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Department of Human Development List of Faculty

Allan Wigfield, Chair

PROFESSORS

Patricia A. Alexander, Ph.D. (University of Maryland)
Nathan A. Fox, Ph.D. (Harvard University)
John Guthrie, Ph.D. (University of Illinois)
Melanie Killen, Ph.D. (University of California, Berkeley)
Kenneth H. Rubin, Ph.D. (Pennsylvania State University)
Judith Torney-Purta, Ph.D. (University of Chicago)
Kathryn R. Wentzel, Ph.D. (Stanford University)
Allan Wigfield, Ph.D. (University of Illinois)

ASSOCIATE PROFESSORS

Charles H. Flatter, Ed.D. (University of Maryland)
Brenda Jones Harden, Ph.D. (Yale University)
Elisa L. Klein, Ph.D. (Pennsylvania State University)
Robert F. Marcus, Ph.D. (Pennsylvania State University)
Elizabeth-Anne Robertson-Tchabo, Ph.D. (University of Southern California)

ASSISTANT PROFESSORS

Natasha Cabrera, Ph.D. (University of Denver)
Susan J. Parault, Ph.D. (University of Georgia)
Min Wang, Ph.D. (University of Toronto)

Department of Human Development Graduate Programs

I. GENERAL INTRODUCTION

A. *Structure and Function of the Department*

The Department of Human Development/Institute for Child Study offers graduate programs leading to the Master of Education, Master of Arts, Doctor of Philosophy, and Doctor of Education degrees. The research oriented M.A. (with thesis) and the Ph.D. degree programs in human development are designed to develop competencies in the scientific knowledge of human development and learning through theory and research. The practice oriented M.Ed., M.A. without thesis, and Ed.D. programs are designed to develop competencies in identifying implications of the scientific knowledge of human development for specific situations and contexts through training in design, management, delivery and evaluation of human services programs.

The purpose of the Department of Human Development/Institute for Child Study and of its graduate programs is to contribute to our basic knowledge of human development and learning and apply this knowledge in different settings. The program includes sub-specializations in educational psychology and developmental science, as well as a concentration option in early childhood. Faculty in the Department have varied interests and areas of expertise in fields concerned with all aspects of human development and learning. Included in the faculty are internationally known scholars studying different aspects of human development, such as cognitive, social, and psychophysiological development.

Graduate programs in the Department of Human Development provide the scientific knowledge of human growth and development that prepares graduates for positions such as faculty in institutions of higher education (including universities, community colleges, and specialty schools (e.g., nursing), human service specialists in government and community agencies, educational psychologists serving in schools and educational settings, and research oriented professionals in private, policy, or advocacy organizations.

B. *Graduate Programs*

1. The Masters Program

The Department of Human Development offers a choice of three kinds of master's degrees: a) the Master of Arts with Thesis, in which the student takes coursework and completes a thesis that is based on the student's original research; b) the Master of Arts without Thesis, in which the student takes coursework and completes an internship in an agency that utilizes human development knowledge; and c) the Master of Education, which is primarily based on taking graduate-level courses. Each degree requires a minimum of 30 credit hours of coursework.

Students can elect one of two content area foci for their master's program. One program provides basic knowledge of human growth and development in the areas of biological, cognitive, social, and personality development. The other program focuses on early childhood education and development. In each program students take core courses and then courses that provide content in their special areas of interest. In the early childhood area two of the three degrees are offered, the Master of Arts with Thesis, and the Master of Education. Students interested in the early childhood master's degree should contact the graduate secretary at humandev@umd.edu for more information.

2. The Doctoral Program

The Department of Human Development offers two doctoral degrees: The Doctor of Philosophy (Ph.D.) and the Doctor of Education (Ed.D.). The Ph.D. program is based in a mentorship model and is research oriented, with the primary objective of training graduate students for scholarly research activity directed mainly toward the generation of new knowledge concerning human development and learning. Most students opt for the Ph.D. degree. The Ed.D. program is a practice-oriented program in which the primary objective is directed mainly toward the application or transmission of existing knowledge.

The EDHD doctoral program is a 72-credit hour program. The program includes required courses covering different aspects of development, statistics, and research methods; elective coursework in the students' specialty area; apprenticeship credit for involvement in research projects; and dissertation credits.

3. Doctoral Specializations in Human Development

Students in the Department doctoral program may enroll in degree programs in Human Development without a specialization, or choose a sub-specialization or concentration in a specific area of human development. The available specializations are:

a. Specialization in Developmental Science

The Developmental Sciences specialization is a doctoral program designed to train students in the areas of social, cognitive, emotional, and biological aspects of human development. This specialization involves intensive research apprenticeships with faculty members, coursework in core courses and advanced seminars, and exposure to leaders in Developmental Science through the colloquia and professional development seminar organized by the Center for Children, Relationships, and Culture, which is housed in the Department of Human Development. The goal of the program is to train students for research careers in academic or applied areas of child development. The program encourages engagement in collaborative research with faculty and students in a wide range of developmental science areas. In addition to coursework, students enroll in a one-credit weekly colloquia series and professional development seminar which hosts invited speakers from the Washington, D.C. metropolitan universities, institutes, and research "think tanks," as well as provides for professional development sessions on various topics such as conference preparations, dissertation projects, and career options. Opportunities exist for collaboration with neighboring institutions such as National Institutes of Health, and Children's National Medical Center.

b. Specialization in Educational Psychology

The Specialization in Educational Psychology focuses on learning and development in educational contexts, and provides students with core courses and research experiences specifically relevant to the discipline, and with close mentoring in developing their research capabilities and agenda. Educational Psychology concentrates on the application of psychological theory and research methodology to educational issues. This focus on educational application distinguishes Educational Psychology from fields such as Cognitive Psychology or Developmental Psychology. This specialization is designed for research-oriented students who desire extensive research training in areas such as: learning, and cognition in different settings, language development, achievement motivation, development of literacy skills, self-concept, and social competence and schooling. The specialization is unique in its blend of educational psychology and human development. Graduates from the Educational Psychology specialization have obtained positions as university professors or as research scientists who work at state, federal, or private agencies dealing with students from entry into pre-school programs through adult education.

c. Concentration in Early Childhood

The Concentration in Early Childhood offers comprehensive and in-depth training in the study of development and education of young children. A core of courses provides the student with a grasp of the broader dimensions of the field of early childhood education and development. Electives give the individual student needed content in areas of special interest.

Along with these formal specializations, doctoral students can concentrate their studies in areas such as social development, cognitive development, and/or psychophysiological development.

Masters program course requirements and sample doctoral programs are presented on pages 33-45.

C. Faculty Strengths and Research Areas

The Department of Human Development hosts many faculty members held in high esteem within the professional community. Many are internationally recognized experts in their particular areas of expertise through leadership positions in major professional associations, presentations at national and international professional conferences and through publication of original theory and research in peer-reviewed professional journals and books. Several faculty members hold Fellow status in the American Psychological Association, are Fellows in the American Psychological Society, and serve as consulting or associate editors and editors of premier journals in the field such as *Developmental Psychology*, *Child Development*, *Adolescence*, *Human Development*, *Journal of Research in Adolescence*, *Developmental Psychophysiology*, *Educational Psychologist*, *Contemporary Educational Psychology*, *Early Education and Development*, *the Journal of Educational Psychology*, *Review of Educational Research*, and *Learning and Cognition*.

Departmental faculty are engaged in a wide range of research projects investigating human development. Most faculty in the Institute/Department welcome student participation in their research and service programs. These interactions provide opportunities for graduate students to enhance their expertise in areas of special interest.

Areas of faculty expertise and active research include:

- achievement motivation
- at risk children
- attachment
- cognition and instruction
- cognitive development in instructional contexts
- cognitive and motivational aspects of reading
- computers and education
- cross-cultural influences on human development
- development of domain knowledge
- developmental psychophysiology
- developmental psychopathology
- deviant and violent behavior in children and adolescents
- drug prevention education
- early childhood education
- educational psychology
- emotion and emotion regulation
- family processes
- gender roles
- infant development
- intergroup relationships
- mathematical reasoning
- moral development
- parent education
- parenting
- peer relationships
- program evaluation
- psychology of learning and instruction
- self-concept
- social-cognitive development
- social and political cognition
- social policy related to young children
- stereotypes
- student-teacher relationships
- teacher beliefs
- technology in instructional contexts

*NOTE: Students wishing further information about individual faculty areas of interest are encouraged to contact the faculty member of interest via e-mail (addresses are provided in the Faculty Research Interests section of this booklet).

National Institutes of Health (NIH) Graduate Training in Social Development

The Department of Human Development recently received a five-year *National Institutes of Health (NIH) Graduate Training in Social Development* award. This award provides predoctoral support for graduate training in the area of social development. Research topics within social development include peer relationships, parent-child relationships, attachment, emotional development, social-cognitive development, moral development, motivation, social goals, intergroup relationships, father involvement, early childhood policy, civic engagement, and cultural influences on development.

There are seven core social development (Drs. Killen, Rubin, Cabrera, Fox, Torney-Purta, Wentzel, Wigfield), and six affiliated faculty (Drs. Bornstein, Cassidy, Crystal, Jones-Harden, Phillips, Suomi, Wang). The core faculty are tenured and tenure-track faculty in the Department of Human Development as well as the Department of Psychology, and from such off-campus institutions as Georgetown University and the National Institute of Child Health and Human Development. A weekly colloquia series is sponsored by the Center for Children, Relationships, and Culture for all faculty and trainees in the Department of Human Development.

The *NIH Graduate Training in Social Development* is funded from the *Child Behavior and Development Branch* of the *National Institute of Child Health and Human Development (NICHD)*, a major institute within the *National Institutes of Health*.

Students interested in the training grant should contact any of the faculty above regarding their specific research programs. This source of support is decided, however, after students are admitted to the program. For specific information about the NIH Graduate Training Program, contact Dr. Melanie Killen (Director), email: mkillen@umd.edu, or Dr. Kenneth Rubin (Co-Director), email: krubin@umd.edu.

D. Research Facilities

The Department of Human Development has extensive laboratory facilities. The *Center for Young Children* is a contemporary laboratory preschool in which young children may be observed through one-way mirror facilities or studied individually or in small groups in classroom settings. In addition, there are four Departmental developmental laboratories, the *Child Development Laboratory*, the *Laboratory of Developmental Assessment and Intervention*, the *Educational Psychology Laboratory* and the *Center for Children, Relationships, and Culture* where, under the mentorship of faculty members, students obtain “hands on” research experience in psychophysiological processes, family and child relationships, and social, emotional and cognitive development. These laboratories are equipped with the latest technology, including observational facilities and audio-visual equipment. The Department also has a mobile trailer laboratory for conducting research with children in off-campus settings.

The *Center for the Study of Children, Relationships, and Culture* provides graduate students with an opportunity to interact and collaborate with on- and off-campus Center Faculty. Student affiliates of the Center meet weekly. Once each month, Center faculty from the College Park campus, the National Institutes of Health, and other local universities (e.g., The University of Maryland at Baltimore County, George Mason University, Catholic University) get together for research presentations.

The Department also houses the *Maryland Literacy Research Center*, an interdisciplinary center that brings together researchers from different departments who actively study the development of children’s literacy skills.

The College of Education has excellent computer facilities allowing students access to a wide variety of word processing, data base, and statistical programs. The College houses a well-equipped educational technology unit in which there are full-time staff available for consultation.

There are seven libraries at the University of Maryland College Park Campus which offer on-line computer and interlibrary loan services. In addition, the Washington-Baltimore area hosts several major national libraries, including the National Library of medicine at the National Institutes of Health, the National Library of Congress, and the National Library of Agriculture.

On Campus and Off Campus Facilities

The University of Maryland and the Washington, D.C. and Baltimore areas are rich in resources for graduate study in human development. Research and practical internship experiences are available through cooperation with social agencies, governmental units, and schools in the area. In addition to the Departmental laboratories and University libraries, on campus resources include:

- Center on Aging (An interdepartmental Graduate Gerontology Certificate Program is offered through this center)
- Computer Science Center (all registered students may open E-mail and Internet accounts here)
- Educational Technology Center (with a video studio, computer laboratory, facilities for review of videotapes and films, and use of audiovisual equipment).
- Health Center(students medical needs are met here)
- Counseling Center (student testing, counseling, and special service needs are met here)
- AT&T and IBM Teaching Theaters (This offers the latest technology in a classroom setting)

The University of Maryland, College Park campus is located approximately midway between Downtown Washington D.C. and Baltimore, MD, making it an ideal location for access to major professional resources. Examples of the myriad off-campus resources near the University include:

- American Psychological Association
- Children's Defense Fund
- National Institutes of Health
- National Institutes of Mental Health
- National Institutes of Child Health and Human Development
- National Library of Medicine
- National Science Foundation
- National Library of Congress
- U. S. State Department of Education
- U. S. Office of Educational Research and Improvement
- National Institute on Aging
- National Association for the Education of Young Children
- Maryland State Department of Health
- National Center for the Study of Dyslexia
- Maryland State Department of Education
- Maryland State Legislature
- State Department of Education

The Washington-Baltimore metropolitan area also hosts many prestigious universities that are easily accessible from the University of Maryland campus. Examples of these universities include:

- American University (Washington D. C.)
- Catholic University (Washington D. C.)
- George Washington University (Washington D. C.)
- Georgetown University (Washington D. C.)
- Johns Hopkins University (Baltimore, MD)
- The Naval Academy (Annapolis, MD)

Nearby Washington D. C. is also a city rich in cultural resources easily accessible to University of Maryland via the Metro Subway transportation system with a recently opened station at the College Park campus. Examples of cultural resources include:

- The Smithsonian Museum
- The Air and Space Museum
- The National Gallery of Art
- The Corcoran Gallery of Art
- The Kennedy Center

E. Careers in Human Development

The visibility and professional recognition of the Department of Human Development/Institute for Child Study has enabled graduate students under faculty mentorship to acquire skills necessary to publish in professional journals and major compendia of research in Human Development and Educational Psychology as well as obtain prestigious post-doctoral and professional positions in major universities, businesses and organizations, both in the private and public sectors. For example, graduates of the Department of Human Development secure positions as:

- Faculty and research scholars in departments of psychology, educational psychology, human development, occupational therapy and nursing in major research universities, liberal arts colleges, and community colleges across the country.
- Research associates at major federal and state agencies, such as the National Institutes of Health and state and county departments of education.
- Program and policy analysts and consultants in major government and private companies, such as the National Research Council, the Maryland State Department of Education, the Maryland Electronic Learning Community, and Child Trends.

Admission to the Department of Human Development

A. *Who should apply?*

It is not possible to anticipate every pattern of student interest and preparation. However, the following guidelines may assist a student in deciding the program for which he or she might choose to apply.

1. Advice to students entering with a B.A. or B.S.:

Students who are admitted into our Ph.D. program typically have an excellent undergraduate record (GPA 3.5 or above), with research experience in developmental or educational psychology (or a closely related field), and desire training for a research-oriented career. With your advisor's assistance you can plan a program that also allows you to earn an M.A. on the way to a Ph.D. Students can enroll in and earn a Ph.D. in Human Development without declaring a specialization or they can indicate an interest in one of the Department specializations or concentrations described earlier. Students can enroll in these after they arrive on campus. The large majority of students admitted into the Ph.D. program register for 9 credits per semester (a full-time course of study). To be considered for a departmental fellowship, applications must be submitted by November 15th.

If students wish to do a research oriented degree in the field of Human Development but do not have extensive research experience, they should apply for a Masters degree in Human Development with thesis (see the Admissions criteria detailed in Section B below). Masters students take many of the same courses as students in the doctoral program. Research experience is gained by conducting an empirical study to meet the thesis requirements.

If you are interested in a general Masters degree, for example one which will prepare you to work in a school- or agency-based education intervention program, you should apply either for the M.A. in Human Development without Thesis or for the M.Ed. in Human Development. The requirements for these two degrees differ only in the option of engaging in an experiential practicum or writing a seminar paper.

If you are interested in a practice-oriented degree focused on young children, you should apply to the M.Ed. in Early Childhood. If you are interested in a research oriented degree focused on young children (and think that you may want to be admitted to a Ph.D. program after completing your masters), you should apply to the M.A. in Early Childhood with thesis. These programs are considerably more specialized than the masters in Human Development, including for example, courses in curriculum for young children.

2. Advice to students enrolling with an M.A. or M.S. in one of the social sciences or education, or with an M.S.W., or M.S.N.:

The majority of doctoral students enroll in and earn a Ph.D. in Human Development. A small number of students apply for and earn an Ed.D. The difference between the Ph.D. and Ed.D is only in the kind of research experience and type of dissertation required for the degree. (If you are not sure which degree you wish to earn, it is advised that you apply for the Ph.D degree; a change to an Ed.D. degree can be made once you are admitted to the program).

It is possible to have up to 9 credits of social science and education courses from the masters degree count toward the 72 hours required for the doctorate if they are recent and if they are approved by the faculty as related to your overall course program. The applicability of these courses will be evaluated after the student is enrolled in the program

3. Advice to students entering with a masters in a field other than the social sciences, education, social work, or nursing:

In most cases, students who hold a Masters degree in a discipline unrelated to human development should consider the advice offered above to those entering with a B.A. or B.S. degree.

B. Instructions for Students Submitting an Application

1. Application Requirements:

Minimum criteria for admission for all degrees are as follows:

Grade Point Average:	The College of Education and Graduate School require a <u>minimum</u> GPA of 3.0 at the undergraduate level. At the master's level, a <u>minimum</u> GPA of 3.5 is required by the College of Education (on a 4.0 scale).
Test scores:	A minimum of the 40th percentile on all subtests (verbal, quantitative, and writing) of the Graduate Record Exam (GRE) is required by both the Department and the Graduate School.
Letters of Recommendation	Three (3) letters of recommendation including evidence of academic potential from <u>university faculty references</u> .

2. Statement of Purpose.

The statement of purpose is very important for assisting the Graduate Admissions Committee in determining whether there is a match between potential students and a faculty advisor in the program, and who, among the faculty, would be best able to serve as the student's advisor. The department has a mentor-based model in which students work closely with one or two faculty members throughout their graduate training. Thus, students should indicate their research interests, and the faculty that closely match their areas of interests. Further, applicants should describe any relevant research experience that they have had prior to applying for the doctoral program. **See Appendix A, page 31, for detailed instructions for writing a Statement of Purpose.**

For admission to graduate study in the Department of Human Development/Institute for Child Study, the student must simultaneously apply to the Graduate School.

Applying Electronically

The University of Maryland encourages all students to apply electronically to simplify and streamline the admissions process. When applying electronically, the following materials are needed:

- an application form, completed online, which is then sent to the Graduate School and the Department of Human Development.
- application fee, which can be paid online or by check or money-order.
- Maryland In-State Status Form, which can also be completed online.

- Statement of Purpose, which can be submitted as a part of the application or sent separately as a paper copy to the Department of Human Development. See description above and also Appendix A for details about how to write this statement.*
- Official Transcripts, which are to be sent to both the Graduate School and the Department of Human Development.
- Official GRE scores, which should be sent to the Department of Human Development.
- At least 3 letters of recommendation. Here students have the option of sending in their original letters or asking their recommenders to submit electronically. After completing their online application, students have the option of listing the email addresses of their recommenders. If they chose to do so, emails will be sent to their recommenders by the Graduate School asking them to fill out their recommendation online. If students chose to send in original copies of their letters, they should send them directly to the Department of Human Development.

To apply electronically, please visit <http://www.gradapply.umd.edu>. More information about the Graduate School and admissions policies can be found at <http://www.vprgs.umd.edu/>.

*The Graduate School application separates the Statement of Purpose into two sections. The Department of Human Development prefers a single document which combines aspects of each question listed on the Graduate School application. Applicants can either copy and paste their Statement of Purpose into one of the spaces provided by the Graduate School or send a separate paper document directly to the Department of Human Development.

Applying to the Graduate School at the University of Maryland (non-electronically)

The following paper materials should be sent directly to the Graduate School (Enrollment Services Office-Graduate Admissions, Box G, Mitchell Building, University of Maryland, College Park, Maryland 20742-5121):

- completed application.
- one official transcript (from all institutions attended. Note: Applicants must contact the institutions and request a sealed official copy of transcript).
- Maryland In-State Status Form (if claiming in-state tuition).
- check or money order for the application fee of \$60 to the University of Maryland.

Applying to the College of Education, Department of Human Development (non-electronically)

The following materials should be sent directly to University of Maryland, College of Education, Graduate Admissions, 1210 Benjamin Bldg., College Park, MD 20742-1121:

- copy of the Graduate School admission application.
- One official copy of each transcript from each undergraduate and graduate institution
- A photocopy of GRE General scores. (Please note: Applicants may instruct ETS to send an official copy of the GRE scores directly to the Graduate School by using the code 5814. The photocopy alone is not sufficient for admission.)
- Statement of Purpose (300-500 words). See description above and also Appendix A, page 31 on writing a statement of purpose.

-- At least 3 letters of recommendation (sent to the student in a sealed, signed envelope from university references). Note: the admissions committee pays particular attention to reference letters from faculty who have had the opportunity to observe the applicant's academic performance. At the master's level, at least two of the three letters of recommendation should be from individuals, preferably faculty, who can judge the applicant's potential for advanced graduate study. At the doctoral level, at least three letters should be from individuals, usually faculty or research supervisors, who can judge your potential for scholarly research. Do NOT ask personal or family friends to write letters.)

Requesting Financial Aid at the Time of Application

For more information about Financial Aid (including fellowships and assistantships), see the section in this booklet about financial aid availability and how to apply. Please be aware that students seeking financial assistance must apply early.

Deadlines for Applications

Deadlines for receipt of all application materials are as follows:

For Fall term admission: December 15; November 15 for International Students.
seeking financial assistance (financial assistance is awarded for the academic
year, beginning in the Fall only)

For Fall Term admission: May 1; February 1 for International Students.
not seeking financial assistance

For Spring Term admission: October 1 (September 1 preferred).

Advanced Special Student Status

Early application is advisable. Students who miss the above deadlines for admission to a degree seeking program in Human Development but wish to register for courses as a non-degree seeking student may apply to the Graduate School for possible Advanced Special Student Status. The Advanced Special Student status allows a student to take courses in the Department of Human Development but **implies no commitment to accept a student into the regular program at a later date.** If a student applies and is accepted to the degree seeking program in Human Development in a subsequent semester, however, a maximum of six (6) credit hours taken as an Advanced Special Student may be applied towards a degree in Human Development.

*NOTE: Further information about Advanced Special Student criteria can be found online in the Graduate School catalog at http://www.gradschool.umd.edu/catalog/admit_nondegree.html.

International Students

Applications and a \$60 admission fee should be sent to the Graduate School and the College of Education at least ten months prior to the semester in which the international student wishes to be admitted. Official academic credentials (beginning with secondary school records) should be submitted along with the standard application materials. International applicants must also supply scores from the Test of English as a Foreign Language (TOEFL) if English is not their native language (for complete instructions for application, see the section for International Students in the Graduate Admissions catalog online: http://www.gradschool.umd.edu/catalog/admit_international.html). The University of Maryland mandates the screening and evaluation of all international students by the International Education Services (IES) office before releasing application materials to individual colleges and departments. An international student's application is received by the College of Education and the Department of Human Development only after computation of equivalency of grades and degrees, and evaluation and clearance by the IES office. THE DEPARTMENT OF HUMAN DEVELOPMENT IS NOT PERMITTED TO WAIVE UNIVERSITY REGULATIONS REGARDING INTERNATIONAL APPLICATIONS.

C. Processing an Application

Please note that the College of Education requires a complete packet of supporting materials to include: an application form, an official sealed transcript from each institution attended, a photocopy of the official GRE scores, the Statement of Purpose, and three letters of recommendation. Until application materials are complete, communication about missing information should be directed to the Student Services Office of the College of Education (Room 1210, Benjamin Building, University of Maryland, College Park, MD 20742; phone: (301) 405-2344).

Once the student's application materials are complete, the Student Services Office sends the file to the Admissions Committee of the Department of Human Development. The minimum criteria are used in determining eligibility for acceptance into the Human Development program. Students are admitted on a competitive basis and usually require credentials that are above the established minimum level of GPA and GRE. This is particularly true for students applying to the Doctoral program. Students whose credentials are deficient in one area may be admitted if they have exceptional strength in other areas (but the committee must have evidence of high academic promise to submit to the Graduate School).

Following the final application deadlines for each semester, the Admissions Committee examines all applications and submits those whom they vote to admit to the faculty for their consideration. Following faculty consideration, one of the following actions will be reported to the College of Education Graduate Admissions Office, who in turn will forward their recommendation to the University Graduate School, where a final decision will be made:

- 1) Full acceptance into the program and assignment to an advisor.
- 2) Rejection: Reasons for non-acceptance into the program will be indicated to the student in the letter reporting the decision.

* NOTE: Applicants who have not completed the baccalaureate degree will not be permitted to enroll. Final official transcripts must be submitted before the end of the first semester of enrollment.

D. Notification

A written offer of admission is made to successful applicants. The offer specifies the date of the semester of entrance which will normally coincide with the date requested in the application. If a student is unable to register in the semester for which entrance was granted, a written request to defer admission must be submitted to the College of Education. If the College is not notified about deferral of admission (in writing) by the specified date, the offer of admission lapses. An individual whose offer of admission has lapsed must submit a new application and fee in order to be reconsidered for admission at a later date.

Program Planning/Advisement

If the student is recommended for admission, an advisor will be assigned by the Admissions Committee. The student should seek an appointment with their advisor as soon as possible (the advisor will be specified in the offer of admission). The advisor will assist in explaining and planning the program of study. All graduate students are required to have advisor approval for course selections prior to registration. For further information about registration, contact the main office at: (301) 405-2827.

Fellowships and Assistantships

A. Financial Aid Availability

The Department of Human Development/Institute for Child study makes every attempt to assist students in obtaining financial assistance in pursuing a graduate degree. However, many more students are admitted than can be awarded fellowships or assistantships. Almost all awards of fellowships and assistantships at the graduate level are based on previous academic performance, with little attention to need. First priority for Departmental assistantships goes to students already admitted in the Department who have been assured financial assistance for the full course of their study. Students who do not receive a fellowship or assistantship from the Department can contact the University Financial Aid Office at (301) 314-9000 for information about other sources of financial support.

B. Graduate School Financial Aid (projected)

1. Tuition Waivers:

The Graduate School offers tuition waivers to match fellowship offers from organizations or associations outside the University or by endowed or gift funds; the fellowship must have been awarded on a competitive basis. For a full 10 credits tuition remission per semester, the outside stipend should be equivalent to the salary of a Step I graduate assistant; fellowships of approximately \$5,000 are usually matched by 5 credits remission per semester. There are no restrictions on the year, residency, or citizenship of students nominated, though students must be enrolled full-time. Only the Department may apply for these tuition waivers on behalf of students. Written notification of the award of an outside fellowship, and criteria for awarding it, must be provided directly to the Director of Graduate Admissions for the Department of Human Development by May 15.

2. Tuition Scholarships:

Tuition Scholarships may be available to entering students who are residents of the State of Maryland if they have an overall undergraduate grade point average of 3.75 or better from an accredited American college or university (transfer credits are included in the calculation of the GPA). This scholarship provides for 10 credits of tuition remission for each semester for one academic year; they are not renewable. Students must register for a minimum of 6 credit hours while they are on this scholarship and are not allowed to have any other form of financial award. Again, only Departments may apply for this award for students.

3. Financial Aid Available from the Office of Student Financial Aid:

Students who can demonstrate financial need may apply for work-study positions through the Office of Student Financial Aid, 1135 Lee Building. Students sometimes receive a combination tuition grant/work-study award. Graduate students who receive work-study grants may ask for particular assignments, appropriate to their academic goals and levels of expertise. The program is open only to citizens and permanent residents. Students should apply at the earliest possible time for these grants.

C. Departmental Financial Aid for Entering Students

1. Recruitment Fellowships

Fellowship awards are decided on the basis of a student's Statement of Purpose, letters of reference, academic background, research experience, and an on-campus interview. In recent years, only doctoral students with undergraduate GPA's of 3.6, GRE scores above the 70th percentile, and strong letters of recommendation from academic references have been successful in obtaining recruitment fellowships.

Recruitment Fellowships are often awarded for two academic years. Students on these fellowships must be enrolled fulltime and must limit other paid employment to ten hours per week. A student who receives a two-year fellowship also will be offered a Departmental assistantship for two additional years.

2. NIH Training Grant

The training grant provides support to outstanding students with interests in social development who are working with core faculty associated with the training grant. Decisions on which students to fund on the training grant are made after students are admitted to the doctoral program.

3. Research Assistantships

Many Departmental faculty who have grant funds and professionals from affiliated research facilities in the Washington/Baltimore areas employ research assistants for research projects. Students may seek information about these opportunities from their advisors after admission to the graduate program or by visiting the Department during the late spring or early summer. Research and teaching assistantships also may be available in other departments on campus.

The Department may sometimes be able to offer students an hourly wage for serving as research assistants to Departmental faculty members. These research assistantships are awarded by the Director of the Department based on faculty need for such assistance and student expertise and do not include tuition remission.

4. Other Sources of Support

Between February 1 and August 1 many offices on campus, including Resident Life, Undergraduate Student Affairs, Commuter Affairs, the Phi Beta Kappa Office, and the Educational Technology Center, advertise graduate assistant positions (often including tuition). These campus assistantships are listed bi-weekly in the University of Maryland Employment Opportunities publication. Weekly listings of current positions can be accessed through the 24-hour job information line at: (301) 405-5677. The Center for Young Children (CYC) (located on campus) sometimes has positions as part-time teachers; these positions are suitable only for entering students who have previously held positions as early childhood education teachers (with certification). Applicants who are interested in working at the CYC should contact the director at (301) 405-3168 for more information.

Additional information about the Department of Human Development is available at:

telephone: (301) 405-2827
fax: (301) 405-2891
email: humandev@umd.edu
<http://www.education.umd.edu/EDHD>

Faculty Research Interests

Patricia A. Alexander (University of Maryland) palexand@umd.edu

General Research Area: expertise; domain learning; interplay of knowledge, interests, and strategic processing; reading; epistemological beliefs; decision making.

Recent Publications: Alexander, P.A. (2006). *Psychology in learning and instruction*. Columbus, OH: Prentice Hall.

Alexander, P.A., & Winne, P. H. (Eds.) (in press). *Handbook of educational psychology*. Hillsdale, NJ: Lawrence Erlbaum Associates

Murphy, P. K., & Alexander, P. A. (in press). *Understanding how students learn: A guide for instructional leaders*. Thousand Oaks, CA: Corwin Press.

Natasha Cabrera (University of Denver) ncabrera@umd.edu

General Research Interests: Fatherhood; developmental trajectories of low-income children; intersection of research and public policy; welfare; childhood and parenting.

Recent Publications: Cabrera, N., Ryan, R., Shannon, J., Brooks-Gunn, J., Vogel, C., Raikes, H., & Tamis-LeMonda, C. (2004). Low-income biological fathers' involvement in their toddlers lives: The Early Head Start National Research and Evaluation Study. *Fathering: A Journal of Theory, Research, And Practice About Men as Fathers*. 2, 1, 5-30.

Tamis-LeMonda, C., Shannon, J., Cabrera, N., & Lamb, M. (2004) Fathers' and mothers' play with their 2- and 3-year-olds: Contributions to language and cognitive development. Manuscript (under review with *Child Development*).

Cabrera, N. & Garcia-Coll, C. (2004). Latino fathers: Uncharted territory in need of much exploration. In M. E. Lamb (Ed.), *The Role of father in child development*, (Fourth Edition). Hoboken, NJ: Wiley.

Charles H. Flatter (University of Maryland) cflatter@umd.edu

General Research Area: Parenting; fathering; attachment; leadership; parent education; drug prevention education; self; self-esteem; family support.

Recent Publications: Flatter, C. (January, 1999). Through the years: Cognitive development. *Sesame Street Parents Magazine*.

Bender, J., Flatter, C. H., & Sorrentino, J.M. (1999). *Half a childhood: Quality programs for out-of-school hours*. Nashville, TN: School-Age Notes.

Nathan A. Fox (Harvard University) fox@umd.edu

General Research Area: Temperament; development of emotion and emotion regulation; developmental psychophysiology; infant cognitive/social development.

Recent Publications: Fox, N.A., Nichols, K.E., Henderson, H.A., Rubin, K.H., Schmidt, L.A., Hamer, D.H., Ernst, M., & Pine, D.S. (in press). Evidence for a Gene Environment Interaction in Predicting Behavioral Inhibition in Middle Childhood. Psychological Science.

Fox, N. A., Henderson, H. A., Marshall, P. J., Nichols, K. E., & Ghera, M. M. (2005). Behavioral inhibition: Linking biology and behavior within a developmental framework. Annual Review of Psychology, *56*, 235-262.

John T. Guthrie (University of Illinois) jguthrie@umd.edu

General Research Area: Cognitive and motivational aspects of reading and learning; psychology of learning and instruction in classroom contexts.

Recent Publications: Guthrie, J. T., Wigfield, A., & Perencevich, K. C., (Eds.). (2004). *Motivating reading comprehension: Concept-Oriented Reading Instruction*. Mahwah, NJ: Erlbaum.

Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scafiddi, N. T., & Tonks, S. (2004). Increasing reading comprehension and engagement through Concept-Oriented Reading Instruction. *Journal of Educational Psychology*, *96*

Brenda Jones Harden (Yale University) bjharden@umd.edu

General Research Area: Development of maltreated foster, prenatally drug-exposed, and other children at-risk; prevention science and program evaluation.

Recent Publications: Jones Harden, B., Clyman, R., Kriebel, D. & Lyons, M. (in press). Kith and kin Care: Parental attitudes and resources of foster and relative caregivers. (*Children and Youth Services Review*).

Jones Harden, B., (2004). Safety and stability for children in foster care: A developmental perspective. *The Future of Children*, *14*(1), 31-48.

Jones Harden, B. (Ed.) (2002). Congregate care for infants and *toddlers*: Shedding new light on an old question. *Infant Mental Health Journal*, *23*(5), 476-495.

Melanie Killen (University of California, Berkeley) mkillen@umd.edu

General Research Area: Moral reasoning about intergroup relationships; social cognition; children's and adolescents' evaluations of group inclusion and exclusion; cultural influences on development.

Recent Publications: Killen, M., Margie, N., & Sinno, S. (2006). Morality in the context of intergroup relationships. In M. Killen & J. Smetana (Eds.). *Handbook of moral development*. (pp.155-183.) Mahwah, NJ: LEA.

Killen, M., Lee-Kim, J., McGlothlin, H., & Stangor, C. (2002). How children and adolescents evaluate gender and racial exclusion. *Monographs for the Society for Research in Child Development*. Serial No. 271, Vol. 67, No. 4. Oxford, England: Blackwell Publishers.

Research lab link: <http://www.education.umd.edu/EDHD/faculty2/Killen/SMDRG/>

Elisa L. Klein (Pennsylvania State University) elklein@umd.edu

General Research Area: child care and early education policy; early childhood education (curriculum theory and implementation); young children's understanding of their early school experiences; teacher beliefs about development, teacher education.

Recent Publications: Klein, E. (2001). Children's perspectives on their experiences in early education and child care settings. In S. Golbeck (Ed.), *Psychological perspectives on early childhood education: Reframing dilemmas in research and practice*. (pp. 131-149). NJ: Lawrence Erlbaum Associates, Inc.

Klein, E., and Tarullo, L. (2001). Dimensions of quality in child care and early childhood education: Implications for U.S. social policy. In A. Goncu and E. Klein (Eds.). *Children in play, story and school*. (pp. 358-378). New York: Guilford.

Goncu, A. and Klein, E. (Eds.) (2001). *Children in play, story and school*. New York: Guilford.

Robert F. Marcus (Pennsylvania State University) marcusrf@mail.umd.edu

General Research Area: Family relationships; attachment; prosocial behavior; adolescent violence; social skills; delinquency; personality and socio-emotional development in young children and adolescents.

Recent Publications: Marcus, R. F., & Kramer, C. (2001). Reactive and proactive aggression: Attachment and social competence predictors. *The Journal of Genetic Psychology*, 162 (3), 260-275.

Marcus, Robert F., & Sanders-Reio, J. (2001). Attachment and school completion. *School Psychology Quarterly*, Nov.-Dec.

Marcus, R.F., & Swett, B. (2003). Violence in close relationships: The role of emotion. *Aggression and violent behavior: A review journal*, 8, 313-327.

Susan J. Parault (University of Georgia) sparault@umd.edu

General Research Area: Semantic processing; vocabulary development; language development, and literacy.

Recent Publications: Parault, S.J. (in press). Sound symbolic word learning in context. *Contemporary Educational Psychology*.

Parault, S.J., Schwanenflugel, P.J., & Roger-Haverback, H. (2005). The development of interpretations for novel noun - noun conceptual combinations during the elementary school years, *Journal of Experimental Child Psychology*, 91, 67-87.

Elizabeth-Anne Robertson-Tchabo (University of Southern California) earobertson-tchabo@prodigy.net

General Research Area: Cognitive development and aging; achievement of African-American and Latino adolescents; early adolescent development and academic achievement; educational intervention programs.

Recent Publications: Robertson-Tchabo, E.A., & Arenberg, D. (1990). Assessment of memory functioning. In T. Hunt & C. Lindley, (Eds.), *Testing the older adult*. St. Louis: Test Corporation of America.

Smith, G. C., Tobin, S. S., Robertson-Tchabo, E.A., & Power, P. W. (1995). *Strengthening aging families: Diversity in practice and policy*. Thousand Oaks, CA: Sage.

Kenneth H. Rubin (Pennsylvania State University) krubin@umd.edu

General Research Area: Social, emotional, and personality development; peer relationships; parent-child relationships; the origins and consequences of childhood anxious-withdrawal, aggression, and social competence; cross-cultural social development.

Recent Publications: Rubin, K.H., Bukowski, W., & Parker, J. (in press, 2006). Peer interactions, relationships, and groups. In N. Eisenberg (Ed), *Handbook of Child Psychology* (6th edition): Social, emotional, and personality development. New York: Wiley.

Rubin, K.H., Wojslawowicz, J.C., Burgess, K.B., Rose-Krasnor, L., & Booth, C.L. (in press). The friendships of socially withdrawn and competent young adolescents, *Journal of Abnormal Child Psychology*.

Judith Torney-Purta (University of Chicago) jtpurta@umd.edu

General Research Area: Social/political cognition; civic education cross-nationally; cross-cultural and inter-cultural studies; research related to social policy; interaction in technology-rich environments; social studies and history learning.

Recent Publications: Torney-Purta, J. (1996). Conceptual change among adolescents using computer networks and peer collaboration in studying international political issues. In S. Vosnidou, E. DeCorte, R. Glaser, & F. Mandl (Eds.). *International perspectives on the design of technology supported learning environments*. Hillsdale, N. J: Lawrence Erlbaum Associates.

Torney-Purta, J. (2002). The school's role in developing civic engagement; A study of adolescents in twenty-eight countries. *Applied Developmental Science*, 6, 203-12.

Research website: <http://www.wam.umd.edu/~iea>

Min Wang (University of Toronto) minwang@umd.edu

General Research Area: Language and reading acquisition; cross language and writing system comparisons; second language/bilingual literacy development.

Recent Publications: Wang, M., Perfetti, C.A., & Liu, Y. (in press, 2005). Chinese-English biliteracy acquisition: Cross language and writing system transfer. *Cognition*.

Wang, M., Park, Y., & Lee, K.R. (in press). Korean-English biliteracy acquisition: Cross language and orthography transfer. *Journal of Educational Psychology*.

Kathryn R. Wentzel (Stanford University) wentzel@umd.edu

General Research Area: Adolescent social development; motivation and self-regulation; interpersonal relationships and school adjustment; students' relationships with teachers and peers.

Recent Publications: Wentzel, K. R., & Looney, L. (2006). Socialization in school settings. In J. Grusec & P. Hastings (Eds.), *Handbook of Social Development*. New York, NY: Guilford.

Wentzel, K. R., McNamara, C., & Caldwell, K. (2004). Friendships in middle school: Influences on motivation and school adjustment. *Journal of Educational Psychology*, *96*, 195-203.

Wentzel, K. R. (2002). Are effective teachers like good parents? Interpersonal predictors of school adjustment in early adolescence. *Child Development*, *73*, 287-301.

Allan Wigfield (University of Illinois) awigfiel@umd.edu

General Research Area: Development and socialization of motivation and self-concept; gender differences; achievement motivation; self-regulation and learning; motivation for literacy.

Recent Publications: Wigfield, A., Eccles, J. S., Schiefele, U., Roeser, R., & Davis-Kean, P. (in press). Development of achievement motivation. In W. Damon and N. Eisenberg (Eds.), *Handbook of child psychology* (6th edition). New York: Wiley.

Wigfield, A., Guthrie, J.T., Tonks, S., & Perencevich, K.C. (2004). Children's motivation for reading: Domain specificity and instructional influences. *Journal of Educational Research*, *97*, 299-311.

Graduate Course Offerings

- EDHD 600: Introduction to Human Development and Child Study
An overview of the multidisciplinary, scientific principles which describe human development and behavior. Techniques of observation, recording, and analysis of human behavior.
- EDHD 601: Biological Bases of Behavior
An introduction to the biological factors which undergird human behavior. Emphasis on the brain-body connection.
- EDHD 602: Social Bases of Behavior
The social forces and expectations that influence behavior, including the effects of ethnicity, social learning, attitudes, and mass media on development.
- EDHD 603: Integrative Bases of Behavior
The integrated pattern of feeling, thinking and behaving which emerges from the interaction of basic biological potentials with the experience of growing up in a social group.
- EDHD 605: Curriculum in Early Childhood Education
Curriculum theory, research and practice in educational settings for infants and children to age eight.
- EDHD 611: Young Children in the Community
The impact of major social and economic trends on young children and on community agencies, commercial enterprises and social experiences.
- EDHD 612: Teaching Strategies in Early Childhood Education
Theory and research of teacher-learner interaction. Analysis of planning, organization of learning environments, evaluation of learning, general classroom management, and inter-personal relationships.
- EDHD 613: Advanced Laboratory in Behavior Analysis I
Research seminar in families, relationships, and child development
- EDHD 614: Intellectual and Creative Experiences in Early Childhood Education
A critical examination of theories of intellectual and creative development, language development, problem solving, and critical thinking.
- EDHD 615: Advanced Laboratory in Behavior Analysis II
Continuation of research seminar in families, relationships, and child development.
- EDHD 616: Teacher-Parent Relationships

Research in parental involvement in school activities and processes.

EDHD 617: Advanced Laboratory in Behavior Analysis III

Continuation of research seminar in families, relationships, and child development.

EDHD 619: Advanced Scientific Concepts in Human Development

A critical examination of concepts and issues in contemporary culture as these relate to the development and learning of children and youth.

EDHD 629: Seminar for the Center for Children, Relationships and Culture

A seminar and colloquia series featuring speakers from the department, the college, and the university, and from universities and institutions in the greater mid-Atlantic region.

EDHD 630: Cognitive Processes During Aging

Cognitive functioning of the aged. The roles of cultural, environmental and affectionate variables as they contribute to the healthy functioning of cognitive processes.

EDHD 690: History and Systems in Human Development

History of the field of human development; philosophical basis of major theoretical paradigms.

EDHD 692: Cognitive Basis of Instruction

Psychological and educational research literature on human cognition, especially as applied to learning and teaching in classroom settings.

EDHD 700: Infant Development

An examination of recent research findings in physical, social, emotional and language development during infancy. A review of prenatal and perinatal factors in relation to their influence on later development.

EDHD 711: Peer-culture and Group Processes in Human Development

The emergence of the "peer-culture" during childhood. Analyzes the developmental tasks and adjustment problems associated with winning, belonging, and playing roles in the peer group.

EDHD 712: Education and Group Care of Infants and Young Children

The historical, theoretical and empirical basis for the group care and education of young children with special emphasis on the child under the age of three.

EDHD 713: Research in Early Childhood Education

The design and application of research with infants and children to age eight.

EDHD 718: Apprenticeship in College Teaching

- EDHD 720: Social Development and Socialization Processes
Doctoral core course focused on social, social-cognitive, and social-emotional aspects of development, with an emphasis on the role of context, relationships, and culture.
- EDHD 721: Cognitive Development and Learning: An Introduction
Major theories, issues and research in learning and cognitive development. Emphasis on the application of these theories to education and the helping professions.
- EDHD 722: Cognitive Development and Learning II
Advanced study of theories, issues and research in several categories of cognition and learning applied to education and the helping professions.
- EDHD 740: Theories of Conflict Resolution in Human Development
Psychological and sociological theories regarding the nature of human conflict and its resolution and research regarding bargaining and negotiation techniques.
- EDHD 750 Culture, Context, and Development
This course will cover theory and research on cultural and contextual influences on social development. Readings include individualistic and collectivistic characterizations of culture, developmental approaches to context and domain specificity, and the influence of gender, ethnicity, and social groups on development.
- EDHD 760 Advanced Educational Psychology
Application of psychology to learning processes and theories. Individual differences, measurement, motivation, emotions, intelligence, attitudes, problem solving, thinking and communication.
- EDHD 770 Designing Multimedia Computer Environments for Learning
This course focuses on how new computer technologies for learners can be created and used in educational settings.
- EDHD 775: Psychophysiological Processes in Human Development I
Doctoral core course focused on the biological bases of human behavior including physiological processes which have an impact on human development.
- EDHD 779: Special Topics in Human Development
This course focuses on topics of current significance in human development research. Topics covered change each semester.
- EDHD 780: Research Methods in Human Development
Potentials and limitations of empirical observation for contributing to human development knowledge, evaluating relevant human development research, and choosing and applying statistical techniques.

- EDHD 789: Internship in Human Development
Prerequisites: nine credits of human development and consent of instructor. Internship experience in one or more human service agencies in the community. Repeatable to a maximum of nine credits.
- EDHD 798: Special Problems in Education
Individual instruction course.
- EDHD 799: Master's Thesis Research
Registration required to the extent of six hours for master's thesis.
- EDHD 800: Seminar in Early Childhood Education
- EDHD 811: Psychophysiological Processes in Human Development II
Advanced doctoral seminar in the biological bases of behavior. Identification of research problems and areas of application.
- EDHD 821: Socialization Processes in Human Development II
Advanced doctoral seminar on socialization and social development with consideration of selected topics. Identification of research problems and areas of application.
- EDHD 830: Self Processes in Human Development I
This course covers the major models of the nature of self-concept and its development.
- EDHD 831: Self Processes in Human Development II
Advanced doctoral seminar on current theoretical perspectives in self-processes. Identification of research problems and areas of application.
- EDHD 835: The Development of Achievement Motivation
This course covers the major theories of motivation, with a focus on motivation in school. Institutional implications of motivation theories are considered.
- EDHD 840: Language Development and Literacy
Current theoretical and empirical research on children's language development and on the linguistic basis of beginning reading.
- EDHD 842: Learning in Context
Educational and home contexts that influence development of motivation, cognitive strategies, and knowledge.
- EDHD 850: Social Cognition and Moral Development
This course covers theory and research on social-cognitive development, moral development, and culture from infancy through adolescence.

EDHD 870: The Role of Research in Current Federal Initiatives in Early Childhood Education and Development

This course focuses on the ways in which child development and early education research supports and directs federal initiatives regarding early childhood.

EDHD 888: Apprenticeship in Education

Apprentice practice under professional supervision in an area of competence compatible with the student's professional goals.

EDHD 889: Internship in Education

Individual Instruction course.

EDHD 899: Doctoral Dissertation Research

Registration required to the extent of 6-9 hours for an ED.D. Project and 12-18 hours for a Ph.D. Dissertation.

APPENDIX A: SUGGESTIONS FOR WRITING THE STATEMENT OF PURPOSE

Please refer to the following guidelines when preparing your statement of purpose. The statement is used by the Admissions Committee to determine a good match between applicants and a faculty advisor in our program. Our apprenticeship model requires students to work closely with one or two faculty members throughout their graduate training. Therefore, you should specify as clearly as possible your research interests, relevant research experience prior to applying for the doctoral program, and the faculty that closely matches your areas of interests. The Committee also evaluates your ability to write a clear and well-organized statement.

Here are some specific suggestions for what to include in your Statement of Purpose:

1. Describe your research and applied experiences. Include experiences that are related to your interests in psychology and human development (i.e., research and teaching assistantships, internships, or traineeships). Include only those experiences that are directly related to your pre-professional development.

Be specific – this will help the Committee assign you to the most appropriate advisor. For example, you might indicate that you are interested in adolescence. Then mention some specific topics you are interested in (e.g., research on motivation and teacher-student relationships). Your statement should demonstrate that you know something about your topic of interest.

2. Explain how the interests of specific faculty relate to your interests. Indicate if you have communicated with a potential faculty advisor in the Department and how your interests intersect with his or hers.
3. Indicate what you want to do with the degree. Make sure your career goal is consistent with what the Department offers. Note that we do not offer an APA approved clinical psychology program and do not offer the professional courses or practica required for a license as a clinical, counseling, or school psychologist.
4. Write a clear, concise, well-organized statement. Check the grammar and spelling and have someone proofread your Statement for clarity.

**APPENDIX B: INSTITUTE FOR CHILD STUDY/DEPARTMENT OF HUMAN DEVELOPMENT
Program Planning Sheet for Master of Arts With Thesis Program**

First Tier Courses (First semester)		Semester Hours
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EDHD 600	Introduction to Human Development OR	
EDHD 690	History and Systems in Human Development OR	
EDHD 760	Educational Psychology	3
EDMS 645	Quantitative Research Methods I	3

Second Tier Courses (Subsequent semesters)

EDHD 602	Social Bases of Behavior OR	
EDHD 720	Socialization Processes in Human Development I	3
EDHD 721	Cognitive Development and Learning: An Introduction OR	
EDHD 692	Cognitive Basis of Instruction	3
EDHD 601	Biological Bases of Behavior OR	
EDHD 775	Psychophysiological Processes in Human Development I	3

Third Tier Courses (Choose 2)

EDHD 700	Infant Development	
EDHD 711	Peer-culture and Group Processes in Human Development	
EDHD 722	Cognitive Development and Learning II	
EDHD 740	Theories of Conflict Resolution in Human Development	
EDHD 750	Culture, Context, and Development	
EDHD 770	Designing Multimedia Computer Environments for Learning	
EDHD 779	Special Topics in Human Development	
EDHD 835	Achievement Motivation	
Up to 2 courses in other departments (EDMS, EDCI, Psychology, etc.)		6 total

EDMS 646	Quantitative Research Methods II	3
EDHD 799	Master's Thesis Research	6

Total Credits		30
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Program Planning Sheet for Master of Arts Without Thesis Program

First Tier Courses (First semester) Semester Hours

EDHD 600	Introduction to Human Development OR	
EDHD 690	History and Systems in Human Development OR	3
EDHD 760	Educational Psychology	
EDMS 645	Quantitative Research Methods I	3

Second Tier Courses (Subsequent semesters)

EDHD 602	Social Bases of Behavior OR	
EDHD 720	Socialization Processes in Human Development I	3
EDHD 721	Cognitive Development and Learning: An Introduction OR	
EDHD 692	Cognitive Basis of Instruction	3
EDHD 601	Biological Bases of Behavior OR	
EDHD 775	Psychophysiological Processes in Human Development I	3

Third Tier Courses (Choose 3)

EDHD 700	Infant Development	
EDHD 711	Peer-culture and Group Processes in Human Development	
EDHD 722	Cognitive Development and Learning II	
EDHD 740	Theories of Conflict Resolution in Human Development	
EDHD 750	Culture, Context, and Development	
EDHD 770	Designing Multimedia Computer Environments for Learning	
EDHD 779	Special Topics in Human Development	
EDHD 835	Achievement Motivation	
Up to 2 courses in other departments (EDMS, EDCL, Psychology, etc.)		9 total

EDHD 789	Internship in Human Development	6
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Total Credits 30

**APPENDIX D: INSTITUTE FOR CHILD STUDY/DEPARTMENT OF HUMAN DEVELOPMENT
Program Planning Sheet for Master of Education Program**

First Tier Courses (First semester)		Semester Hours
EDHD 600	Introduction to Human Development OR	
EDHD 690	History and Systems in Human Development OR	3
EDHD 760	Educational Psychology	
EDMS 645	Quantitative Research Methods I	3

Second Tier Courses (Subsequent semesters)

EDHD 602	Social Bases of Behavior OR	
EDHD 720	Socialization Processes in Human Development I	3
EDHD 721	Cognitive Development and Learning: An Introduction OR	
EDHD 692	Cognitive Basis of Instruction	3
EDHD 601	Biological Bases of Behavior OR	
EDHD 775	Psychophysiological Processes in Human Development I	3

Third Tier Courses (Choose 5)

EDHD 700	Infant Development	
EDHD 711	Peer-culture and Group Processes in Human Development	
EDHD 722	Cognitive Development and Learning II	
EDHD 740	Theories of Conflict Resolution in Human Development	
EDHD 750	Culture, Context, and Development	
EDHD 770	Designing Multimedia Computer Environments for Learning	
EDHD 779	Special Topics in Human Development	
EDHD 835	Achievement Motivation	
Up to 2 courses in other departments (EDMS, EDCI, Psychology, etc.)		15 total

Total Credits **30**

**APPENDIX E: INSTITUTE FOR CHILD STUDY/DEPARTMENT OF HUMAN DEVELOPMENT
Program Planning Sheet for Master's Program with a Concentration in Early Childhood**

Core Courses		Credit Hours
EDHD 605	Theory and Practice in Early Childhood Education	3
EDHD 611	Culture and Context in Development	3
EDHD 612	Teaching Strategies in Early Childhood Education	3
EDHD 614	Intellectual and Narrative Development	3
EDHD 616	Teacher-Parent Relationships	3
EDMS 645	Quantitative Research Methods I	3

Sufficient electives must be chosen, with the consent of the advisor, to make a total program of at least 30 semester hours. Electives may be used to develop expertise in areas of special interests. Electives include, but are not limited to the following courses:

EDHD 712	Education and Group Care of Infants and Young Children	
EDHD 713	Research in Early Childhood Education	
EDHD 779	Special Topics in Early Childhood Education	
EDHD 800	Seminar in Early Childhood Education	12

TOTAL CREDITS		30
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The Master of Arts and the Master of Education Degree: Both the Masters of Arts, a thesis program, and the Master's of Education are available. One seminar paper and Quantitative Research Methods I (EDMS 645) are required for the M. Ed. program. A thesis (6 credits) and Quantitative Research Methods I and II (EDMS 645 and 646) are required for the MA program. The student is advised to consult with his or her advisor for the requirements for each program and for assistance in selecting the program most appropriate for his or her needs. Additional courses in the EDHD Master's program are strongly recommended.

APPENDIX F: PROTOTYPICAL PROGRAM FOR A HUMAN DEVELOPMENT STUDENT

YEAR 1, FALL

EDHD 690 History and Systems
EDHD 720 Intro to Social Development
EDHD 721 Intro to Cog Devel and Lrning
9 hours total

YEAR 2, FALL

EDMS 651 Statistics
EDHD Advanced Elective
EDHD 888 Apprenticeship
9 hours total

YEAR 3, FALL

EDHD Advanced Elective
EDHD 888 Apprenticeship
EDHD Elective
9 hours total

YEAR 4, FALL

EDHD 899 Dissertation (3 credits)
EDHD Advanced Elective
EDHD Apprenticeship
9 hours total

YEAR 1, SPRING

EDHD 778 Physiological
EDMS 646 Statistics
EDHD 888 Apprenticeship
9 hours total

YEAR 2, SPRING

EDHD 780 Research Methods
EDHD Advanced Elective
EDHD 888 Apprenticeship
9 hours total

YEAR 3, SPRING

EDHD Advanced Elective
EDHD 888 Apprenticeship
EDHD Elective
9 hours total

YEAR 4, SPRING

EDHD 899 Dissertation (9 credits)

9 hours total

TOTAL PROGRAM- 72 hours

Notes.

1. Students taking 5 years to finish can reserve dissertation credits for the fifth year.
2. Electives and advanced courses can be taken in other departments in addition to EDHD and EDMS.

**APPENDIX G: PROTOTYPICAL PROGRAM FOR A STUDENT SPECIALIZING IN
DEVELOPMENTAL SCIENCES**

YEAR 1, FALL

EDHD 690 History and Systems
EDHD 720 Intro to Social Development
EDHD 721 Intro to Cognitive Devel and Lrning
Center Seminar (1 credit)
10 hours total

YEAR 2, FALL

EDMS 651 Statistics
EDHD Advanced Social Elective
EDHD 888 Apprenticeship
Center Seminar (1 credit)
10 hours total

YEAR 3, FALL

EDHD Advanced. Social Elective
EDHD 888 Apprenticeship
EDHD Elective
Center Seminar (1 credit)
10 hours total

YEAR 4, FALL

EDHD 899 Dissertation (6 credits)
6 hours total

YEAR 1, SPRING

EDHD 775 Physiological
EDMS 646 Statistics
EDHD 888 Apprenticeship
Center Seminar (1 credit)
10 hours total

YEAR 2, SPRING

EDHD 780 Research Methods
EDHD Advanced Social Elective
EDHD 888 Apprenticeship
Center seminar (1 credit)
10 hours total

YEAR 3, SPRING

EDHD Advanced Social Elective
EDHD 888 Apprenticeship (6 credits)
Center Seminar (1 credit)
10 hours total

YEAR 4, SPRING

EDHD 899 Dissertation (6 credits)
6 hours total

TOTAL PROGRAM- 72 hours

Notes.

1. Students taking 5 years to finish can reserve dissertation credits for the fifth year.
2. Electives and advanced courses can be taken in other departments in addition to EDHD and EDMS.

APPENDIX H: PROTOTYPICAL PROGRAM FOR AN EDUCATIONAL PSYCHOLOGY STUDENT

YEAR 1, FALL

EDHD 760 Educational Psychology
EDHD 720 Intro to Social Development
EDHD 721 Intro to Cog Devel and Lrning
9 hours total

YEAR 2, FALL

EDMS 651 Statistics
EDHD 835 Achieve Motivation
EDHD 888 Apprenticeship
9 hours total

YEAR 3, FALL

EDHD Adv. Cognitive Elective
EDHD 888 Apprenticeship
EDMS Elective
9 hours total

YEAR 4, FALL

EDHD 899 Dissertation (3 credits)
EDHD 888 Apprenticeship
EDHD Advanced Social Elective
9 hours total

YEAR 1, SPRING

EDHD Advanced Cognitive Elective
EDMS 646 Statistics
EDHD 888 Apprenticeship
9 hours total

YEAR 2, SPRING

EDHD 780 Research Methods
EDHD Advanced Social Elective
EDHD 888 Apprenticeship
9 hours total

YEAR 3, SPRING

EDHD Advanced Social Elective
EDHD 888 Apprenticeship
EDHD Elective
9 hours total

YEAR 4, SPRING

EDHD 899 Dissertation (9 credits)

9 hours total

TOTAL PROGRAM- 72 hours

Notes.

1. Students taking 5 years to finish can reserve dissertation credits for the fifth year.
2. Electives and advanced courses can be taken in other departments in addition to EDHD and EDMS.

