent fieldwork. Some examples of practicum sites HDGG M.S. students have worked with are the UC Davis Human Ecology Center for Child and Family Studies (Early Childhood Lab School); UC Davis C.A.A.R.E. Center; and Davis Joint Unified School District.

HDE 396 units are designed to help students train to become teachers and educators. The focus of the units is on methodology in teaching, research on teaching, and current teaching practices. This practicum emphasizes the development of clear written and verbal communication skills necessary for educators. Activities may involve both pedagogical learning through review of materials from the Center for Educational Effectiveness (CEE) and attending CEE workshops, and application (e.g., developing class activities; selecting reading assignments, etc.). These types of faculty-mentored teaching activities must take place during quarters when the graduate student is not assigned as a TA for that course and/or faculty member. The practicum plan must clearly evidence 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.**

- d) **Developmental Science Seminar** (min 3 units HDE 298): Students are required to enroll in 1 unit of HDE 298 and attend the weekly program Developmental Science Seminar series each quarter until they advance to candidacy. Developmental Science Seminars are coordinated through the HDGG Colloquium Committee and occur weekly during each academic quarter. Weekly attendance is expected and will be taken and tracked for grade assignment. Students are allowed 2 excused absences to receive an A in the course. Students who have a conflict due to TA or class obligations for a specific quarter must notify the program coordinator and Colloquium Committee chairperson of the conflict to make alternate arrangements.

Research Credits

Students are expected to enroll in 299 (1-12 units) and 290C (1 unit) for research credit units with their Major Professor or a faculty member advising the student's independent research or preparation for the comprehensive examination each academic quarter. Students should contact the HDGG Program Coordinator for the appropriate registration CRN. Note that these units should not be applied to work being carried out as a [Graduate Student Researcher](#).

Special Requirements

Oral Presentation: Students are required to present in their second year at the Developmental Science Seminar as part of the degree requirements. Students may elect to fulfill this requirement in their first year if needed. Students who are dual enrolled in the M.S. and Ph.D. programs may use the same presentation to satisfy the requirement for both degrees. Students may request to use an oral presentation of their own research given at a professional conference to satisfy this requirement. Requests are submitted to the Chair of the Colloquium Committee. Completion of the requirement will be tracked by the Colloquium Chair via grading. If the student has not completed an oral presentation by the end of their second academic year and fails to submit a request for an alternative presentation to be approved, they will receive a No Pass for the second year Spring quarter seminar grade.

Thesis Prospectus: Students following Plan I must submit a prospectus of their thesis to the thesis committee members for approval prior to advancing to candidacy. (See "Thesis" for more information)

Grading, Courses, Credit and Scholarship

The HDGG M.S. program follows the UC Davis Graduate Studies guidelines, which can be found on the [Graduate Studies website](#). All information provided below is taken from these guidelines.

Standards of Scholarship: Graduate students must earn a 3.0 cumulative and term GPA to maintain good academic standing in the HDGG program. In graduate and upper division undergraduate courses, letter grades of A, B, and C, as well as Satisfactory in courses regularly graded as such, may count towards degree or credential requirements. Lower division undergraduate courses are not calculated into the graduate GPA. As per program degree requirements, students must achieve a minimum GPA of 3.0 in all course work undertaken for the HDGG M.S. degree to be awarded

Good Academic Standing: To be in good academic standing, graduate students must maintain: 1) cumulative and term GPA of 3.0 or higher; 2) satisfactory progress in the graduate program, as determined by the Graduate Advisor, program degree requirements, and the thesis chair; and 3) have no more than 8 combined units of Incomplete, Unsatisfactory, or F grades.

Repeating Courses: As per [UCD Regulations](#), students may repeat any course in which they receive a C, D, F or U, up to a maximum of three courses. *The program advises any student wishing to repeat a course to first consult with a Graduate Advisor prior to enrolling.* Any repeated course, except for one offered only on a Satisfactory/Unsatisfactory basis, must be retaken for a letter grade. The grade points earned from the second attempt will replace the grade points from the first attempt, *even if the second attempt grade is lower than the first.* Degree credit for a repeated course is only given for one of the course attempts, and are

annotated on the transcript. Repeating a course more than once requires approval from a Graduate Advisor and the Dean of Graduate Studies.

Satisfactory, Unsatisfactory (S/U) Grading: Students who have not yet advanced to candidacy may petition to take one normally graded course per quarter on an S/U basis provided the course is used to explore an area unrelated to their academic discipline. Courses that fulfill program requirements, including deficiencies, may not be taken on an S/U basis unless it is normally graded as S/U. An S/U course may be used to fulfill unit requirements. To receive an S grade in lower or upper division undergraduate coursework, you must earn at least the equivalent of a C-. To receive an S grade in graduate coursework, you must receive the equivalent of a B- or better.

If you have advanced to candidacy, you may take an unlimited number of courses on an S/U basis with the approval of your Graduate Advisor.

To request a *Grading Option Change* to change a graded course to S/U, petitions must be submitted to Graduate Studies by the Graduate Coordinator no later than the end of the fifth week of the quarter (25th day of instruction).

Incompletes: A grade of Incomplete (I) may be assigned when the student's work is of passing quality but is not completed during the term of instruction because of significant health issues, personal emergency, or a similar reason. Poor academic performance, missed assignment deadlines, insufficient preparation, and unexcused absences are not appropriate reasons to assign an incomplete grade and should instead be consideration for dropping or retaking the course. Incomplete grades are active for three registered quarters following the quarter the course was taken (quarters in which a student is on leave or withdrawn from UC Davis are not included). Students should work with the instructor to develop a plan outlining the remaining requirements, timeline, expectations, and any needed materials or resources needed to complete the work needed to remove the "I". Once the work has been completed, the course instructor updates the grade using the online Grade Change Tool. If the I grade is not replaced by the end of the third registered quarter, the grade will revert to an F or a U. Extensions may be requested with an Incomplete Grade Extension Request submitted through the program Graduate Coordinator for forwarding to Graduate Studies. Requests must be reviewed, approved, and processed by both Graduate Studies and Office of the University Registrar (OUR) by the last day of instruction in the final quarter the I grade is active. *It is imperative that students submit Extension Requests as early as possible prior to the last day of instruction.* Students should ensure that all requests include sufficient information and are submitted as early as possible prior to the last day of instruction to allow adequate time for review. Approval is not guaranteed, and petitions submitted without sufficient information or time to review may not be approved.

Master's students may advance to candidacy with an incomplete (I) grade but may not go on filing fee or graduate if they have incomplete grades on any of the required courses included on the master's candidacy application. Students are encouraged to consult with the instructor and their Graduate Advisor prior to requesting an incomplete grade. Before students request an Incomplete, they should take into account:

- Their knowledge of the subject and ability to work independently (1-3 quarters after instruction).
- The amount of work to be completed.
- The type of work to be completed.

- Their ability to complete the work while a continuing graduate student.
- How the incomplete will affect their progress toward degree.

Academic Probation: [Academic probation status](#) is assigned automatically via the campus system. There are three reasons students are assigned probationary status for not being in good academic standing: 1) Term GPA (individual quarter) below 3.0.; 2) Cumulative GPA below 3.0; 3) Nine (9) or more cumulative units of Unsatisfactory (U), Incomplete (I), or Failing (F) grades. HDGG strongly encourages students who are in jeopardy of academic probation, or who receive notification of academic probation, to discuss their options with their Graduate Advisor.

Students on academic probation are eligible for employment or fellowships only by exception via requests to Graduate Studies that are reviewed by the Graduate Studies Associate Dean for Students. This review is to ensure that students on academic probation are receiving support to reach good standing. Employment as a ASE or GSR/TA requires Graduate Studies approval of a [Petition for Exception to Policy \(PEP\)](#) submitted at least one month before the employment start date, in addition to a statement of support from the program. Exceptions for fellowships require a program letter of support.

Students on academic probation may return to good standing. See the [Graduate Studies webpage for information on “reaching good standing.”](#)

Credit by Examination: With permission from the instructor, graduate students may audit courses (attend class sessions without registering). If the student later decides to seek credit for that class, they may request credit by examination. Credit by examination is available to registered students in good academic standing. The student does not need to be enrolled in the specific class, nor does the class need to be offered in the quarter the exam is held. The examination must be given by a UC Davis instructor and be for a course listed in the UC Davis [General Catalog](#). See [DD Reg 528](#) for Credit by Examination policy.

To earn credit through examination, the student must first obtain permission for the exam by completing the [Credit by Examination Petition](#), available from the Office of the University Registrar (OUR).

1. The student fills the Personal Information, Course Information, and Method for Preparation portions of the petition, and requests signature from the course instructor.
2. The course instructor or Graduate Coordinator submits the petition to [the assigned Senior Academic Advisor \(SAA\)](#) for Dean’s signature.
3. Graduate Studies SAA’s will review, sign on behalf of the Dean if approved, and forward the petition to OUR.
4. OUR will issue a permit to take the examination and charge a \$5 exam fee directly to the student’s account.
5. Following the exam, the instructor reports the grade to OUR (ourenrollment@ucdavis.edu), and OUR staff update the student’s transcript to reflect the earned credit.

INDIVIDUAL PROGRAM OF STUDY: PROCEDURES

Students who complete a M.S. degree in Child Development can pursue a variety of career paths, such as teaching in community colleges or working in early childhood programs or human services. 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, **all students are required to submit an [Individual Program of Study \(IPS\) “Form A”](#) to the Curriculum Committee by the end of the Spring quarter of their first year.** Students use the form to plan the timing of core, statistics, and elective coursework. The IPS form lists the

core courses or categories all students are expected to complete in the program (e.g., 200A, 200B; 220; Statistics, 298 Developmental Science Seminar). The Core Courses should be completed or underway when the initial focal program plan is submitted in Spring Quarter of the first year. Students develop their elective course plan in consultation with their Major Professor and Graduate Advisor. The IPS must be reviewed and approved by the Graduate Group's Curriculum Committee.

Students complete the IPS form by listing ALL the coursework completed or to-be-completed in satisfaction of degree requirements and the expected quarter/year courses are to be completed. It is expected that the oral presentation and practicum requirements will fit coherently in the plan.

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

- ✓ A completed [Individual Program of Study Form](#).
- ✓ A 1-3 page written justification of the coursework for the proposed focal program including:
1) rationale for chosen courses and practicum and 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. These must follow the [Graduate Studies guidelines for transfer coursework](#), and be approved by the curriculum committee to apply toward the HDGG Child Development M.S. degree.

Initial IPS forms are due 1-week prior to the Curriculum Committee spring quarter meeting. The Program Coordinator will announce IPS submission deadlines via the email list. IPS form revisions are reviewed by the Curriculum Committee throughout the academic year. The Curriculum Committee does not meet or review requests during the summer months.

Revision of IPS

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. If submitting a revision to an approved IPS form, the student must include the above materials for each new course, along with a cover letter to the Curriculum Committee detailing the changes made from the last IPS submission. Any changes to the approved course plan will require a written justification for the proposed revision. Revisions to the IPS should be submitted to the Curriculum Committee for approval as soon as possible any time the student's interests change, new courses are offered, and/or scheduling conflicts arise. Changes in coursework to be used toward satisfying coursework requirements should be approved by the Curriculum Committee *prior to enrolling* in the course.

Final IPS

Once all required coursework has been completed, students submit a Final IPS ([Form B](#)) for review and approval by the Curriculum Committee confirming that all coursework completed toward degree requirements aligns with the approved IPS on file. The Final IPS should be submitted to the program coordinator with the advancement to candidacy application.

ADVANCEMENT TO CANDIDACY

HDGG M.S. students are eligible to [advance to candidacy](#) when they have completed the required coursework toward degree. To advance to candidacy, students must have: earned a cumulative GPA of 3.0 or higher; registered as a full or part-time student in the quarter of advancement (or the upcoming quarter if advancing in summer or between quarters); have an approved Final IPS form; secured members for the thesis (Plan I) or examination* (Plan II) committee; and have a thesis prospectus approved by their committee members (Plan I). It is the student's responsibility to work with the program coordinator and major professor to complete and file the appropriate candidacy form, which can be found on the [Graduate Studies website](#), and pay the Candidacy Fee in order to be officially promoted to Master's Candidacy.

To complete the candidacy form, students must list the coursework taken to satisfy their degree requirements. Only courses taken toward degree requirements (i.e. those included on the student IPS form) should be included. After the candidacy form has been signed by the Graduate Advisor (and thesis chairperson if Plan I), it is to be submitted to Graduate Studies via the Program Coordinator. Students must pay the candidacy fee at the time of submission. Graduate Studies notifies the student, the program coordinator, and the Committee Chair when approved. 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).

If changes need to be made in a student's IPS after advancement to candidacy, students must file a new candidacy application for approval by graduate studies (note that the student does not incur a second fee). All changes to the course plan must be recommended to Graduate Studies by the student's Graduate Advisor. Students are strongly encouraged to consult with their graduate advisor and major professor prior to making any changes to the IPS after advancing to candidacy.

THESIS (PLAN I)

Thesis Committee

The student, in consultation with their Major Professor and Graduate Advisor, nominate two other faculty, at least one of whom is a member of HDGG to serve on the Thesis Committee. These nominations are submitted to the Office of Graduate Studies for formal appointment in accordance with Graduate Council policy. The Major Professor serves as Chair of the committee.

The Thesis Committee is expected to be formed by the end of the student's 4th quarter. Students should schedule at least one meeting with their full committee (including the Major Professor and all other members of the committee) to discuss plans for the thesis research and determine research objectives. It is expected that the candidate will receive committee approval of the research design and analysis plan prior to beginning the actual work ("prospectus"). Once the prospectus is approved, the student should hold regular meetings with their Major Professor to discuss progress. Student's may schedule additional meetings with the full committee as needed to review any changes to the research objectives.

Master's Thesis Guidelines

Research for the Master's thesis is to be carried out by the student, under the supervision of the Major Professor (typically the Thesis Committee Chair), and must represent an original contribution to knowledge that addresses a significant scientific problem in the field. The thesis

may report on a single study, or multiple smaller studies which together address a significant scientific question. The thesis research must be conducted while the student is enrolled in the program. The Thesis Committee Chair/Major Professor's laboratory is the expected setting for conducting the thesis research, unless an alternative site and immediate supervisor are approved in advance by the faculty Graduate Advisor. Prior to engaging in the research for the Master's thesis, the student should work with their Major Professor to develop a thesis prospectus detailing the research plan. At minimum, the prospectus should include the research question, proposed hypotheses, and analysis plan with enough information for the committee to determine if the plan is feasible and meets the expected scope of work of a thesis. It should not be a draft of the thesis. The thesis prospectus must be submitted to the committee members and approved prior to advancing to candidacy. The Approval of Thesis Prospectus Form ([Form C](#)) should be submitted to the Program Coordinator along with a copy of the thesis prospectus itself. **Thesis Committee members are not obligated to accept work previously completed by the student prior to the prospectus - even when endorsed by one or two members of the committee.**

Once the prospectus has been approved and advancement to candidacy is completed, the student may complete the thesis project. Students should provide a timeline, developed in consultation with their Major Professor, to the committee at least one quarter before the student expects to graduate. Typically, the final thesis is expected to follow a standard chapter format:

- I. Introduction (Chapter 1).
- II. Literature review to support the research question (Chapter 2).
- III. Method section (Chapter 3) that specifies the:
- IV. Problem(s) and hypotheses to be investigated;
 - a. (ii) Population and intended sample;
 - b. (iii) Procedures to be followed, including the measures to be used;
 - c. (iv) Plan for data analysis.
- V. Results
- VI. Discussion and Conclusions

HDGG theses are expected to be no more than 50 pages, and typically span between 30 to 40 pages, but the expectations vary by discipline and the field of study. Students should work closely with their Thesis Committee to define length and final formatting expectations. Formatting of the final thesis must satisfy the [standards and format of Graduate Studies](#) and the formatting requirements for publications in the field of work in which the dissertation is focused (e.g. American Psychological Association, American Medical Association). The final thesis is submitted to the thesis committee at least one month before the student plans to make requested revisions; committee members must provide feedback within four weeks of receipt of the thesis, per [the Policy on Service on Advanced Degree Committees \(GC1998-01\)](#). Note that this does not include summer months, as some committee members may have nine-month appointments. Once returned by the committee, the student will make necessary revisions and return the thesis to the committee for approval or additional revisions. For a thesis report to be acceptable for the degree, *all committee members* must sign the title page certifying that the student has completed the thesis to their satisfaction.

The thesis must be filed in a quarter in which the student is registered or on filing fee. Instructions on preparation of the thesis and a schedule of dates for filing the thesis in final form are available from [Graduate Studies](#). Should the committee determine that the student is falling short of making satisfactory progress on the thesis at any point in time, the Major Professor or the Graduate Advisor will submit an annual SPA assessment, or one or more interim assessments, to Graduate Studies that describes the marginal or unsatisfactory assessment of the student's thesis progress.

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 the thesis. If, after that period (usually a quarter or more), the thesis is still unacceptable to the 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 of enrollment in the HDGG Child Development M.S. program.

Filing a Thesis

Instructions on the preparation of theses, including the required format, are online at <https://gradstudies.sf.ucdavis.edu/preparing-filing-your-thesis-or-dissertation>. Students are responsible for meeting the filing dates.

The thesis must be accompanied by the following forms (all can be found on the [Graduate Studies website](#)):

- The signed title page with signatures from all committee members (digital signatures accepted). A sample title page and template are available on the Graduate Studies website.
- A PDF copy of the thesis abstract.
- The UC Davis Thesis/Dissertation Release Agreement.
- The Graduate Program Exit Information Form signed by the Graduate Coordinator.

COMPREHENSIVE EXAMINATION (PLAN II)

Comprehensive Examination Committee

The student, in consultation with, and in addition to, their Major Professor, will nominate one other HDGG faculty member, and one additional faculty member (who may be from outside HDGG), to serve on the Comprehensive Exam committee. These nominations will be submitted to the Graduate Advisor who will ensure that the nominees have expertise in the student's content area and are available to serve. The Major Professor serves as the Chair of the committee. The Comprehensive Exam Committee is expected to be formed by the student's 5th quarter of being enrolled in the M.S. program. The student and their Major Professor should meet at least once with the other members of the Comprehensive Exam Committee to determine the content area for the focus of the exam (this should align with the focal area identified on the student's approved IPS) and develop a required list of readings to prepare for the exam. It is expected that the candidate and Major Professor meet more regularly to discuss progress. It is expected that the candidate and Major Professor meet with the committee to review any changes to the reading list.

Comprehensive Examination Guidelines

Fulfillment of the Comprehensive Examination ("Capstone") is the last requirement of the M.S. Plan II. The comprehensive examination requirement is a written examination covering general knowledge of child development covering infancy through adolescence as well as on the candidate's chosen topic area as approved by their Major Professor and Thesis Committee. A

student may take the comprehensive examination once they have advanced to candidacy. However, it is important that the capstone requirement be completed at or near the end of the required coursework for the M.S. degree; for most students, the exam is taken at the end of the 6th quarter. Students must be registered or in current filing fee status when taking the examination.

Comprehensive Exam Reading List

The student will begin by constructing an initial reading list containing readings from their HDE 200A and 200B core courses covering infancy, early childhood, middle childhood, and adolescence; and HDE 220 covering developmental methodology. Students should add relevant readings from their elective coursework that focuses on their thematic area of study. Students may also include additional readings they find relevant to their thematic program. Students will submit the initial reading list to their committee members prior to meeting with them. Committee members will review the list and agree upon a final reading list for which the student will be responsible to prepare for the comprehensive examination. It is strongly encouraged that the student meets at least once with the full committee to review the initial reading list and discuss their training goals in relation to the readings and the comprehensive examination. Committee members may make any changes and additions to the student's initial list as they see fit. It is expected that the candidate and Major Professor meet with the committee to fully review any changes to the reading list with the student. All committee members must agree on the final reading list. It is expected that the student and Major Professor meet more regularly to discuss progress toward exam preparation.

Comprehensive Examination

Exam Content: The exam prompts will be written by the candidate's Comprehensive Examination Committee. Exam prompts should be written broadly enough to allow the student to pull from across the reading list to demonstrate breadth and depth in their application of knowledge from infancy through adolescent development. The topical focus of the questions should be relevant to the student's focal area of study and have some application to their training goals. The committee will provide two questions from which the student will select one to answer. At the time of the exam, the Comprehensive Exam Committee Chair will provide the student with the exam questions, and the student will have until noon of the 4th day to write their response and submit it to their committee. The response should be no more than 15 pages, excluding references. The exam will be evaluated by the student's Comprehensive Examination Committee members for the student's grasp of substantive knowledge in the field, application and/or relevance of the knowledge to current practical approaches to addressing the issue, appreciation for the strengths and limitations of current research design and analytical methodologies, and overall quality of the writing. The format of the paper must be Times New Roman, 12-point font, double-spaced, 1" margins and submitted in PDF. The current APA Edition Reference Style must be used.

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). Students are strongly encouraged to begin discussions of exam dates with their committee and members and Graduate Advisor early to ensure that they allow adequate time to meet the desired graduation date.

Exam Administration: On the first day of the exam, the Comprehensive Examination Committee chairperson will email the questions by 9am and the student may email clarification questions no later than 11am; at least one Comprehensive Examination Committee member must be available

online/by phone between 9am and 12pm of the first day of the exam to answer clarification questions. The exams must be sent to the Comprehensive Examination Committee members by 12pm on the fourth day. Late papers will not be accepted and will constitute a failed examination. All parts of the written product are expected to be generated by the student independently.

The exam response is expected to be evaluated and a final grade determined by the committee within 1 and no later than 2 weeks of exam submission. Each member of the Comprehensive Examination Committee is expected to independently evaluate the exam response and report their final evaluation to the chairperson. The Exam committee’s unanimous vote is required to pass a student on the exam. In the event of a non-unanimous vote by the committee, the committee must meet to discuss the student’s response and determine a final evaluation. If a student does not pass the exam, the committee may recommend that the student be reexamined a second time, but only if the Graduate Advisor concurs with the committee. The second exam must take place within one quarter of the first exam and must be a new question. The format of the second exam is the same as that of the first exam and may include the submission of an amended version of the report as determined by the Comprehensive Examination Committee in consultation with the Graduate Advisor. The examination may not be repeated more than once. A student who does not pass on the second attempt is subject to disqualification from further graduate work in the program.

The results of all Master’s comprehensive examinations must be reported to Graduate Studies. Once passed, the Master’s Report Form is signed by the Graduate Advisor and then forwarded to the Office of Graduate Studies. The deadlines for completing this requirement are listed each quarter in the campus General Catalog (available online at the website of the Office of the Registrar). A candidate must be a registered student or in Filing Fee status at the time the program submits the form, with the exception of the summer period between the end of the Spring Quarter and the beginning of Fall Quarter. The program must file the report with Graduate Studies within one week of the end of the quarter in which the student’s degree will be conferred.

NORMATIVE TIME TO DEGREE

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

Checklist: Completion of Requirements for HDGG M.S. Child Development Degree

| ✓ | ACTIVITY | TIMING |
|---|-------------------------------------------------------------|---------------|
| | Contact Faculty Program Advisor | YEAR 1 |
| | Contact Major Professor | |
| | Complete Background Coursework (if needed) | |
| | Complete Core Coursework | |
| | Complete Statistics requirement | |
| | Complete 3 units Developmental Seminar | |
| | Plan and submit IPS for approval (Form A) | |
| | Plan I: Begin background research for thesis | |

| | | |
|--|------------------------------------------------------------------------------------|---------------|
| | Plan II: Identify comprehensive exam committee & identify thematic area of focus | |
| | Complete Elective Coursework (submit revised IPS if needed) | YEAR 2 |
| | Complete Practicum | |
| | Enroll in Developmental Seminar until Advancement to M.S. Candidacy | |
| | Plan I: Committee approval of thesis prospectus and submit Form C | |
| | Plan II: Committee approval of reading list | |
| | Developmental Seminar Oral Presentation | |
| | Submit Final IPS Approval (Form B) | |
| | Submit Advancement to Candidacy M.S. form (upon completion of required coursework) | |
| | Plan I: Carry out thesis research and submit to committee | |
| | | |
| | Plan II: Complete Exam and File Masters Plan II Report with Graduate Studies | |
| | Plan I: File Thesis | |
| | Plan I & II: Attend the HDGG Graduation Celebration! | |

Typical Timeline for Normative Progress Toward Degree

Year 1

| Fall | Winter | Spring |
|--------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| HDE 200A Early Development (4 units) | HDE 200B | Plan I & II: Elective or Statistics |
| HDE 220 Research Methods in Human Growth and Development (4 units) | Plan I & II: Elective or Statistics | Plan I & II: Elective |
| Developmental Science Seminar (298 1 unit) | Developmental Science Seminar (298 1 unit) | Developmental Science Seminar (298 1 unit) |
| Course 299/290C research units (variable units) | Course 299/290C research units (variable units) | Course 299/290C research units (variable units) |
| | | (Plan I & II: Identify committee) |
| Complete background coursework as needed | | |

Year 2

| Fall | Winter | Spring |
|----------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| Plan I: Elective or 299 units Plan II: Elective | Plan II: Elective | Course 299/290C research units (variable units) |
| Plan II: Elective | Plan II: Elective or 299 units | (Advancement to M.S. candidacy) |
| Developmental Science Seminar (298 1 unit) | Developmental Science Seminar (298 1 unit) | (Plan I: Complete Thesis) |
| Course 299/290C research units (variable units) | Course 299/290C research units (variable units) | (Plan II: Comprehensive Exam) |

| | | |
|----------------------------------------------------------------------------------------------------|--|--|
| (Plan I: Thesis prospectus approved by committee) (Plan II: Reading list approved by committee) | | |
| Practicum | | |
| Oral presentation | | |
| Thesis research/Comprehensive Exam preparation and completion | | |

ADDITIONAL INFORMATION

Residence Requirements

All newly admitted graduate students are required to complete a Statement of Legal Residence (SLR) so that the Office of the University Registrar (OUR) can determine eligibility for California residency for tuition purposes. Only the UC Davis Residence Deputies are authorized to make an official determination of California residency status for that purpose. [The UC policy on residency requirements can be found here.](#)

Sources of Funding

HDGG administers a limited number of merit-based stipends and fellowships, including nonresident tuition fee fellowships, as well as need-based work-study employment. In addition, HDGG administers a limited number of research funding opportunities that facilitate students ability to collect and process data and/or travel to present their research at professional conferences (e.g. Jastro Shields, Thompson). Annual calls for these opportunities are made by the Program Coordinator.

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. Students may only work a maximum of 15 academic quarters (18 with exception), not including summer, of TA and 18 academic quarters (21 with exception) of GSR. Full time employment in any student academic title is considered to be 50%, although students may, on rare occasions, work up to 75% with exception approval by Graduate Studies. More information about these positions can be found on the Graduate Studies: [Student Academic Employment and Appointments](#). Appointments of 25% or greater may be eligible for fee remission which may include: 1) Student Services Fee, (2) premium for the Student Health Insurance Program (SHIP), and (3) 100% partial fee remission toward campus fees as set forth in the collective bargaining agreement. See the Graduate Studies: [Tuition and Fee Remission](#) website more information about fee remissions.

Teaching Assistant Positions: Annually, in Spring, the Program Coordinator solicits applications for open TA positions in Human Development that may be available in the following academic year. For opportunities in other departments, contact the relevant departmental office. All first-time Teaching Assistants at UC Davis are required to attend a campuswide TA orientation <https://cee.ucdavis.edu/tao>. This orientation is only offered once per year and introduces new TAs to teaching at UC Davis, what is expected of TAs, and what TAs can expect in terms of instructional support and TA training. HDGG strongly recommends that all incoming first year students complete this training even if they do not think they will TA in their first year to ensure eligibility for a TA position in the future. Students who did not attend the TA orientation in their first year may do so when it is offered again, usually immediately

before the start of the next academic year, but will not be eligible for TA positions prior to attending the orientation and other required trainings.

HDGG will allocate the minimum number of TA quarters and percent time (usually 25% or 50%) as specified in students' funding offer letters. While efforts are made to accommodate students in terms of the quarter(s) they are assigned TA positions, specific quarters are not guaranteed unless specified in their funding offer letter (e.g., 50% Spring quarter). Unused TAships cannot be carried over into another quarter or year. Students are assigned to the highest percentage TAship (50%) available unless otherwise requested by the student. For example, some students have other funding sources or wish to have a lower workload for a given quarter. TA requests should be made through the TA survey sent from the HDGG Program Coordinator as soon as possible, and no later than the deadline set by the Program Coordinator for survey responses. Students will be notified of the deadline by which students must accept or decline the TA offer for the quarter. After this deadline, students cannot decline the TAship (e.g., because they got alternate funding) unless the program is able to find a suitable replacement for that TA slot. Declining after the deadline may also have implications for the student's future TAships.

TA positions at UC Davis are covered by a collective bargaining agreement between the University of California and the United Automobile, Aerospace, and Agricultural Implement Workers of America (UAW). A copy of the collective bargaining agreement is available at: <https://ucnet.universityofcalifornia.edu/labor/bargaining-units/bx/contract.html>. The University is required to release names and department addresses of all ASEs to the UAW each academic term.

Graduate Student Researcher (GSR) Positions: At UC Davis, a GSR is a graduate student who normally performs research related to the student's degree program (but not work toward the student's own research or degree requirements) in an academic department or research unit under the direction of a faculty member. Faculty with active grants may have GSR positions; students should contact faculty directly to inquire.

GSR positions are covered by a collective bargaining agreement between the University of California and the United Automobile, Aerospace, and Agricultural Implement Workers of America (UAW). A copy of the UC-UAW Contract is available at: ucnet.universityofcalifornia.edu/labor/bargaining-units/br/contract.html. As part of union representation, names and department addresses of all GSRs are released to the UAW each academic term.

Financial Support

Financial support via internal competitive fellowships is available for all incoming and continuing students. Incoming students that apply by the deadline are considered for all relevant internal competitive fellowships. Continuing students may apply via the annual internal fellowship application process. For more information about the [Internal Fellowship Competition for Continuing Graduate Students](#) please see the Graduate Studies website.

External fellowships may also be available via professional organizations within the field of study. Students are encouraged to talk to their major professor and program advisor to identify other relevant opportunities. More information about finding [external fellowship opportunities](#) can be found on the Graduate Studies website.

Financial Aid

Financial aid, including [short-term / emergency](#) and [alternative](#) loans, UC Davis Campus Fee Grant, and [work study](#) is available to qualified students and is administered by office of [Financial Aid and Scholarships](#). Work-study is allocated to each graduate group; please check with the Program Coordinator for information about your eligibility for work-study. For more information about financial aid and scholarships available, see the [Graduate Studies Financial Aid website](#).

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 "[Registration & Status](#)" section of the in the Graduate Studies website.

Applying for Dual Enrollment in HDGG PhD Program

HDGG students in the M.S. in Child Development program may be interested in continuing in HDGG to pursue a Ph.D. in Human Development. Students may do this with the same Major Professor, or may want to switch labs to pursue the additional degree. In either case, students must follow procedures for admission to HDGG as described in the [HDGG PhD Degree Requirements](#).

Current HDGG M.S. students wishing to apply to the HDGG Ph.D. program must complete an application during the admissions window, which can be found on the [HDGG prospective student website](#). As currently enrolled students in the HDGG program, applications are not submitted through the admissions portal. Instead, applications must be submitted to the HDGG program coordinator (i.e., not through the online UCD graduate studies admissions site) *by the priority application deadline*. The application packet must include all required application materials, as follows:

- PDF of Slate application (Note: Do not pay the application fee or submit application through the portal)
- 3 letters of recommendation
- Unofficial UC Davis transcript
- CV
- Writing sample

Students should check the current application website for any additional materials that may be required.

Applications submitted by the priority deadline will be reviewed by the HDGG admissions committee following the standard admissions process undertaken for all applications to the Ph.D. program which is outlined in the [HDGG PhD Degree Requirements](#). Students will be notified of admissions decisions during the standard timeline for admissions decisions undertaken by the HDGG admissions committee. Funding is not guaranteed and all funding offers are communicated during the admissions process.

Students dual enrolled in the HDGG Ph.D. and M.S. programs will need to complete the following for EACH program:

- Individual Plan of Study. With approval from the Curriculum Committee, courses may overlap.
- Candidacy paperwork including payment of fees for each program.

- Annual Student Progress Assessment (SPA).
- Filing Documents.

Progress toward degree completion for both degrees will be assessed from time of enrollment in the initial program. Thus, the expected timeline toward degree for HDGG M.S. degree students who enroll in the HDGG Ph.D. degree program will begin from enrollment in the HDGG M.S. degree program.

Legacy Policy for Degree Requirements

On occasion, the faculty makes changes in the curricular requirements that a student must satisfy to obtain a M.S. degree (“degree requirements”). It is Graduate Council’s policy that a student may choose to fulfill the approved program degree requirements that were in effect *at the time they first enrolled* in the program or may choose the new degree requirements. This will allow the student to benefit from changes that assist him/her in completing degree requirements and to allow long-term planning of a program of study. In addition, this will prevent the student from being penalized by changes that have been made after enrollment. A student must make this choice *within 30 days* of being notified by the Graduate Group that the new requirements have been approved by the University or prior to taking his/her Qualifying Examination (whichever comes first). Thus, a student is not eligible to make this choice after advancing to candidacy. In the event of curricular changes, students should meet with their Major Professor and Graduate Advisor to determine which set of degree requirements to follow and notify the department of their decision. The student will be held responsible for completing all the specified curricular requirements toward completing the degree that correspond to the version selected.

Program Forms

All required HDGG forms can be found on the “current students” section of the HDGG website:

Form A: M.S. Individual Program of Study

Form B: Approval of Final IPS

Form C: Approval of Thesis Prospectus

HDGG MENTORING GUIDELINES

Adopted from UC Davis Graduate Council

Mentoring is defined as a close relationship between a graduate student and a faculty member who provides guidance, support and research advice in an individualized manner.

Graduate Council recognizes that the mentoring of graduate students by faculty is an integral part of the graduate experience for both. The responsibilities of the faculty mentor are broad and diverse. They include, but are not limited to serving as a role model, advising a student as to course work requirements, and providing formal instruction in a given discipline as well as helping students identify and achieve their individual short and long-term educational goals. While the major professor usually acts as a student's primary mentor, many of the mentoring "functions" described below, may also be performed by other program/group faculty and staff over the course of a student's graduate experience. A corollary to this recognition is that much of the interaction of faculty with all students includes important mentoring components. Similarly, graduate students have important responsibilities to ensure they are open to and accepting of faculty mentoring and articulate their needs effectively. Thus, it is together that faculty and students identify and discuss their goals and expectations for each other, and outline approaches to reach those goals and satisfy those expectations.

Basic mentoring practices include guiding students through program expectations, protocols of academic conduct, degree requirements, research and teaching, capstone work (such as thesis or dissertation research), and professional development.

Mentors and/or the advising system should provide, and students should acquire, a clear map of program requirements from the beginning, making clear the coursework requirements, and expected timelines for completion of all required examinations and capstone requirements.

Mentors are responsible for:

1. Respecting their student, including the student's identity including race, ethnicity, gender and gender expression, age, visible and non-visible disability, nationality, sexual orientation, citizenship status, veteran status, religious/non-religious, spiritual, or political beliefs, socio-economic class, status within or outside the university, or any of the other differences among people.
2. Assisting students in the identification of support networks (people who can help the student for different aspects of their tenure at UCD).
3. Being a student's advocate and assisting the student in a timely manner in finding sources to support dissertation research (teaching assistantships, research assistantships, fellowships, research needs and required resources, including desk and/or laboratory space).
4. Addressing problems or challenges that could affect completion of the degree as soon as they become aware of them.
5. Tailoring, modifying or adjusting the faculty member's mentoring style to the particular needs of each graduate student, to a reasonable extent.
6. Encouraging an open exchange of ideas, including by empowering students to independently follow research ideas of their own whenever feasible.
7. Checking regularly on progress. Graduate Council recognizes each graduate program/group, mentor and mentee should agree upon a reasonable frequency of meetings and communications, which may vary widely by discipline, but should not usually occur less than at least once per quarter.
8. Encouraging and giving feedback on written work, oral presentations and experimental work in a timely manner within a mutually agreed upon time frame, and consistent with Graduate Council policies.
9. Providing and discussing clear criteria for authorship of collaborative research, consistent with Graduate Council policies on co-authorship.
10. Encouraging participation in professional meetings of regional groups as well as of learned societies and facilitating interactions and networking with other scholars, on campus and within the wider professional community.

11. Helping the student in identifying appropriate resources for career guidance, providing help with preparations of CV and job interviews, as well as writing letters of recommendation in a timely manner.
12. Empowering and encouraging the student in seeking their own career paths and supporting the student independent of the chosen career paths they identify.
13. Participating regularly in mentorship training.

As partners in the mentoring relationship, graduate students have responsibilities. These responsibilities include:

1. Respecting their mentor, including their mentor's identity including race, ethnicity, gender and gender expression, age, visible and non-visible disability, nationality, sexual orientation, citizenship status, veteran status, religious/non-religious, spiritual, or political beliefs, socio-economic class, status within or outside the university, or any of the other differences among people.
2. Seeking assistance from multiple individuals/organizations to fulfill the mentoring roles described above, because one faculty member may not be able to satisfy all of a student's mentoring needs.
3. Understanding and clearly articulating to their mentors their own mentoring needs and how they change through their graduate tenure.
4. Respecting their mentor's other responsibilities and time commitments.
5. Communicating regularly with their mentors, especially their major professor, including updates on progress, challenges, needs, goals and expected completion timelines.
6. Completing tasks in a timely fashion and following mutually agreed upon timelines and informing mentors about expected absences and delays before they occur.
7. Participating in departmental and graduate program/group community including attending activities, lectures, and events.
8. Acting in a manner that will encourage professors to see them as colleagues. Seeking constructive criticism and feedback on academic work.
9. Seeking information, exploring career options and developing clear career goals.
10. Participating regularly in mentee-ship training.

While we have tried to provide general examples of what mentoring means, we recognize that each discipline has its own special set of mentoring needs and challenges. Therefore, Graduate Programs/Groups may set specific guidelines to further define the individual roles of Graduate Advisors, major professors, faculty supervisors, and staff program/group advisors (see Appendix A for an example). Graduate programs/group mentoring guidelines and activities will be reviewed during the program review process.

Additional Resources and Guidelines

(Links active as of June 15th, 2016.)

- I. [Mentoring Matters \(UC Davis\)](#)
- II. [How to Mentor Students: A Guide for Faculty \(University of Michigan\)](#)
- III. [Research Mentoring: Cultivating Effective Relationships \(University of Wisconsin\)](#)

Revised by Graduate Council June 27, 2016

RESOURCES

The HDGG website has links to many of the most helpful campus resources in the [Incoming Students Information](#) section. Please take some time to review them. In addition, there are several other key resources students should be familiar with.

Mentoring Resources

Graduate Studies has several mentoring resources available to students on the mentoring website. Students are encouraged to explore these resources, as well as familiarize themselves with the [UC Davis Mentoring Guidelines](#) which were adopted by HDGG (included in the handbook and the [Resources for Current Students section](#) of the HDGG Website).

Graduate Studies

Students are encouraged to visit the [Graduate Studies website](#) to familiarize themselves with policies, procedures, academic dates and deadlines, and requirements.

UC Davis Graduate Studies [Senior Academic Advisors](#) (SAAs) are available to advise graduate students on degree and graduation requirements, academic standing and progress, mentorship, policies and procedures, campus resources and issues escalated beyond the program level.

The [Graduate Student Resource Guide](#) is a central location to find UC Davis resources for graduate students.

Health and Well Being

[UC Davis Student Health and Counseling Services \(SHCS\)](#) provides UC Davis students with confidential counseling services, wellness, illness and injury care. Services are available to all registered students, regardless of insurance. Information about resources available to support graduate student health and well-being can be found on the Graduate Studies [Health and Well Being](#) section of their website.

[Aggie Mental Health](#) serves as a one-stop-shop for UC Davis student mental health resources. It is meant to be utilized by students, staff and faculty to collectively raise awareness about mental health. Information includes available resources, self-care, and caring for others.

Financial Support

Financial support via internal competitive fellowships are available for all incoming and continuing students. Incoming students that apply by the deadline are considered for all relevant internal competitive fellowships. Continuing students may apply via the annual internal fellowship application process. For more information about the [Internal Fellowship Competition for Continuing Graduate Students](#) please see the Graduate Studies website.

External fellowship and dissertation funding is also available via organizations such as the [National Science Foundation](#), the [Ford Foundation](#), and the [Robert Wood Johnson Foundation](#). Students are encouraged to talk to their major professor and program advisor to identify other relevant opportunities. More information about finding [external fellowship opportunities](#) can be found on the Graduate Studies website.

Financial Aid

Financial aid, including [short-term / emergency](#) and [alternative](#) loans, UC Davis Campus Fee Grant, and [work study](#) is available to qualified students and is administered by office of [Financial Aid and Scholarships](#). Work-study is allocated to each graduate group; please check with the Program Coordinator for information about your eligibility for work-study. For more information about financial aid and scholarships available, see the [Graduate Studies Financial Aid website](#).

Professional Development

[GradPathways Institute for Professional Development](#) offers workshops, support groups and opportunities for graduate students to gain professional skills.

[Internship and Career Center](#) is a campus resource to assist with career advising job opportunities, interview skills and reviewing resumes or curriculum vitae among many services.