

**PLANNING FOR ACADEMIC SUCCESS:**

**A GUIDE FOR STUDENTS MAJORING IN  
HUMAN DEVELOPMENT**

Prepared by the  
ADVISING CENTER  
Human Ecology Department  
1303 Hart Hall  
University of California, Davis  
(530) 752-1805  
<http://humanecology.ucdavis.edu>

HDE Staff Advisor.....	(530) 752-5890
HCD Staff Advisor.....	(530) 752-2244
HCD Advising Assistant.....	(530) 752-1805
HCD Internship Coordinator, .....	(530) 752-1321

## **THE HUMAN DEVELOPMENT (HDE) MAJOR A Bachelor of Science Degree**

What are the developmental processes--the social, psychological, emotional, intellectual, and physical changes--that a person experiences over the span of a lifetime? How do human personality traits, values, intellectual skills, relationships, goals, and behaviors develop? What is the interrelationship between an individual's development and the family and the community? If these questions fascinate you, then perhaps a major in human development will also.

Students who major in Human Development at UC Davis complete a group of preparatory courses in anthropology, biological science, genetics, nutrition, physiology, psychology, statistics, and human development. Students in human development design their programs in consultation with a faculty member. Using a basic core of courses, students can study the social and the biological aspects of human development while emphasizing child or adult development. Students who anticipate exploring the biological aspects of Human Development or careers in the health sciences should include the prerequisites for the upper division biological sciences courses as part of the major.

The Human Development major emphasizes practical experience combined with theoretical knowledge. Students can gain field experiences with the age groups they have been studying about in the classrooms by interning in schools, early childhood education centers, hospitals, rehabilitation centers, probation offices, group foster homes, mental health clinics, convalescent homes, or tutoring disabled and bilingual students. They may also participate in study projects with people from different socio- economic and cultural backgrounds who function in a variety of institutional settings.

The UC Davis Child and Family Studies Center, for example, is located on campus. It serves as a laboratory facility for students to observe and work with about 70 preschool children, aged 4 months to 6 years. Students working in the center have the opportunity to relate theory and practice, to develop personal competency, and to explore the profession.

The Human Development major provides a study of the biological and environmental influences on the growth and development of humans from birth through adulthood. The emphasis is on cognitive, social, and emotional growth in the context of the family and community. Human Development graduates fill a wide variety of positions in preschools, elementary and special educational settings, as well as governmental jobs related to child care, social policy, social welfare and recreation. Those who emphasize the biological aspect of human development can apply to medical school or prepare for other careers within the health sciences. Human Development prepares students to pursue advanced degrees in the behavioral sciences, education, child guidance, counseling, social welfare, health sciences, or further research in human development.

# GETTING STARTED

## **YOUR FIRST QUARTER IS CRITICAL**

Your first quarter at UCD is usually a period of change and adjustment. It can also be a period of excitement and frustration. The ten week quarter can seem incredibly short. Therefore, it is important to maintain realistic expectations. This is the time to explore your interests, determine what you can manage academically, and get acquainted with the campus and community. Discuss your plans with advisors *before* enrolling in classes.

## **PLAN A REASONABLE AND BALANCED SCHEDULE**

1. Take a reasonable load your first quarter at UC Davis (12-14 units), remembering to balance the courses you will be taking. For example, balance your writing intensive courses with a course that requires a little less writing, or balance your science courses with a GE class. Be sure to remember that you **must** adhere to all minimum progress guidelines and complete a minimum of 39 units each academic year. For more information about minimum progress, please visit the [Office of the University Registrar website](#) or stop by the Dean's Office in 150 Mrak Hall.
2. Become familiar with the [General Education](#) (GE) requirements and contact the Dean's Office if you have any questions about the GE requirements. Take courses in different subject areas as part of GE and unrestricted elective requirements to maintain balance and expand your horizons. Many classes fulfill General Education requirements, so take the opportunity to explore an area of interest.
3. Get started on meeting your English requirement. Whether you have placed in Workload 57E or are ready to start other courses meeting the requirement, these classes will help you organize and communicate your thoughts in other courses as well. Remember, the [Entry-Level Writing Requirement](#) (ELWR) must be satisfied before you can receive Writing Experience GE credit.
4. Leave time in your schedule to do something you enjoy, like a hobby, sport, or campus organization, but be careful not to take on too much.
5. Before enrolling in courses, read the [General Catalog](#) and [Course Descriptions](#) to make sure you are prepared for the courses you would like to take and to verify that you have fulfilled the prerequisites.
6. Visit the [Student Academic Success Center](#) to see if workshops or tutoring are available to complement your courses.

## **TRANSFER STUDENTS**

Transfer students may encounter unique issues when adjusting to their first quarter at UC Davis. Because of the number and type of units upper division students have, it is important to review your credit evaluation with an adviser prior to planning your first quarter schedule to avoid duplication of credit. Although advisers are aware of your concern to avoid undue delay in graduation, it is still wise to plan a lighter, well balanced load during your first quarter (12-13 units). The [Transfer, Re-entry, and Veterans Center](#) is a great resource that offers transfer students academic advising, support resources, and social events and activities, including workshops and seminars tailored especially to meet the needs of transfer students. (located at 1210 Dutton Hall, phone number 752-2200).

## **ADVISING IS IMPORTANT!**

In order to get the most out of your experience at UCD, it is imperative to seek academic advising from a staff advisor. It is especially important to seek advising during your first year at UCD and several quarters prior to when you plan to graduate. It is vital that you seek advising to ensure that you are fulfilling your degree requirements and that you are on the right path to graduating in four years, and to be aware of any changes, substitutions, restrictions, notifications, class cancellations, changes in quarters classes are offered, and important announcements regarding your major and minor programs. Staff and peer advisors are available for walk-ins and appointments in 1303 Hart Hall. You can make an appointment to meet with an advisor at <http://appointments.ucdavis.edu>

## STAYING ON TOP

### **MAKE INFORMED DECISIONS**

Visit the [Human Ecology Website](#) and become familiar with its contents. Important information such as major requirements, sample 4 year graduation plans, and past HDE course syllabi can be found on our website.

Use the [class search tool](#) or Schedule Builder to find all course schedules, required pre-requisites, finals schedules, and important deadlines.

Use the [Academic Calendar](#) to find important dates and deadlines, including add & drop deadlines, fee payment deadlines, and registration dates.

**Talk to Academic Peer Advisors.** Our peer advisors are knowledgeable resources, familiar with faculty and courses in their major. Peer advisors are available for drop-in advising and by appointment in 1303 Hart Hall. You can make an appointment with a peer advisor at [appointments.ucdavis.edu](http://appointments.ucdavis.edu).

**Check your UC Davis email.** Email is an official form of communication for most departments on campus. The Advising Center frequently sends out important advising information via email. If your inbox is filling up with spam, contact IT Express to learn how to use spam filters. You are responsible for reviewing information sent through email to your UC Davis email address, so check your email frequently.

### **KEEP TRACK OF IMPORTANT DATES AND DEADLINES**

Important academic dates come up every quarter such as placement exams, Add/Drop deadlines, Pass/No Pass filing period. Please remember that all major classes, including lower and upper division classes, English classes, and Restricted Electives cannot be taken for Pass/No Pass. It is your responsibility to make sure you are enrolled in a class or have dropped it; obtain and keep records and receipts for verification; check your grades as soon as they are available; know when midterms and finals are scheduled and papers are due. A pocket calendar is indispensable. Don't wait until the last minute to take care of anything! Many offices close at 4 p.m. and are closed during lunch hours. Signatures for forms and faculty approvals may be hard to obtain on short notice.

**The Add/Drop Deadline:** The last day to add courses is the 12<sup>th</sup> day of instruction. Refer to the [Academic Calendar](#) for exact dates each quarter. If you are on a waitlist and trying to add an HDE course, you must obtain permission for a Permission to Add (PTA number) from your instructor using the [Permission To Add Form](#), which can be obtained at the Human Ecology Advising Center or online. You will bring the form back to the Advising Center to obtain the PTA number. The last day to drop courses is the 10<sup>th</sup> or 20<sup>th</sup> day of instruction. Refer to the [Academic Calendar](#) or check on Schedule Builder to determine the drop deadline for your course. After the drop deadline, you will need to obtain the permission of your Dean's Office and pay a \$3.00 fee to drop. Late add/drop requests will be approved only on the basis of University policy, which require "circumstances beyond student's control" such as illness, family emergencies, etc. The College of Agricultural and Environmental Sciences will not approve late add/drop requests unless the student submits a written statement that the need is due to circumstances beyond the student's control, including an explanation and documentation of the special circumstances necessitating this exception. The [Permission to Drop](#) forms can be found online, in the wall bins located in the hallway outside of the Advising Center, and at the CAES Dean's Office.

# ADVISING INFORMATION

## KEEP TRACK OF ADVISING RECORDS

Use the Online Advising Student Information System (OASIS) to refer back to approved study plans. Use the [Major Evaluation](#) (page 8) to track your progress in the major. Before each advising appointment, [draft a study plan](#) based on your major evaluation and the [annual plan](#) to bring with you to your advising appointment. Continue to maintain contact with your advisers and keep them informed as your interests and experiences change.

It is important that you share information about yourself with your advisers--your academic likes/dislikes, aptitudes, interests and circumstances. Are you living in Davis or commuting? Do you work (how many hours?) or have time consuming family responsibilities? This type of information can better enable you and your advisers to plan a viable and realistic academic program.

## COLLEGE ADVISING

[College of Agricultural and Environmental Sciences Dean's Office](#) 150 Mrak Hall 752-0108

The Dean's Office offers support in the following areas:

- College and University rules and regulations
- General Education requirements
- Advising in regards to dismissal/probation status, admission to college, second bachelors degree, limited and regular status
- Advice and action on petitions
- Release of registration hold
- Final evaluation for graduation
- College English requirement check

## DEPARTMENT AND MAJOR ADVISING

In order to ensure that you will complete all requirements for the HDE major, it is highly encouraged that you visit the Human Ecology Advising Center in 1303 Hart Hall to speak with an advisor at least once per academic year. **Peer Advisors** are very knowledgeable and can assist with many of your academic needs such as selecting courses, making a study plan, and fulfilling major requirements. Peer Advisors provide a student perspective of the major. A **staff advisor** provides academic advising and planning regarding transfer credit, major, college, and university requirements, and planning for graduate school. Each HDE student is assigned a **Faculty advisor** who can provide guidance and advising regarding professional aspirations and educational goals. To meet with a faculty advisor, you must contact them directly. Office hours are available in the Human Ecology Advising Center.

## ADVISING TIPS FOR FIRST YEAR STUDENTS

The Advising Center encourages students to take one of the major required biology courses, Psychology 1, one of the major required statistics courses, and begin their lower division English requirement before finishing their first year at UC Davis. It is recommended that you take general education courses along with lower division major requirements during your first year to have a balanced schedule.

Students may have difficulty getting into their first choice of classes while in lower division standing. It is advised to be flexible with your choice of classes, and to explore the General Catalog for non-major classes that may be interesting to you. These courses could satisfy GE requirements, but will at least count towards 180 unit requirement for graduation. To help you in planning your first 3 quarters at UC Davis, sample freshman study plans are listed below.

## SAMPLE FIRST YEAR HUMAN DEVELOPMENT STUDY PLANS

- These are sample academic plans. Your academic plan will differ depending on previous credit received, prerequisites taken for upper division restricted electives, your course schedule, and available offerings.
- Please work with the College of Agriculture and Environmental Science Deans Office (150 Mrak Hall) to choose GE classes to ensure that all General Education requirements are met.
- All classes with letter grading that satisfy major requirements (i.e., lower and upper division classes, English classes, and restricted electives) CANNOT be taken P/NP
- You must complete at least 39 units by the end of Spring Quarter 2017 in order to meet good Minimum Progress Standing
- If you completed any coursework at a community college, Do NOT enroll in courses at UC Davis that sound similar to courses you completed at the community college.

### PLAN A-For Students who need to satisfy Subject A

FALL		WINTER		SPRING		SUMMER		Total units	
Course	Units	Course	Units	Course	Units	Course	Units		
WLD 57	4.5	PHI 5/15/30/31/32/38	4	STA 13	4				
GE- no writing	4	PSC 1	4	NAS 5/CMN 1	4				
GE-no writing	4	HIS 17A/17B/72A/72B elective*	4 2	PHI 5/15/30/31/32/38 elective*	4 2				
<b>Total Units</b>	12.5		14		14		0		40.5

### PLAN B

FALL		WINTER		SPRING		SUMMER		Total units	
Course	Units	Course	Units	Course	Units	Course	Units		
BIS 10/MCB 10	4	ANT 1/2/15	4	MCB 10/BIS 10	4				
PSC 1	4	NPB 10	3	PHI 5/15/30/31/32/38	4				
GE	4	GE elective*	4 2	GE elective*	4 2				
<b>Total Units</b>	12		13		14		0		39

### PLAN C

FALL		WINTER		SPRING		SUMMER		Total units	
Course	Units	Course	Units	Course	Units	Course	Units		
ANT 15	4	HIS 17A/17B/72A/72B	4	ANT 1 or 2	4				
PSC 1	4	NPB 10	3	PHI 5/15/30/31/32	4				
ENL 3/NAS 5 elective*	4 1	PHI 5/15/32/38 elective*	4 3	BIS 10/MCB 10 elective*	4 2				
<b>Total Units</b>	13		14		14		0		41

### PLAN D

FALL		WINTER		SPRING		SUMMER		Total units	
Course	Units	Course	Units	Course	Units	Course	Units		
STA 13	4	PHI 5/15/30/31/32/38	4	MCB 10	4				
ENL 3/NAS 5	4	PSC 1	4	HIS 17A/17B/72A/72B	4				
GE elective*	4 2	GE elective*	4 3	GE elective*	4 3				
<b>Total Units</b>	14		15		15		0		44

\*"Elective" refers to any lower division, non-major class that you find interesting. Many electives also satisfy GE requirements. Some examples of popular lower division electives include : CHI 10; WMS 50; SAS 4; NUT 10; NUT 11; PLS 5; PLS 6; PHE 40; PHE 44; HDE 12; FRS; GEL 12, GEL 17; ATM 10; CLA 13; ECM 1; FST 10; SAS 30

## **ADVISING TIPS FOR SECOND YEAR STUDENTS**

Most of your second year will likely be continuing to take lower division major courses along with General Education classes. You may start to look at the list of approved upper division [Restricted Electives](#), and take any additional pre-requisites required for the classes that you would like to take. Once you meet the pre-requisite requirements, you may also begin upper division major classes during your second year. Most students begin by taking one of the lifespan series courses. Remember to take HDE 100A before taking HDE 100B, but you may take HDE 100C before HDE 100A or HDE 100B.

If you are interested in studying abroad, pursuing internships, or pursuing a double major or minor, your second year is a good time to start including these opportunities in your academic planning.

If you are thinking about going to graduate school, now may be a good time to visit [Pre-Graduate/Professional School Advising](#) or [Health Professions Advising](#) to see if the programs you are interested in require additional undergraduate coursework. The sooner you do your research about graduate programs, the more likely you will be able to include any additional graduate school pre-requisites in your academic plan.

## **ADVISING TIPS FOR THIRD YEAR STUDENTS**

For most third year students, the main focus of their coursework is on taking upper division major classes. Additionally, once you have completed 90 units, students should focus on completing the upper division UWP class that is required for the major. The upper division writing examination that is administered by the College of Letters and Science is not accepted. As is reflected on the [Sample 4 year study plan](#), the advising center discourages taking more than one upper division writing intensive class (HDE 120, HDE 117, upper division UWP) in the same quarter.

You will also be beginning to take classes towards the required 19-20 units of [Restricted Electives](#). These classes are offered by many different departments and are designed to allow you to take courses that are of specific interest to you. Because these classes are offered by other departments, they may be restricted to majors during pass 1. You may have to be flexible and wait until pass 2 to register for these courses. These classes may have additional pre-requisites that you may have to include in your academic planning, so it is recommended to look into these requirements early in your academic planning.

## **ADVISING TIPS FOR LAST YEAR(S) STUDENTS**

You are now in progress to complete the remainder of your degree. We urge you to meet with a staff or peer advisor in the Fall of your last year in the Advising Center at 1303 Hart Hall to ensure that you are completing your major requirements. You also should meet with an academic counselor or peer advisor in the College of Agriculture and Environmental Sciences in 150 Mrak Hall to complete a final check of College, University, and GE requirements. Make sure to consult the [undergraduate graduation calendar](#) to ensure that you meet all deadlines for petitions, which include filing to graduate and registering for commencement ceremonies.

**HUMAN DEVELOPMENT**  
MAJOR REQUIREMENTS EVALUATION

Student \_\_\_\_\_ Date \_\_\_\_\_ Advisor's Approval \_\_\_\_\_

**PREPARATORY SUBJECT MATTER**

		<u>Units Required</u>	<u>Units Remaining</u>
Anthropology	ANT 1, 2, or 15 (any 2 of 3)	(8-9)	_____
Biology	BIS 2A(1A), BIS 10, MIC 10, or NPB 12	(3-5)	_____
Genetics	MCB 10 or *BIS 101	(4)	_____
History	HIS 17A, HIS 17B, HIS 72A, HIS 72B, or POL1	(4)	_____
Philosophy	PHI 5, PHI 15, PHI 30, PHI 31, PHI 32, or PHI 38 (any 2 of 6)	(8)	_____
Physiology	NPB 10, NPB 101, or PSC 101	(3-5)	_____
Psychology	PSC 1	(4)	_____
Statistics	STA 10, STA 13, PSC 41, or SOC 46A&B	(4-9)	_____
<b>TOTAL UNITS:</b>		<b>38-47</b>	_____

**DEPTH SUBJECT MATTER**

Human Development (Life Span Series)	HDE 100A, 100B & 100C	(12)	_____
Assessment/Research Methods	HDE 120	(4)	_____
Biological Processes	*BIS 101, NUT 111AY(AV), PSC 121, HDE 117	(3-4)	_____
**Social-Cultural Processes	HDE 102, 110, 130, 160, or 162	(4)	_____
**Cognitive Processes	HDE 101, 103, 132, 161 or 163	(4)	_____
**Practicum	HDE 140 & 140L, or 141, 142, or 143	(4-6)	_____

\*BIS 101 cannot be used to satisfy both the prep and depth subject matter requirements.

**TOTAL UNITS: 31-33**

\*\* At least **ONE** course from among these groupings (Social-Cultural Processes, Cognitive Processes, and Practicum) must focus on childhood/adolescence and **ONE** must focus on adulthood/aging.

Child/Adoles. Courses: 101, 102, 103, 110, 130 & 132      Adult Courses: 117, 143, 160, 161, 162 & 163

List Child/Adoles. Course: \_\_\_\_\_      List Adult Course: \_\_\_\_\_

**Restricted Electives:** Select five additional courses from the list on the back of this page. (19-20) \_\_\_\_\_  
May include one practicum.

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
HDE major requirements **TOTAL UNITS: 92-105**

**WRITTEN/ORAL EXPRESSION** Lower Division for College of Agriculture & Environmental Sciences

One course from: ENL 3, UWP 1, 18, 19, 101, or UWP 104 A, B, C, D or E (4) \_\_\_\_\_

Additional course from above or: UWP 102, COM 1, 2, 3, 4, NAS 5, or CMN 1 (4) \_\_\_\_\_

**UPPER DIVISION ENGLISH** course for Major: UWP101, 102 A-H or 104 A-F (4) \_\_\_\_\_

(Test Given by Letters and Science not applicable)

**TOTAL UNITS: 12** \_\_\_\_\_

**GENERAL EDUCATION REQUIREMENT (Consult the General Catalog)**

**Total units need to complete to Graduate** **180** \_\_\_\_\_

# SAMPLE FOUR YEAR HUMAN DEVELOPMENT STUDY PLAN

## Human Development B.S. with minor

### YEAR 1

FALL		WINTER		SPRING		SUMMER		Total units
Course	Units	Course	Units	Course	Units	Course	Units	
BIS 10	4	ANT 2	4	MCB 10	4			
PSC 1	4	NPB 10	3	PHI 30	4			
GE	4	GE AH	4	GE OL	4			
Elect	2	elect	2	GE HDE 12	3			
<b>Total Units</b>		14	13	15		0		42

### YEAR 2

FALL		WINTER		SPRING		SUMMER		Total units
Course	Units	Course	Units	Course	Units	Course	Units	
STA 13	4	HDE 100A	4	HDE 100B	4			
UWP 1	4	ANT 1	4	HIS 17A	4	HDE/1 Restricted elect	4	
GE AH/SS	4	GE VL	4	GE	4	electives	2	
elect	2	electives	3	Electives	4			
<b>Total Units</b>		14	15	16		6		51

### YEAR 3

FALL		WINTER		SPRING		SUMMER		Total units
Course	Units	Course	Units	Course	Units	Course	Units	
HDE 100C	4	UWP 101	4	HDE 120	4			
HDE/Bio Processes	4	HDE/Socio-Cultural	4	PHI 30	4	Abroad	8	
CMN 1	4	GE/1minor	4	GE/2minor	4			
<b>Total Units</b>		12	12	12		8		

### YEAR 4

FALL		WINTER		SPRING		SUMMER		Total units
Course	Units	Course	Units	Course	Units	Course	Units	
Practicum	4	HDE/Cognitive Processes	4	HDE/5 Restricted elect	4			
HDE/2 Restricted elect	4	HDE/4 Restricted elect	4	GE/ 4minor	4			
HDE/3 Restricted elect	4	GE/3minor	4	GE/5 minor	4			
		GE/elect	4	GE/elect	4			
<b>Total Units</b>		12	16	16		0		44

	Major requirements
	Minor requirements

**Total Units                    181**

- Biological Processes requirement courses: Biological Sciences 101, Human Development 117, Nutrition 111AV, or Psychology 121
  - Socio-Cultural Processes requirement courses: Human Development 102, 110, 130, or 160
  - Cognitive Processes requirement courses: Human Development 101, 103, 132, 161 or 163
  - Practicum requirement courses: Human Development 140-140L, or 141 or 142 or 143
  - Restricted electives: Human Development requires students to take 19-20 units from a list of upper division restricted electives in consultation with a faculty or academic advisor. Please be aware that Restricted Electives may have prerequisites that are not accounted for on this plan.
- Note: ONE upper division Human Development course must focus on Childhood/Adolescence (101, 102, 103, 110, 130, & 132) and ONE upper division Human Development course must focus on Adulthood/Aging (117, 143, 160, 161, 162, & 163)
- This is a sample academic plan. Your academic plan will differ depending on previous credit received, prerequisites taken for upper division restricted electives, your course schedule, and available offerings.
  - This schedule meets CAES minimum 180 unit requirement for graduation, meets CAES 54 unit requirement for upper division courses, meets Human Development major requirements, meets English composition requirement
  - Please work with the College of Agriculture Deans Office to choose GE classes to ensure that all General Education requirements are met.

## **GETTING TO KNOW THE FACULTY**

**Every student has a faculty advisor.** Ask a staff member in the Advising Center to identify who your faculty advisor is, and introduce yourself.

**Find out what faculty are working on.** Refer to the Faculty Research Interests page below.

**Take advantage of professor's office hours.** Hours are posted outside of 1303 Hart Hall

**Consider assisting faculty or graduate students with their research.** You can receive unit credit and satisfy your major requirements by doing this.

### **Human Development and Family Studies (HDE) Faculty Research Interests:**

**Belsky, Jay** – Professor. B.A., Vassar College, M.S. Cornell University, Ph.D., Cornell University. **Teaching:** Early childhood development and family studies; Transition to parenthood; the etiology of child maltreatment and the evolutionary basis of parent and child functioning. **Research:** focuses upon fathers as well as mothers, marriages as well as parent-child relations, and naturalistic home observations of family interaction patterns. Current research interests include Social-Emotional, Family, and Biological studies.

**Chen, Zhe** - Associate Professor and Child Psychologist (E.S.). B.A., South China University, M.S., University of Massachusetts/Amherst, Ph.D., University of Massachusetts/Amherst. **Teaching:** Early childhood development; Cognitive development; Culture and children's thinking. **Research:** Focuses on children's thinking and learning processes. Current research interests include three interrelated lines of inquiry: analogical problem solving; scientific reasoning; and micro genetic analyses of strategy acquisition.

**Choe, Daniel** – Assistant Professor. B.A. San Diego State University, M.S. & Ph.D., University of Michigan. **Research:** Development of self-regulation during childhood, its complex associations with parents' mental health and caregiving, and their contributions to the onset of psychopathology; the role of gene–environment interactions and transactional family processes in the development of antisocial behavior.

**Conger, Katherine J.** - Assistant Professor and Sociologist (E.S.). B.S. & M.S., University of Illinois, Ph.D., Iowa State University. **Teaching:** Family policy, Families in context, Sibling relationships. **Research:** Economic stress, family functioning, and individual well being; sibling relationships and sibling influences on adolescent competence and maladjustment.

**Guyer, Amanda** – Associate Professor. M.Phil., M.A., & Ph.D., Yale University. **Teaching:** Middle childhood and adolescence, Developmental neuroscience and adolescent Psychopathology. **Research:** Behavioral and neural function in typical and atypical development, developmental psychopathology, mood and anxiety disorders, behavioral inhibition, social-emotional cue processing, interplay between fear and reward response systems.

**Hibel, Leah** - Assistant Professor. B.S., John Hopkins University, Ph.D., Penn State University. **Teaching:** Early Childhood Development. **Research:** mother-child relationships and physiological regulation; family stress/parenting stress and stress physiology; the transaction among family stress, family relationships, and stress physiology; lactation physiology.

**Liu, Siwei** - Assistant Professor. B.S., Fudan University, M.S., M.A.S., The Pennsylvania State University, Ph.D., The Pennsylvania State University. **Research:** Longitudinal data analysis; family research methods; multilevel models; structural equation modeling; time series analysis; dynamic models.

**Miller, Lisa M. Soederberg** - Assistant Professor. B.A., Clark University, Ph.D. University of New Hampshire. **Teaching:** Adult Development and Aging; Cognitive Aspects of Aging; Midlife Development. **Research:** Effects of age and knowledge on cognitive processes; changes in language processing in late life; effects of motivation on cognition; age-related changes in control beliefs.

**Nishina, Adrienne** - Assistant Professor. B.A., Ph.D. University of California, Los Angeles. **Teaching:** Psychological Assessment; Research Methods. **Research:** Adolescent mental health; peer relations and peer victimization; ethnicity/contextual moderators; school-based preventions and interventions; psychosocial adjustment and academic functioning; methodological issues.

**Ober, Beth A.** - Professor, and Developmental Psychologist (E.S.); Department Chair. Ph.D., University of California, Berkeley. **Teaching:** Adulthood; Research issues in human development. **Research:** Memory and language processes in normal and abnormal aging; brain-cognition relationships in normal and abnormal aging. Alzheimer's disease. Cognitive neuroscience.

**Ontai, Lenna** – Associate Specialist in Cooperative Extension. Ph.D., University of Nebraska. **Research:** Early socialization processes between parents and young children; factors that affect parents' socialization efforts, i.e., income and cultural background, parenting, early social development and child care.

**Smith, Martin** – Associate Specialist in Cooperative Extension. **Research:** curriculum development, educator professional development, communities of practice, lesson study, non-formal science education, inquiry-based learning, experiential learning, bio-security education, environmental education.

**Swartz, Johnna** – Assistant Professor. **Research:** identifying genetic and brain markers that predict psychological functioning, including the development of mood and anxiety symptoms, in adolescents and young adults; environmental factors, such as stress, that moderate these associations to determine the environmental contexts that increase or mitigate risk.

**Trzesniewski, Kali** - Associate Specialist in Cooperative Extension; Associate Director of Research for the Statewide 4-H Youth Development Program, Psychologist. Ph.D., University of California, Davis. **Research:** personality and social factors and their effect on a person's developmental course from conception to death, how to raise children to grow up to be healthy, productive members of society; including, finding supportive relationships and having a family, supporting themselves and their family, and not bringing harm to others; developmental origins, developmental course, and interrelations among self-esteem, achievement, and antisocial behavior.

<b>Belsky, Jay</b> (jbelsky@ucdavis.edu)	1331 Hart Hall	<b>Miller, Lisa</b> (lmsmiller@ucdavis.edu)	1319 Hart Hall
<b>Chen, Zhe</b> (zhechen@ucdavis.edu)	1339 Hart Hall	<b>Nishina, Adrienne</b> (anishina@ucdavis.edu)	2399 Hart Hall
<b>Choe, Daniel</b> (danchoe@ucdavis.edu)	1347 Hart Hall	<b>Ober, Beth</b> (baober@ucdavis.edu)	1357 Hart Hall
<b>Conger, Katherine</b> (kjconger@ucdavis.edu)	2323 Hart Hall	<b>Ontai, Lenna</b> (lontai@ucdavis.edu)	2327 Hart Hall
<b>Guyer, Amanda</b> (aeguyer@ucdavis.edu)	2337 Hart Hall	<b>Smith, Martin</b> (mhsmith@ucdavis.edu)	3213 Vet Med 3B
<b>Hibel, Leah</b> (lchibel@ucdavis.edu)	1349 Hart Hall	<b>Swartz, Johnna</b> (jrswartz@ucdavis.edu)	1353 Hart Hall
<b>Liu, Siwei</b> (sweliu@ucdavis.edu)	2343 Hart Hall	<b>Trzesniewski, Kali</b> (ktrz@ucdavis.edu)	1351 Hart Hall

## **CHOOSING AREAS OF INTEREST**

If you have decided which major is best for you but you need help in defining areas of focus, the following may be helpful:

- Check with the [Internship and Career Center](#) (located in South Hall, 2<sup>nd</sup> & 3<sup>rd</sup> floors). In the past, Career Exploration Workshops and Life Goals Workshops have been offered and resources such as the Strong Career Interest Inventory or Myer-Briggs Type Inventory Personality Test have been available to help students choose a career compatible with their interests and skills. Workshops have been offered on Skills Assessment, Job Search Techniques, Resume Writing, Interviewing Skills, and Leadership Development Series. You can also find books, pamphlets, and other materials to help guide you in your search for future careers or graduate school options.
- If you already know your interests and want to develop them further, you can check the list of faculty members' research interests and talk to those who appear to have similar interests (check with Advising Center, 1303 Hart Hall).
- Look for courses in the [General Catalog](#) whose descriptions appear compatible with your field of study.

## **INTERNSHIPS**

Internships are a great way to gain practical experience in your field of interest by working with full time professionals and experts on projects where you can apply the knowledge learned in the classroom. Up to 5 units of pre-approved upper division internship units can be applied towards the Human Development major. The Internship Coordinator (1303 Hart Hall) can assist in choosing internship placements and faculty sponsors. Internships can also be awarded transcript notation (TN) either in addition to receiving internship units or if no academic units are sought. For more information about transcript notation, please visit the Internship & Career Center's ([ICC](#)) website.

To receive internship units, students must first contact the Internship Coordinator in 1303 Hart Hall to obtain approval and a blank contract. The contract must then be completed and submitted to the Internship Coordinator no later than the 10<sup>th</sup> day of the quarter in order to receive a CRN and register for the units. Adherence to the add/drop policy is strictly enforced. Late adds will not be permitted for internships or research credit. If students manage to enroll without the contract they may be administratively dropped from the course.

## **RESEARCH OPPORTUNITIES**

Another way our students gain experience is by doing research related to a faculty member's area of interest. Students have the opportunity to learn how research projects are developed and conducted. Consult the list of faculty interests (pages 10-11) or contact the Human Ecology Advising Center to find a research opportunity with Human Development faculty.

To receive Research units, students must submit a completed research contract to the Advising Assistant in 1303 Hart Hall (752-1805) to receive a CRN and register for the course. Blank research contracts can be found on our website ([Blank Research Contracts](#)) or in the wall bins located in the hallway outside of the Advising Center. Adherence to the add/drop policy is strictly enforced. Late adds will not be permitted for internships or research credit. If students manage to enroll without the contract they may be administratively dropped from the course.

## **CAREER AND GRADUATE SCHOOL OPTIONS**

The most commonly asked question among Human Development students is "What can I do with my major after I graduate?" The answer is just about anything within human services and people-related fields. The major is broad and flexible, yet most people-service careers demand additional professional/graduate training. Many career opportunities are available to students who use the major as a stepping stone for further training. Career directions can be determined through academic course work, field experience, internships, and through interaction with resource people (i.e., faculty, community and campus staff). Since job opportunities vary, the marketability of one's educational background also varies. Currently, the health-allied fields of therapy work (i.e., physical therapy, speech therapy, occupational therapy, and recreational therapy) are quite marketable. Some areas of education are quite competitive (i.e., elementary), and special education and bilingual education are also high-demand fields. Finally, jobs are expected to expand tremendously in fields involving work with the elderly, genetics, gene therapy and family planning. The necessity for field experience in conjunction with course work cannot be stressed enough. The more practical experience one has to complement undergraduate and advanced training, the more marketable one is.

### **SAMPLE CAREER OPTIONS**

Administration/Management	Adoption agency administrators Elder day care, rehabilitation, and nursing home managers Foster care administrators and managers Human resource specialist in personnel/training Human services employment interviewers Marketing, advertising and public relations managers Public health service administrators Recreation administrators and park managers Senior citizen administrators State Department of Education administrators State Department of Health and Human Services specialist
Child Care	Child Development Center directors and teachers Child life specialist (hospitals) Community child care coordinators Foster child care workers Nursery school teachers Preschool teachers
Communications	Public relations specialists Radio and television announcers and newscasters
Community Programs	Recreation instructors and parks program managers Youth services coordinators
Counseling and Social Work	Career exploration and development counselors Employment counselors Community mediation counselors Community resources counselors Drug and alcohol prevention education counselors Generic guidance counselors Marriage, family and child counselors Mental health counselors Psychologists Rehabilitation counselors

	Social workers
Education	Administrators (principals, vice principals, superintendents) Adult education administrators and teachers Bilingual education teachers College and university faculty Elementary school teachers Preschool teachers Public health educators Resource teachers School counselors School psychologists Secondary school teachers Special education teachers Teen parent teachers
Health Assessment and Treatment	Chiropractors Dentists Medical Doctors Nurses Obstetricians Occupational Therapists Optometrists Physical Therapists Physician Assistants Pediatricians Podiatrists Speech Therapists
Law	Court appointed special advocates for elders and Children (administrators, managers, counselors) Elder law-lawyer Elder and disabled person's law counseling Family law-lawyer Health, Insurance, Counseling and Advocacy program
Protective Services	Child protective services Correction officers Firefighting occupations Juvenile and probation officers Police, detectives and special agents
Public Policy	Child advocacy group lobbyists Child welfare administration workers

## GETTING HELP

### **SEEK HELP WHEN YOU NEED IT!**

If you are having trouble adjusting to life at UCD, have received the first “D” or “F” in your life on an exam, etc., come in to discuss your concerns with one of the staff in the Human Ecology Advising Center. We may not be able to solve your problems, but often we can suggest alternatives or options you may not have considered. Plus, there are many resources on campus to help you.

### **YOUR PERSONAL HAPPINESS IMPACTS YOUR ACADEMIC SUCCESS**

Loneliness, homesickness, a relationship break-up, etc. can affect your academic life. If you are feeling down or just need someone to talk to, there are many resources available to you. Student Health and Counseling Services ([SHCS](#)), in North Hall, provides individual and group counseling (752-0871). The Community Advising Network ([CAN](#)) is comprised of a team of Community Counselors. The Community Advising Network assists all students, especially those from underserved populations, to achieve their goals and address factors that may be affecting their academic success. The [Mind Spa](#) is a free service to help all registered students cope with stress, and offers confidential peer support, massage recliners, biofeedback programs, and light therapy programs. Academic advisers are also sensitive to extraneous factors affecting your University life, and may be able to suggest academic alternatives which you have not considered.

### **A GUIDE TO GUIDES--USEFUL PUBLICATIONS AND HOW TO GET THEM**

[UCD General Catalog](#) A must for every student, the Catalog gives specific information on university regulations, requirements, and course offerings.

[UCD Academic Calendars](#) Provides information about course schedules, quarterly deadlines, finals schedules, etc.

[Internship and Career Center Workshop Schedule](#) A quarterly schedule with brief descriptions of workshops offered by the Internship and Career Center to all students including extra help in chemistry and math.

### **IMPORTANT WEBSITES**

<http://humanecology.ucdavis.edu/> (Advising)

<https://students.ucdavis.edu/> (OASIS)

<https://mybill.ucdavis.edu/> (account payment)

<https://sisweb.ucdavis.edu/> (Schedule Builder)

<http://classes.ucdavis.edu/> (Class Search Tool)

<http://www.caes.ucdavis.edu/> (College of Agricultural and Environmental Science Dean’s Office)

<http://financialaid.ucdavis.edu/> (Financial Aid)

<http://studyabroad.ucdavis.edu/> (Study Abroad)

<http://icc.ucdavis.edu/> (Internships & Career Center)

<https://shcs.ucdavis.edu/> (Student Health & Counseling Services)

<http://success.ucdavis.edu/> (Student Academic Success Center)

<https://csi.ucdavis.edu/> (Center for Student Involvement)

<http://urc.ucdavis.edu/> (Undergraduate Research Center)

<http://ccc.ucdavis.edu/> (Cross Cultural Center)

<http://registrar.ucdavis.edu/> (University Registrar)

## **CAMPUS RESOURCES**

**[Student Academic Success Center \(SASC\)](#)** located in Dutton Hall (752-2013), provides individual appointments, free workshops in writing, exam taking, science, math, speed reading and comprehension, English as a second language, pre-chemistry, vocabulary, and study skills.

**[Student Health and Counseling Services \(SHCS\)](#)** provides a wide variety of medical, mental health and wellness services to all registered UC Davis students regardless of insurance coverage. Appointments and urgent care (services without appointments) for medical and mental health needs are also available. Services are provided at The Student Health and Wellness Center and North Hall.

**[Internships & Career Center \(ICC\)](#)** located in South Hall (752-2855/2861), provides services to help students enrich their time at UC Davis with internships and helps to prepare students for their post-graduate careers. Specialized staff offer workshops that help prepare students to find jobs, such as resume basics, interview basics, and internship and career fairs.

**[Student Disability Center \(SDC\)](#)** (54 Cowell Building), works to ensure equal educational opportunities for students with disabilities. Based on the student's documentation of disability, the center works with each student to recommend services and accommodations for specific classes and situations, which might include note-taking, access to special tutoring, and exam accommodations.

**[Study Abroad Center](#)** can help students decide which program is best for them, whether to study abroad for a quarter or a year, and when to go abroad. The study abroad advisors also have information about financial aid, fellowships, and which programs have internship opportunities. The UC Davis Study Abroad Center is located in the International Center, Suite 1120, (530) 752-5763

**[Pre-Graduate/Professional School Advising](#)** South Hall (752-3000), provides information to students interested in going to graduate school, including information on how to become a more competitive applicant, get an overview of the application process, or get specific questions answered.

**[Health Professions Advising \(HPA\)](#)** (1011 Sciences Lab Building) offers information, workshops and advising to students pursuing careers in the Health field, including Medicine, Nursing, Veterinary, Dentistry, and other health careers.

**[Cross Cultural Center \(CCC\)](#)**, located in the Student Community Center, provides a culturally relevant community space where student voices can be expressed and respected. The center provides student to student peer education and offers retreats and programs designed to support students from all cultures.

**[Student Recruitment and Retention Center \(SRRC\)](#)**, located in the Student Community Center, provides student-run programs that foster holistic academic and personal development while raising political and cultural awareness, in order empower students to act as leaders for their communities.

**[Women's Resources & Research Center](#)**, (North Hall), offers workshops and weekly events to provide opportunities to promote gender equity in the UC Davis community. The center provides support to students facing gender bias, gendered violence and the impacts of inequities on self-esteem.

**[AB 540 & Undocumented Student Center](#)**, located in the Student Community Center, strives to empower undocumented students, their families and members of the community in being informed leaders and active participants in our communities. They support undocumented students by offering confidential legal advice, access to a community counselor, access to mentorship programs, and more.

**[Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual Resource Center](#)**, located in the Student Community Center, provides an open and inclusive space and community. The center promotes education about all sexes, genders and sexualities, and provides a space for self-exploration of these identities and offers support groups and access to a community counselor.

## FREQUENTLY ASKED HDE QUESTIONS

### **Q: Is the HDE major child development oriented?**

A: In the past, when regarding in-depth subject matter, the answer was yes. Much of what is associated with HDE still can be synonymously applied to child development. However, it is possible to design a solid adult development emphasis from upper division HDE course, restricted electives, and general electives from other disciplines, i.e., Anthropology, Community & Regional Development, Education, Psychology, and Sociology. Students can also complete a minor in Aging and Adult Development. (Please consult with the Undergraduate Advisor for more details on how to go about completing this along with the HDE major.

Some suggestions from the depth subject matter classes and the restricted elective list to tailor coursework to an interest in adult development: HDE 160: Social Aspects of Aging; HDE 163: Cognitive Neuropsychology of Aging; HDE 143: Field Studies with the Elderly; HDE 161: Applied Cognition & Aging; EXB 117: Exercise & Aging in Health and Disease; PSC 130: Human Learning & Memory

### **Q: Do HDE classes qualify for Early Childhood Education (ECE) hours?**

A: Some HDE classes do qualify for Early Childhood Education hours. To see an updated list of the courses that qualify for ECE hours, visit our [website](#).

### **Q: When given a choice in preparatory subject requirements (i.e., Neurobiology, Physiology & Behavior 10 or 101) which one should I take?**

A: A student has the choice between taking classes of an introductory nature (NPB10) or of a more in-depth nature (NPB 101). Typically, students heading in a more social science direction will take the general survey course instead of a more in-depth one. Those students with a more science-oriented pre-health program may opt to complete NPB 101. Most of the time, it depends on your interest and if you have completed the prerequisite courses.

### **Q: Will any of my Human Development courses fulfill GE requirements?**

A: Many courses can be used towards both the Human Development major requirements and GE requirements. Please consult the College of Agricultural and Environmental Sciences for more information on [General Education Requirements](#).

### **Q: Can I take classes Pass/No Pass?**

A: Classes being used for any of your major requirements, including lower and upper division classes, English classes, and Restricted Electives cannot be taken P/NP.

### **Q: Which courses can I repeat for a grade?**

A: Courses in which a D, F, or NP grade is received can be repeated. In computing the GPA of undergraduates who have received a D, F, or NP, only the grade and the corresponding grade points earned the second time a course is taken will be used, *up to a maximum of 16 units for all courses repeated*. Check the UCD General Catalog for further details.

**Q: How can I receive academic credit for my internship?**

A: To see if an internship will qualify for units, contact the Internship Coordinator in 1303 Hart Hall. Once an internship has been approved, written internship contracts signed by the faculty sponsor, student and field supervisor (where appropriate) are mandatory if students are to receive academic credit for this work. Students must submit a contract to receive a CRN to enroll, and adherence to the add/drop policy will be enforced. If students manage to enroll without the contract they may be administratively dropped. See page 12 of this handbook for more information.

**Q: Does the HDE major give me enough background to get into graduate school, or a credential program?**

A: Obviously, the answer to that question depends on what type of program one wishes to enter. However, based on past surveys of graduate programs, the HDE major is optimum for admissions to credential programs (especially elementary education; a strong "academic" minor (e.g., science, math, foreign language) is recommended for students heading for secondary credentials). The major is good preparation for special education programs, developmental psychology, child and human developmental programs, counseling, personnel and educational psychology, and also for admittance to schools of social work, nursing, and optometry. If care is taken to include the requirements, the major is accepted by schools of medicine and dentistry.

There are many valuable resources available to students considering graduate school. The Student Academic Success Center offers [Pre-Graduate/Pre-Professional School Advising](#). The [Health Professions Advising](#) office offers workshops and advising catered to students interested in pursuing careers in the Health field.

**Q: What do I need to do to graduate?**

A: **First**, we must stress the importance of periodically having a major evaluation checked and an updated study plan created by a staff or peer advisor in the Advising Center. Keeping track of your progress each quarter or so, and getting all your questions answered about units, requirements, and regulations **before** the quarter in which you wish to graduate, saves you many hassles.

**Second**, you must file for candidacy on the [Registrar's Office Website](#) during a specific time period (check the [Undergraduate graduation calendar](#) for dates). Please note that the advising center does not complete the filing for candidacy process for you. You must do this yourself!!!!

**Third**, you must meet with someone in the Advising Center to complete the Human Development preliminary major certification to determine if you have completed all major requirements. We advise students to complete the major certification before the beginning of your last quarter of enrollment. If you have any doubts about requirements to be fulfilled, make an appointment to meet with an advisor, **before** you enroll for your last quarter.