

THE DEPARTMENT OF HUMAN DEVELOPMENT/INSTITUTE FOR CHILD STUDY

# A Guide to Graduate Programs

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## Department of Human Development Graduate Programs

### GENERAL INTRODUCTION

#### *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, and Doctor of Philosophy 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. and M.A. without thesis programs are designed to develop competencies in identifying implications and applications of the scientific knowledge of human development for specific situations and contexts.

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. Department faculty members have varied interests and areas of expertise in fields concerned with all aspects of human development and learning. Faculty members include internationally known scholars who are studying different aspects of human development and learning, including cognitive, language, social, and biological aspects.

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; positions in government and community agencies; educational psychologists serving in schools and educational settings; and research-oriented professionals in private, policy, or advocacy organizations).

#### *Graduate Programs*

##### *Masters Programs*

The Department of Human Development Master's program provides basic knowledge of neurobiological, cognitive, social, and personality development.

Students are offered a choice of three Master's degree programs: (a) the Master of Arts with Thesis, (b) the Master of Arts without Thesis, and (c) the Master of Education (taken by some on-campus students and also offered as a Professional Master of Education in partnership with Montgomery County Public Schools). These programs are largely course-based and prepare students for jobs requiring a master degree or for entry to a doctoral program, either at Maryland or another institution. Most students complete a master degree in the equivalent of two years of full time study. Financial aid is not usually available for masters students (though some students obtain part-time jobs on campus).

For more information consult the Masters Student Handbook.

### ***The Doctoral Program***

The Department of Human Development offers the Doctor of Philosophy (Ph.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 toward the generation of new knowledge concerning human development and learning.

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

### **Specialization in Developmental Science**

The Developmental Sciences specialization is designed to train students in the areas of social, cognitive, emotional, language, 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 colloquia and professional development seminars. The program's goal 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 addition to coursework, students enroll in a 1-credit weekly colloquia series and professional development seminars which hosts invited speakers from the Washington, D.C. metropolitan universities, institutes, and research "think tanks," and offers 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.

### Specialization in Educational Psychology

The specialization in Educational Psychology focuses on learning and its 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. This specialization is designed for research-oriented students who desire extensive research training in areas such as: learning, cognition in different settings, language development, achievement motivation, development of literacy skills, and social development 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.

Master's program course requirements and sample doctoral programs are presented in the Appendix.

### **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 *American Educational Research Journal*, *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 Education Research*, and *Learning and Cognition*.

Departmental faculty members are engaged in a wide range of research projects investigating human development. Faculty members in the Institute/Department have extensive student participation in their research 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
- bi-literacy development
- cognition and instruction
- cognitive development in instructional contexts
- cognitive and motivational aspects of reading
- cross-cultural influences on human development
- development of domain knowledge
- developmental neuroscience
- developmental psychopathology
- deviant and violent behavior in children and adolescents
- early childhood education
- educational psychology
- emotion and emotion regulation
- family processes
- gender roles
- infant development
- intergroup relationships
- language development motivation
- mathematical reasoning
- moral development
- parent education
- parenting
- peer relationships
- psychology of learning and instruction
- self-concept
- self-regulation
- social-cognitive development
- social motivation
- social and political cognition
- social policy related to young children
- stereotypes
- student-teacher relationships
- teacher beliefs
- technology in instructional contexts
- temperament

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

### **Research Facilities**

The Department of Human Development has extensive laboratory facilities that house individual faculty member's projects. There also are several centers directly affiliated with the Department. 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, faculty members have laboratories designated for their research where, under the mentorship of faculty members, students obtain “hands on” research experience. These laboratories are equipped with the latest technology, including observational facilities and audio-visual equipment.

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. 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, or Catholic University) get together often for research presentations.

The *Maryland Literacy Research Center* is comprised of faculty members and graduate students from the Department of Human Development and other departments in the college who are interested in 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, database, and statistical programs. The College houses a well-equipped educational technology unit with full-time staff available for consultation.

Seven libraries at the University of Maryland, College Park campus 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, 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:

- ***Computer Science Center*** (Provides UMD students with University E-mail accounts, and computer hardware and software support).
- ***Educational Technology Center*** (Facilities include a video studio, computer laboratory, screening rooms to review videotapes and films, and use of audiovisual equipment).
- ***AT&T and IBM Teaching Theaters*** (A classroom setting with the latest technology).
- ***Health Center*** (Provides on-campus medical services to students).

- **Counseling Center** (Qualified professionals conduct student testing, counseling, and handle special service needs).

Located approximately midway between downtown Washington, D.C. and Baltimore, the University of Maryland, College Park campus has access to major professional resources. Examples of the myriad of 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 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 U.S. Naval Academy (Annapolis, MD)

Washington, D.C., a city rich in cultural resources, is easily accessible from the University of Maryland, College Park campus station via the Metro Subway transportation system. It is a short and convenient ride to institutions such as The Smithsonian Museums, The Phillips Collection, The National Archives, The Corcoran Gallery of Art, and The Kennedy Center of Performing Arts.

### **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 as well as obtain prestigious post-doctoral and professional positions at major universities, in commerce, and with organizations in both the private and public sectors. For example, recent graduates from the Department of Human Development have secured 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 other kinds of 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

### 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 selecting the appropriate program.

#### ***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's specializations or concentration 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). For best consideration for a departmental fellowship, applications must be submitted by November 15<sup>th</sup> for international students and December 15<sup>th</sup> for all others.

Students without previous research experience may apply for a Master's with Thesis program in Human Development (see the Admissions criteria detailed in Section B below). Master's 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 Master's 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.

#### ***Advice to Students Enrolling with an Masters Degree***

It is possible to have *up to nine credits* of social science and education courses from the Master's 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.

## **Instructions for Students Submitting an Application**

### ***Application Requirements***

Minimum criteria for admission for all degrees are as follows:

Grade Point Average: The College of Education and Graduate School require a *minimum* GPA of 3.0 at the undergraduate level. At the Master's level, a *minimum* 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 the Department.

Recommendations: Three (3) recommendations which include evidence of academic potential from preferably *university faculty references*.

### ***Statement of Purpose***

The Statement of Purpose is very important for assisting the Graduate Admissions Committee in determining whether there is a match between a potential student and a faculty advisor in the program, and who, among the faculty, would be best able to serve as the student's advisor. Students should indicate their research interests, describe all relevant research experience they have had prior to applying for the doctoral program, and how their experience and interests can be met by the Department of Human Development.

We strongly advise students to contact faculty in advance of their application to discuss common interests and to determine if faculty are accepting new graduate students for the coming year.

### **Applying Electronically**

The University of Maryland requires all students to apply electronically at: <http://www.gradschool.umd.edu/gss/admission.htm>. The following information will be requested:

- Application form
- Application fee - The application fee can be paid online by credit card or submitted by check or money-order.
- Maryland In-State Status Form
- Official GRE Scores. Examination scores should be sent to the University via the Education Testing Service. The University of Maryland, College Park institutional code for the GRE is 5814.

- Statement of Purpose
- At least three (3) recommendations. Applicants are to submit the email addresses of their references.
- Official transcripts from each institution where the applicant earned at least nine credits.

*Transcripts are the only documents that are to be mailed to the University.*

One copy from each institution should be submitted to:

University of Maryland College Park  
 Enrollment Services Operations  
 Application for Graduate Admission  
 Room 0130 Mitchell Building  
 College Park, MD 20742

More information about the Graduate School and admissions policies can be found at <http://www.gradapply.umd.edu>.

**Deadlines for Applications**

Deadlines for *receipt* of all application materials for non-International students are as follows:

Fall Preferred:	December 15*
Fall Final:	March 15 December 15 (international students)
Spring Preferred:	September 1
Spring Final:	October 1 June 1 (international students)

**\*If you wish to be considered for a Departmental fellowship, please make sure that transcripts and GRE scores are sent to the University before the December 15 deadline.**

### ***Advanced Special Student***

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, *a maximum of six (6) credit hours taken as an Advanced Special Student may be applied toward 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](http://www.gradschool.umd.edu/catalog/admit_nondegree.html)**

### ***International Students***

Application and admission fee should be sent to the Graduate School and the College of Education *at least 10 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.international.umd.edu/ies>**

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.*

## **Application Processing**

Once the student's application materials are complete, the Student Services Office in the College of Education sends the file to the Admissions Committee of the Department of Human Development. The Admissions Committee examines all applications and submits those that they vote to recommend to the entire faculty for their consideration. Students are admitted on a competitive basis and usually require credentials that are above the established minimum levels of GPA and GRE. This is particularly true for students applying to the doctoral program.

Following faculty consideration, recommendations are forwarded to the College of Education Graduate Admissions Office, who, in turn, will forward their recommendations to the University Graduate School, where a final decision will be made. Students are notified of the decision by the University Graduate School. Those offered acceptance into the program are assigned to an adviser.

\* NOTE: No student will be allowed to enroll for graduate school who has not completed a baccalaureate degree. Final official transcripts must be submitted before the end of the first semester of enrollment.

## **Notification**

A written offer of admission is made to a successful applicant. 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.

All admitted students should contact their assigned advisor and the Graduate Coordinator regarding their intentions for enrollment in the graduate program.

## **Program Planning/Advisement**

Students recommended for admission are assigned an advisor by the Admissions Committee (the advisor will be specified in the offer of admission). Students should contact their advisor as soon as possible. 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 Graduate Coordinator at (301) 405-8432.

## **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. Often times, 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. 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.

### **Graduate School Financial Aid (projected)**

#### ***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.

#### ***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.

## **Financial Aid Available from the Office of Student Financial Aid**

The Federal Work-Study Program is a federally funded, need-based employment program available to both undergraduate and graduate students. Jobs are located on or off campus and provide students the opportunity to find employment that corresponds with their educational interests. Average work schedules are from 10 to 15 hours a week, with a maximum of 20 hours. Students who can demonstrate financial need may apply for work-study positions by completing the information found at the following website:

**[http://www.financialaid.umd.edu/osfa/app\\_fafsa\\_current.html](http://www.financialaid.umd.edu/osfa/app_fafsa_current.html)**.

The program is open only to citizens and permanent residents. Students should apply at the earliest possible time for these grants.

## **Departmental Financial Aid for Entering Students**

### ***Recruitment Fellowships***

University Fellowship awards are decided on the basis of a student's Statement of Purpose, recommendations, 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 70<sup>th</sup> percentile, and strong recommendations from academic references have been successful in obtaining recruitment fellowships.

University Recruitment Fellowships are often awarded for two academic years. Students on these fellowships must be enrolled fulltime (9-credit hour minimum) and must limit other paid employment to 10 hours per week. A student who receives a 2-year fellowship also will be offered a departmental assistantship for two additional years.

### ***Research Assistantships***

Many department faculty members who have grant funds and professionals from affiliated research facilities in the Washington/Baltimore area 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 Chair of the Department based on faculty need for such assistance and student expertise and do not include tuition remission.

### ***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](mailto:humandev@umd.edu)  
URL: <http://www.education.umd.edu/EDHD>

## 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

Emphasizes that understanding of human life, growth and behavior depends on understanding physical processes. Application is made to brain-behavior relationships and implications for understanding and working with people.

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 605: Curriculum in Early Childhood Education

Curriculum theory, research and practice in educational settings for infants and children to age eight.

EDHD 610 Physiological Aspects of Aging

Physiological changes with advancing age including cells and tissues; metabolism; homeostasis; and sensorium, with implications with respect to coping with these changes.

EDHD 611: Cultural and Contextual Influences on the Young Child

Theory and research on social and cultural influences in early child development.

EDHD 612: Teaching Strategies in Early Childhood

Theory and research of teacher-student interaction. Analysis of planning, organization of learning environments, evaluation of learning, and inter-personal relationships.

EDHD 614: Intellectual and Creative Experiences in Early Childhood Education

A critical examination of theories of intellectual and creative development, language, problem solving, and critical thinking.

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

A seminar and colloquia series featuring speakers from the department, the college, the university, and other universities and institutions from across the world that aims to cover issues pertaining to contemporary theory and research in human development and professional development.

- 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 702: Staffing in Early Childhood Programs  
Problems involved in administration of faculty and staff in programs for young children.
- EDHD 711: Peer-culture and Group Processes in Human Development  
The process of group formation, role-taking and status-winning, and the emergence of the "peer-culture" during childhood and the evolution of the child society at different maturity levels to adulthood. Analyzes the developmental tasks and adjustment problems associated with winning, belonging, and playing roles in the peer group.
- EDHD 712: Education and Group Care  
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 conduct of research with infants and children to age eight; reviews, evaluations, and discussions of significant and relevant early childhood research literature.
- EDHD 718: Apprenticeship in College Teaching  
Provides graduate student teachers with a set of structured experiences that foster professional growth and development in the role of college instructor. Topics covered include: the scholarship of college teaching, principles of optimal college classroom environments, peer and faculty in-class observations of teaching, and guided reflective analysis of the classroom experience.
- EDHD 720: Social Development and Socialization Processes  
This course covers social development and socialization processes across the life-span. Typically the following topics are covered: parent-child relationships, peer relationships, moral development, social cognition, social competence, social motivation, self-regulation, and cultural influences on development.
- EDHD 721: Cognitive Development and Learning: An Introduction  
Advanced study of theories, issues and research in several categories of cognitive development. Emphasis on the application of classroom learning.

- EDHD 722: Learning Theory and the Educative Process  
Advanced study of theories, issues and research in several categories of cognition and learning applied to education and the helping professions.
- EDHD 750: Culture, Context, and Development  
This course covers theory and research on cultural and contextual influences on social development.
- EDHD 751: Child Development Poverty  
This course covers theoretical, methodological, and empirical literature on the effects of poverty on children's development from a multidisciplinary perspective. It includes basic concepts in methodology, measurement design, and issues related to connecting basic research on poverty and children to policy and program interventions.
- EDHD 760: Advanced Educational Psychology  
Application of psychology to learning processes and theories. Individual differences, measurement, motivation, and intelligence.
- EDHD 770: Designing Multimedia Computer Environments for Learners  
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  
Course focuses 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, locating and evaluating relevant human development research, and choosing and applying statistical techniques.
- EDHD 789: Internship in Human Development  
Internship experience in one or more human service agencies in the community.
- EDHD 798: Special Problems in Education  
Individual instruction course.
- EDHD 799: Master's Thesis Research  
Registration required to the extent of 6 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  
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  
Course focuses on personality theories – their history, constructs, and methods; examination of the reciprocal relation between self and the social environment; consideration of different conceptualization of self-processes and related personality research.
- EDHD 835: The Development of Achievement Motivation  
Course covers the development of achievement motivation and how it relates to academic achievement during the elementary and secondary school years. Expectancy-value theory, attribution theory, self-efficacy theory, socialization of achievement motivation.
- EDHD 840: Language Development and Literacy  
Current theoretical and empirical research on children’s language development and on the linguistic basis of beginning reading is covered.
- EDHD 842: Learning in Context  
Educational and home contexts that influence development of motivation, cognitive strategies, and knowledge are explored.
- 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 872: Young Children at Environmental Risk: Developmental and Intervention Issues

Examination of impact of poverty on young children, their families, and communities. Epidemiological, physiological, and sociological studies will be reviewed.

EDHD 878: Team Research in Human Development

Examine current human development research literature, define a research problem and design and implement a research study in collaboration with faculty to present to faculty and students.

EDHD 884: Laboratory in Emotional Development

Techniques for measuring emotions in a laboratory setting, including electroencephalography, heart rate measurement, and facial and vocal behavior analysis.

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

Internship experiences at a professional level of competence in a particular role with appropriate supervision.

EDHD 889: Pre-Candidacy Research

Dissertation research prior to Advanced to Candidacy status.

EDHD 899: Doctoral Dissertation Research

Registration required to the extent of 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 contact a potential faculty mentor to determine a match between your interests and the professor's research program prior to applying to the program. 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 that interest you (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. You should communicate with a faculty member prior to writing your statement. Then, indicate if you have communicated with a potential faculty advisor in the Department and how your interests intersect with his or hers in your statement.
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**

<b>First Tier Courses (First semester)</b>		<b>Semester Hours</b>
EDHD 600	Introduction to Human Development OR	
EDHD 690	History and Systems in Human Development OR	
EDHD 760	Advanced Educational Psychology	3
EDMS 645	Quantitative Research Methods I	3
<b>Second Tier Courses (Subsequent semesters)</b>		
EDHD 602	Social Bases of Behavior OR	
EDHD 720	Social Development and Socialization Processes	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
<b>Third Tier Courses (Choose 2)</b>		
EDHD 700	Infant Development	
EDHD 711	Peer-Culture and Group Processes in Human Development	
EDHD 722	Learning Theory and the Educative Process II	
EDHD 750	Culture, Context, and Development	
EDHD 770	Designing Multimedia Computer Environments for Learners	
EDHD 779	Special Topics in Human Development	
EDHD 835	The Development of 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
<b>Total Credits</b>		<b>30</b>

**APPENDIX C:**

**INSTITUTE FOR CHILD STUDY/DEPARTMENT OF HUMAN DEVELOPMENT  
Program Planning Sheet for Master of Arts Without Thesis Program**

		Semester Hours
<b>First Tier Courses (First semester)</b>		
EDHD 600	Introduction to Human Development OR	
EDHD 690	History and Systems in Human Development OR	
EDHD 760	Advanced Educational Psychology	3
EDMS 645	Quantitative Research Methods I	3
<b>Second Tier Courses (Subsequent semesters)</b>		
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
<b>Third Tier Courses (Choose 3)</b>		
EDHD 700	Infant Development	
EDHD 711	Peer-Culture and Group Processes in Human Development	
EDHD 722	Learning Theory and the Educative Process II	
EDHD 750	Culture, Context, and Development	
EDHD 770	Designing Multimedia Computer Environments for Learners	
EDHD 779	Special Topics in Human Development	
EDHD 835	The Development of Achievement Motivation	
Up to 2 courses in other departments (EDMS, EDCI, Psychology, etc.)		9 total
EDHD 789	Internship in Human Development	6
<b>Total Credits</b>		<b>30</b>

**APPENDIX D:**

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

<b>First Tier Courses (First semester)</b>		<b>Semester Hours</b>
EDHD 600	Introduction to Human Development OR	
EDHD 690	History and Systems in Human Development OR	
EDHD 760	Advanced Educational Psychology	3
EDMS 645	Quantitative Research Methods I	3
<b>Second Tier Courses (Subsequent semesters)</b>		
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
<b>Third Tier Courses (Choose 5)</b>		
EDHD 700	Infant Development	
EDHD 711	Peer-Culture and Group Processes in Human Development	
EDHD 722	Learning Theory and the Educative Process II	
EDHD 750	Culture, Context, and Development	
EDHD 770	Designing Multimedia Computer Environments for Learning	
EDHD 779	Special Topics in Human Development	
EDHD 835	The Development of Achievement Motivation	
Up to 2 courses in other departments (EDMS, EDCI, Psychology, etc.)		15 total
<b>Total Credits</b>		<b>30</b>

**APPENDIX E:**

**HUMAN DEVELOPMENT PhD PROTOTYPICAL PROGRAM**

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YEAR 1, FALL

EDHD 690 History and Systems  
EDHD 720 Social Development  
EDHD 721 Cognitive Development & Learning  
Pro-Seminar (non-credit course)  
9 hours total

YEAR 1, SPRING

EDHD 775 Physiological  
EDMS 646 Statistics  
EDHD 840 Language Development  
9 hours total

YEAR 2, FALL

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

YEAR 2, SPRING

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

YEAR 3, FALL

EDHD Advanced Elective  
EDHD 888 Apprenticeship  
EDHD Elective  
9 hours total

YEAR 3, SPRING

EDHD Advanced Elective  
EDHD 888 Apprenticeship  
EDHD Elective  
9 hours total

YEAR 4, FALL

EDHD Advanced Elective  
EDHD 888 Apprenticeship  
EDHD 899 Dissertation (6 credits)  
9 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 F:**

**EDUCATIONAL PSYCHOLOGY PhD PROTOTYPICAL PROGRAM**

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YEAR 1, FALL

EDHD 760 Educational Psychology  
EDHD 720 Social Development  
EDHD 721 Cognitive Development & Learning  
Pro-Seminar (non-credit course)  
9 hours total

YEAR 1, SPRING

EDHD Adv. Cognitive Elective  
EDMS 646 Statistics  
EDHD 888 Apprenticeship  
9 hours total

YEAR 2, FALL

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

YEAR 2, SPRING

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

YEAR 3, FALL

EDHD Advanced Elective  
EDHD 888 Apprenticeship  
EDMS Elective  
9 hours total

YEAR 3, SPRING

EDHD Advanced Elective  
EDHD 888 Apprenticeship  
EDHD Elective  
9 hours total

YEAR 4, FALL

EDHD 899 Dissertation (3 credits)  
EDHD 888 Apprenticeship  
EDHD Advanced 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.
3. Students with an Educational Psychology specialization must take a statistics or measurement course beyond EDMS 651.

**APPENDIX G:**

**DEVELOPMENTAL SCIENCE PhD PROTOTYPICAL PROGRAM**

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YEAR 1, FALL

EDHD 690 History and Systems  
EDHD 720 Social Development  
EDHD 721 Cognitive Development & Learning  
EDHD 629 Center Seminar (1 credit)  
Pro-Seminar (non-credit course)  
10 hours total

YEAR 1, SPRING

EDHD 775 Physiological  
EDMS 646 Statistics  
EDHD 888 Apprenticeship  
EDHD 629 Center Seminar (1 credit)  
10 hours total

YEAR 2, FALL

EDMS 651 Statistics  
EDHD Advanced Elective  
EDHD 888 Apprenticeship  
EDHD 629 Center Seminar (1 credit)  
10 hours total

YEAR 2, SPRING

EDHD 780 Research Methods  
EDHD Advanced Elective  
EDHD 888 Apprenticeship  
EDHD 629 Center seminar (1 credit)  
10 hours total

YEAR 3, FALL

EDHD Advanced Elective  
EDHD 888 Apprenticeship  
EDHD Elective  
EDHD 629 Center Seminar (1 credit)  
10 hours total

YEAR 3, SPRING

EDHD Advanced Elective  
EDHD 888 Apprenticeship  
EDHD 629 Center Seminar (1 credit)  
10 hours total

YEAR 4, FALL

EDHD 899 Dissertation (6 credits)  
6 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.

**UNIVERSITY OF MARYLAND – DEPARTMENT OF HUMAN DEVELOPMENT**  
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