

TABLE OF CONTENTS

Department of Human Development List of Faculty _____	2
Introduction _____	3
History and Philosophy of the Institute/Department _____	3
Doctoral Programs in Human Development _____	4
An Overview _____	4
Program Requirements _____	5
Initial Program Planning With an Advisor _____	6
Program Planning _____	7
For the Ph.D Program _____	7
For the Ed.D Program _____	8
The First Year Project _____	9
The Doctoral Comprehensive Knowledge Portfolio and/or Examination _____	9
Format and Procedures of the Comprehensive Exam _____	9
Comprehensive Portfolio _____	9
Evaluation of Doctoral Comprehensive Exams _____	11
Feedback to students _____	11
Advancement to Candidacy _____	12
Dissertation Proposal and its Approval _____	12
Dissertation Proposal _____	12
Approval of the Dissertation Proposal _____	13
Use of Human Subjects _____	13
Oral Examination on the Dissertation _____	14
Appointment of the Dissertation Oral Examination Committee _____	14
Appointment of the Oral Examination Committee _____	14
Submitting the Dissertation for the Oral Examination _____	15
The Oral Examination _____	15
Oral Examinations during the summer _____	15
Dissertation Approval _____	16
Committee Approval _____	16
Graduate School Approval _____	16
Miscellaneous Requirements/Procedures _____	17
Time Limits _____	17
Registration Requirements _____	17
Coursework Taken at Other Institutions or as an Advanced Special Student _____	18
Waiver of course Requirements/Policies _____	18
Procedure for Changing Advisors _____	18
Concerns about Human Development Course or Program Requirement _____	19
Grade Point Average Requirements _____	19
Academic Dishonesty _____	19
Appendix A: Student Progress Sheet _____	20
Appendix B: Sample Student Annual Progress Form _____	21
Appendix C: Prototypical Programs for Human Development Doctoral Students _____	23
Prototypical Program for a Student with No Specialization _____	23
Prototypical Program for Developmental Sciences _____	24
Prototypical Program for Educational Psychology _____	25
Appendix D: Department of Human Development Administrative Contacts _____	26

DEPARTMENT OF HUMAN DEVELOPMENT LIST OF FACULTY

**Allan Wigfield, Department Chair
2006-2007**

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 DOCTORAL STUDENT HANDBOOK

Introduction

This handbook describes the major milestones, program regulations and requirements that students will encounter as they complete the doctoral program in Human Development. Planning of all phases of the doctoral program should be done in consultation with your academic advisor. Department/Institute faculty are committed to making your graduate work the most productive educational experience possible.

Policy statements described herein are subject to change. Students are advised to consult Department, College and Graduate School publications for detailed and up-to-date information. Copies of forms required to complete the procedures described in this Handbook may be obtained from either the Department or from the College of Education. For further information, the student may consult the Master's Student Handbook for Human Development and the booklet, "Graduate Studies in the College of Education: A Guide for Students and Advisors" available from Student Services, Room 1210, Benjamin Building, and also on the College of Education's website (www.education.umd.edu).

History and Philosophy of the Institute/Department

The Institute for Child Study was founded at the University of Maryland in 1947 under the directorship of Daniel Prescott, with the assistance of a number of colleagues from the University of Chicago. In its early years, the Institute engaged in guiding teachers in the study of their students and in providing knowledge of human development that would be helpful to educators in understanding child behavior. Institute staff traveled throughout the U.S. and abroad to work with teachers and other professionals. A Department of Human Development was subsequently established in the College of Education offering master's and doctoral programs. The Institute continues its outreach focus in such contexts as schools, courts, hospitals, policy-making and research organizations, community support groups, etc.

Currently, Departmental faculty are engaged in a wide range of research projects investigating cognitive, social, emotional, and psychophysiological development. The faculty are nationally and internationally known for their research. The faculty are active research scholars, and serve as editors of major journals in their fields, while obtaining external research grants, and engaging in a wide range of scholarly activities. Research is the major focus of the Department's scholarship and mentorship. We have a "culture of scholars" model. Our mission is to train graduate students to become research scholars, scientists, educators, and teachers.

The interdisciplinary programs of the Institute for Child Study/Department of Human Development are designed to help students learn how to become independent researchers studying different aspects of human development and learning. Students work with faculty to apply knowledge from different research areas in different settings.

DOCTORAL PROGRAMS IN HUMAN DEVELOPMENT

An Overview

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 research-oriented, with the primary objective of training graduate students for scholarly research activity directed mainly toward the generation of new knowledge. The Ed.D. program is a practice-oriented program in which the primary objective of training graduate students for professional practice (currently we do not have any students selecting the Ed.D. option).

Students enroll in the general EDHD program or can enroll in a specialization within the Ph.D. program. Students may choose to specialize in Developmental Science or Educational Psychology. In addition, there is an option to concentrate in Early Childhood Development.

a. Specialization in Developmental Science

The Developmental Sciences specialization is 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 set 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.

*NOTE: Admission to the Educational Psychology and Developmental Sciences specializations require a separate application process from the regular Ph. D. program, a process which may be completed before or after arrival on campus.

Program Requirements

The doctoral program in Human Development requires ***72 semester hours of graduate credit***. A minimum of thirty (30) hours of coursework (exclusive of dissertation hours) must be taken in the Department of Human Development (i.e., courses with the designation EDHD). Students already having completed a master's degree in a related field may request that a portion (up to 9 credit hours) of this coursework be included in the 72 hours required for the doctoral degree in Human Development. These 9 hours generally cannot be used as substitutes for the Department's core courses, which are described on the following page. *All graduate students are required to have advisor approval for course selections prior to registration each semester.* Upon entering the doctoral program, all students must fill out a contact information sheet and submit this form to the Graduate Secretary in the Department of Human Development (EDHD).

STEP 1: INITIAL PROGRAM PLANNING WITH THE ADVISOR

When admitted, the student will be assigned to a faculty advisor by the Departmental Admissions Committee. It is imperative that students consult with their faculty advisor as soon as possible after admission to begin planning their doctoral coursework. Students should begin their coursework with the required courses described next.

The following doctoral core courses are required for students in the Ph.D. and Ed.D. programs:

- EDHD 690*: History and Systems in Human Development
- EDHD 721: Cognitive Development and Learning
- EDHD 720: Social Development and Socialization Processes
- EDHD 775: Psychophysiological Processes in Human Development

* Education Psychology students substitute EDHD 760, Advanced Educational Psychology, for EDHD 690. Also, Educational Psychology students are required to take two out of the three courses EDHD 720, EDHD 721, and EDHD 775. In addition, Developmental Science students are required to take EDHD 629, a one credit course which involves attending a colloquia and seminar series, each semester for the first four years.

It is expected that students enrolling in Doctoral core courses should have previous courses, or research experience in the specific content areas. Compliance with this prerequisite requirement will be determined by the advisor or the instructor of the course.

It is highly recommended that Doctoral students begin the required series of statistics courses early in the program so that they are adequately prepared for reading empirical research in human development.

- 1) For the Ph.D. degree, the Department requires statistics proficiency through completion of EDMS 651 (Intermediate Statistics). The prerequisite courses EDMS 645 and EDMS 646 can be taken if needed.*
- 2) For the Ed.D. degree, the Department requires proficiency through the completion of EDMS 647 (Introduction to Program Evaluation), including the prerequisite course EDMS 645.

*NOTE: Students in the Educational Psychology specialization are required to take an additional statistics course beyond EDMS 651.

There are advanced core courses that are required beyond the first set of courses, described above, which are specific to each specialization. Further, students are encouraged to take courses that relate to particular research interests early in the program. As courses are completed, students may want to check these off on the Program Planning Sheet in Appendix A.

STEP 2: PROGRAM PLANNING

Planning for the Ph.D. Program

In developing the program plan, students who are completing the Ph.D. degree should make certain that the following courses are included in the program:

- 1) Required core courses (listed above in Step 1)
- 2) Advanced core courses. Students take between 15 and 21 hours of advanced core courses, depending on their specialization. These courses are chosen from offerings in and outside the Department.
- 3) Research methods
 - a) EDMS 651: Intermediate Statistics in Education.
 - b) EDHD 780: Research Methods in Human Development
- 4) Apprenticeship (12 – 18 hours): Students need to complete 12 to 18 hours of EDHD 888 (Apprenticeship in Education). The purpose of the apprenticeship experience is for the student to be involved in research projects with his or her advisor or another faculty member.
- 5) Center Seminar (6 hours): Students specializing in social development or Developmental Science must register for a total of six hours of credit for attending the seminar series of the Center for Children, Relationships and Culture, EDHD 629, a one-credit repeatable course.
- 6) Elective coursework: Students choose elective coursework tailored to their specialization or area of concentration, if they have one. Appropriate courses relevant to the specialization or concentration should be chosen by the student in consultation with the Program Planning Committee. The student may choose not to develop a specific area of emphasis, instead taking courses that are particularly relevant to his or her career goals. The student is encouraged to take some coursework outside the department and to utilize apprenticeships and internships in area agencies.
- 7) EDHD 718: Teaching Seminar credits. Students are encouraged to take the teaching apprenticeship seminar and teach a course after completing their core coursework.
- 7) EDHD 899: Dissertation (at least 12 semester hours for the Ph.D.)

Planning for the Ed.D. Program

The Department of Human Development no longer offers the Doctoral of Education program.

STEP 3: THE FIRST YEAR PROJECT

Students in the Educational Psychology specialization are required to complete a first year project under the direction of their advisor. Students are encouraged to begin discussing this project early on in the first year of their program. Students in the Developmental Science specialization are required to complete a predoctoral empirical study in collaboration with a faculty mentor. This project typically gets underway in the first summer after the completion of the first year.

STEP 4: THE DOCTORAL COMPREHENSIVE KNOWLEDGEPORTFOLIO AND/OR EXAMINATION

Format and Procedures of the EDHD Doctoral Comprehensive Examination

Comprehensive Portfolio

Purpose

The purpose of the EDHD Comprehensive Portfolio is to have students document how they have developed their research and teaching skills through their experiences in the EDHD doctoral program. They will integrate the knowledge they obtain from their courses and other experiences into the materials contained in the portfolio. Publications, conference presentations, and teaching experiences are crucial to obtaining academic or non-academic positions following the completion of the doctoral degree; therefore all students in the EDHD program should do these things as an integral part of their activities in the doctoral program. Through the materials assembled in the portfolio students demonstrate their knowledge of the human development field and their specialized knowledge in a certain area of human development, their research skills, and their teaching promise. Because the ability to integrate knowledge in one's specialty area is especially important, all students are required to write a paper that demonstrates these skills. Students choose (in consultation with their advisors) other items to include in their portfolios to foster their own professional development. A Portfolio checklist is required for all students to fill out and use as a guide through their completion of the requirements.

Materials Included in the Portfolio

The *first* item is required. Students choose *three* additional items to complete the portfolio. The choices should be made in consultation with your advisor. ***Consult the Portfolio Guidelines document for more details on the criteria for each item.***

1. Interpretive or review article/chapter for field of specialization. Paper must be of publishable quality, as judged by the student's committee. The review article must be first or sole authored by the student. The paper should be 35 to 45 double spaced pages in length. Journals to which students can refer for sample papers include: *Developmental Review*, *Educational*

Psychologist, Educational Psychology Review, Psychological Bulletin, Review of Educational Research.

2. First or co-authored published journal article, or article submitted for publication to a peer-reviewed journal. Co-authorship means having one's name on the paper.
3. First or co-authored published chapter, or chapter submitted for publication. Chapters should be published in reputable academic publishing houses or university presses. Co-authorship means having one's name on the chapter.
4. First or co-authored conference presentation or poster presentation. In this instance co-authorship means first or second authorship, with a preference for first authorship. For poster presentations a short abstract of the poster also should be provided.
5. First or co-authored policy paper or brief published or submitted for publication. Co-authorship means having one's name on the paper.
6. Review of an article for a journal, or review of a published paper. If the student has not done a review for a journal, then the review done for courses like EDHD 780 could be used.
7. Grant proposal (first or co-authored). This could be a grant for a new research project done with a faculty member, a grant to obtain support for one's dissertation work or other research, and so on. Rules for co-authorship as above for papers or chapters.
8. Annotated course syllabus. This syllabus should report a plan for each day's class session in brief form, and a week by week paragraph-long summary of what is covered during the week and what kinds of activities are/will be done. Sample assignments should be included in the syllabus. The syllabus should follow University approved syllabus format, including all essential elements regarding student related policies, e.g., late paper, absences, academic integrity, religious observances, disabilities statement, grading policies etc. It should contain measurable course objectives and evidence of how each class or assignment addresses one of the specific course objectives (e.g., identifying the link between these and the course goals). Grading criteria should be presented.

Summary of Evaluation Process

Portfolios are first submitted to the advisor for initial approval, and then to the student's three person committee for full evaluation (see the document on evaluations procedures for a detailed description of the evaluation process).

The student should provide a cover letter describing the contents of the portfolio and how the portfolio reflects the student's content area. Paper copies of all materials should be provided, along with citations for published papers, conference presentations, and chapters. Students also should provide a brief self-assessment of their areas of strength and areas of need for continued

growth. A more detailed description of these items is documented in the PORTFOLIO GUIDELINES document available from your Advisor or the Graduate Secretary.

Timeline for Completion of the Portfolio

1. During the student's first year, the Evaluation Committee is chosen by the faculty advisor and the student.
2. During subsequent years the student compiles the materials for the portfolio.
3. Completion of the portfolio must occur before the student advances to doctoral candidacy (students must advance to candidacy by their fifth year after admission to the program). It is recommended that the portfolio be completed by the end of the student's third year, particularly for full-time students.

Evaluation of Doctoral Comprehensive Exams

Portfolio

Each student's portfolio will be evaluated by a three-person committee of the students' choosing. The committee will consist of the student's advisor and two other faculty members. *This committee should be chosen by the end of the first year of the student's program.* The committee will meet with the student once per semester (beginning in the second year) to chart progress in completing the portfolio.

The committee will advise the student, and read and provide evaluative feedback on the various things the student submits as part of the portfolio. Articles accepted for publication, papers presented at conferences and reviews that are submitted (rather than published) will be read and evaluated by the committee, with the evaluation consisting of a pass or a re-do. Students will be allowed to re-do a given item one time. The specific evaluation procedures are as follows:

1. The Evaluation Committee decides whether the portfolio is acceptable. If the items are acceptable to two of the three members, the student passes. If some or all items are not acceptable the student will be given *one* opportunity to revise the item(s) to provide acceptable ones.
2. The Evaluation Committee should provide feedback to the student *within six weeks of receiving the portfolio.*
3. Students not completing the portfolio by the end of their 4th year in the program will be given one more year to complete it. If they do not complete it by the end of the fifth year they will be dropped from the program.

Feedback to Students

After the portfolio has been successfully completed, the faculty advisor, as Chair of the Portfolio committee informs the Graduate Director in EDHD, who informs the College of Education Student Services.

STEP 5: ADVANCEMENT TO CANDIDACY

University regulations require that doctoral *students be advanced to candidacy within five years after the semester of first enrollment* and at least one academic year prior to the date the degree is conferred. Students must complete all core courses in their program and the comprehensive examination before advancing to candidacy. Courses in which students have received an incomplete must be completed with a grade reported and recorded with the graduate school. After being advanced to candidacy, students must complete all degree requirements within four years (unless a time extension is granted by the Graduate School).

The student should complete the required Graduate School forms for candidacy and submit these to Student Services (Room 1210, Benjamin Building). Students have the option of having the candidacy recommendation processed immediately or of having the Student Access Center hold the file until the student informs them that he or she is ready to proceed. Having the Student Access Center hold the candidacy papers is advantageous in that it allows for a full five years in the doctoral program prior to being advanced to candidacy and an additional four years thereafter to complete the program. Graduate Assistants receive an increase in salary upon advancement to candidacy.

****NOTE: Once students are advanced to candidacy they must be enrolled full time each semester (excluding summer sessions) until graduation. The Graduate School will automatically enroll doctoral candidates for 6 credits of EDHD 899 every semester.**

If the student is not advanced to candidacy within the five year period and an extension of time is not granted, an application for re-admission to the doctoral program must be submitted to the Graduate School (see the section on “Miscellaneous Requirements and Procedures” for procedures to apply for a time extension to complete program requirements). Doctoral program requirements existing at the time of re-admission will apply. The Admissions Committee may require students to re-take certain courses or examinations if more than five years has elapsed since these were completed.

STEP 6: DISSERTATION PROPOSAL AND ITS APPROVAL

Dissertation Proposal

The dissertation proposal is the proposal for the student’s dissertation study. It usually consists of three chapters. Chapter 1 is a statement of the problem to be addressed, Chapter 2 is the review of the relevant literature, and Chapter 3 presents the research design and methods. The student writes this proposal, obtaining feedback from his or her advisor during the writing. When the student and advisor concur that the proposal is ready, it is presented to the students’ Doctoral Dissertation Committee for discussion and approval.

Approval of the Dissertation Proposal

Approval of the doctoral dissertation proposal should be by unanimous vote of the student's Dissertation Research Committee. This committee consists of five members including the advisor, all of whom must hold the doctorate (see further description of this committee below). At least three members of the committee must approve the dissertation proposal. The "Certification of Doctoral Research Committee and Dissertation Proposal" form (available from the College of Education's Student Services office, Rm. 1210, Benjamin Building) must be signed by each member of the Committee and by the Chair of the Department.

Students *must* be advanced to candidacy before their dissertation proposal can be accepted, or dissertation committee approved. Directions for the preparation and submission of the dissertation are found in the *Style and Policy Manual for Master's Theses and Doctoral Dissertations* available from the Graduate School, Room 2117, Lee Bldg. During the preparation of the dissertation, all candidates for a doctoral degree must register for Doctoral Dissertation Research (EDHD 899) in consultation with their advisors. A minimum of 12 hours of dissertation credit is required for the Ph.D. degree; many students take more than the 12 hour minimum. For the Ed.D., not less than 9 semester hours of EDHD 899 are required (again, more may be taken). Incompletes are given for dissertation hours unless students complete written products which can be evaluated by their advisors. Grades are substituted for these incompletes by means of a Supplementary Grade Form submitted to the Graduate School by the advisor when the dissertation is completed.

Use of Human Subjects

If the dissertation involves human participants, the student must submit the "Application for Review of Research Using Human Subjects" form to the Human Subjects Review Committee of the Department of Human Development. Students are responsible for completing and submitting human subjects approval forms to the Departmental Human Subjects Committee. The advisor will assist the student in preparing these materials. **Data may not be collected for the dissertation before human subjects approval has been granted both by the Department and by the University Institutional Review Board.**

The approved "Application for Review of Research Using Human Subjects" form is to be attached to the "Certificate of Doctoral Research Committee and Dissertation Proposal" form and forwarded by the student to Student Services, Room 1210, Benjamin Building, along with an abstract of the dissertation proposal. The "Certificate of Doctoral Research Committee and Dissertation Proposal" form must be approved by the Director of Graduate Studies of the College of Education.

STEP 7: ORAL EXAMINATION ON THE DISSERTATION

Composition of the Dissertation Oral Examination Committee

The Doctoral Dissertation Committee consists of a minimum of five voting members, all of whom must hold the highest degree in the field of expertise. At least one of the five must be a tenured faculty member from a department or graduate program at the University of Maryland external to the one in which the student is seeking the degree (see below). At least three of the five members of the committee must be regular members of the Graduate Faculty of the University of Maryland; regular Graduate Faculty Members include assistant, associate, and full professors at the University.

Each Committee shall include a representative of the Dean for Graduate Studies and Research. This person must be a tenured faculty member at the University of Maryland, College Park, and must be from a department other than the student's home department. This member makes certain that the examination is conducted according to established procedures. Any disagreement over the examination procedures is referred to the Dean's representative for resolution.

One or more of the Dissertation committee members may be from outside the University of Maryland system provided that they hold the doctorate and are distinguished scholars in the field of the dissertation. This person *cannot* serve as the Dean's Representative. The Department must provide written justification to the Graduate School for committee participation of such scholars who are appointed to Special Membership on the Graduate Faculty. Emeriti and retired professors may serve on dissertation committees provided they are members of the Graduate Faculty.

The advisor is ordinarily chairperson of the student's dissertation committee. Dissertation committees may be co-chaired upon written recommendation of the Department Chair and the approval of the Dean of Graduate Studies and Research.

Appointment of the Oral Examination Committee

At least three months prior to the date on which the oral examination is to be held, the advisor sends to the Graduate School a form entitled "Nomination of Thesis or Dissertation Committee" indicating the names of the recommended committee members. This form must be signed by the advisor and Department Chair. If there is a minor field, the committee would include a representative of the minor. If the proposed oral examination committee is approved, the advisor receives a "Report of Examining Committee" form for use in reporting the results of the oral examination on the dissertation.

Submitting the Dissertation for the Oral Examination

Complete copies of the dissertation, which should be either bound or placed in binders, must be distributed to the committee at least 10 working days before the oral examination. Students are responsible for establishing a time and place that is acceptable to all members of the committee.

The Oral Examination

Oral examinations are open to all members of the Graduate Faculty and interested others. ***All members of the dissertation committee must be physically present at the oral examination.*** Questions about the dissertation may be asked by guests only if permitted by the Oral Examination Committee. After the dissertation defense, the student is asked to leave the room while the committee deliberates. Two or more negative votes constitute a failure. In cases of failure, it is required that the examining committee specify in detail and in writing to the Department Chair, the Dean for Graduate Studies and Research, and the student the exact nature of the deficiencies in the dissertation and/or the oral performance that led to failure. A second defense is permitted, which if failed, results in termination of the student's admitted status.

Oral Examinations during the Summer

Because faculty are frequently not available for oral examinations during the summer session, the following rules have been established:

- 1) The committee must be appointed by the Graduate School prior to the close of the spring semester;
- 2) The date for the exam must be scheduled with the committee prior to the close of the spring semester;
- 3) A copy of the dissertation must be presented to the committee prior to the close of the spring semester;
- 4) All committee members are scheduled to be on campus on the exam date or agree to return.

****NOTE:** Students must be registered for at least one (1) semester hour of graduate credit for the semester in which the program will be completed. The student must also apply for a diploma within the time period specified by the Graduate School. Diploma applications (as well as information about the deadline for application for graduation) may be obtained from the Office of Student Services, Rm. 1210, Benjamin Building.

STEP 8: DISSERTATION APPROVAL

Committee Approval

After the dissertation is approved by the Oral Examination Committee, members sign the Graduate School form, "Report of the Examining Committee" indicating that the oral examination and dissertation have been approved by the Committee (including any dissertation corrections). The form is copied for the student's file in EDHD and then returned by the chairperson of the Committee to the Dean of the Graduate School no later than the date established by the Graduate School.

Graduate School Approval

Current policy is for the candidate to submit to the Graduate School an electronic copy of the dissertation according to Graduate School guidelines. ***For more specific information about Graduate School requirements regarding dissertation format, consult the Style and Policy Manual for Master's Theses and Doctoral Dissertations available from the Graduate School.*** Students are ***strongly encouraged*** to have the Graduate School review their dissertation prior to submitting the final revision. Doing so will ensure compliance with guidelines and avoid expenses associated with failing to meet these policies. The candidate is responsible for delivering the dissertation to the Graduate School prior to the deadline for graduation. Failure to comply with Graduate School deadlines may cause students to pay tuition for an additional semester.

MISCELLANEOUS REQUIREMENTS AND PROCEDURES

Time Limits

The University requires that a student be admitted to candidacy within five years after admission to the doctoral program. In addition, the student must be admitted to candidacy at least one academic year prior to the date on which the degree will be conferred. Further, the student must complete the entire program for the degree, including the dissertation and final examination, within a four-year period after admission to candidacy.

An extension of time to be admitted to candidacy or to complete the dissertation following advancement to candidacy may be granted if sufficient reason is presented. Forms to apply for a time extension to complete the program are available in the Department office. Without a time extension, failure to complete all requirements within the allotted time requires application for re-admission to the Graduate School. Under these conditions, program requirements existing at the time of readmission will apply.

Registration Requirements

After being advanced to candidacy the University requires that Doctoral students register each semester, excluding summer sessions, until the degree is awarded. When coursework has been completed but the student has not completed the 12 semester hours of dissertation credits (EDHD 899), the student must register for a minimum of 1 credit of EDHD 899 each semester. Doctoral candidates who have completed both the required course work and the required minimum of 12 hours of EDHD 899 credits and who are making no use of University resources must also continue to register for at least one credit hour each semester. Failure to comply with the requirement to maintain continuous registration will be taken as evidence that the student has terminated participation in the doctoral program. A new application for admission, with consequent reevaluation of the student's performance, will be required of a student wishing to resume a graduate program terminated under this regulation.

Responsibilities of the Student

It is the student's responsibility to make copies of all paperwork and documentation of program requirements and submit these copies to the Graduate Secretary for placement in the student's departmental file. In addition, students must review the requirements in the handbook, review the Department of Human Development and the College of Education web pages for program requirement deadlines, and request an audit from the Student Services desk in Room 1210, Benjamin building, as a check that requirements have been completed during progress through the program.

Coursework Taken at Other Institutions or as an Advanced Special Student

Faculty advisors are required to approve ALL course selections by graduate students prior to registering for courses. Upon recommendation of the advisor, the Graduate Committee may consider up to nine hours of graduate coursework taken at other institutions or at the University of Maryland as an Advanced Special Student as meeting a part of the 72 semester hours of graduate study required by the Department, provided that:

- a) Coursework is from an accredited institution;
- b) The grade for the coursework is B, or better;
- c) The coursework is clearly relevant to the major area, minor area, or area of emphasis;
- d) The coursework is relevant to the degree in Human Development. Courses taken a number of years ago may remain relevant if the candidate's professional experience since that time is related to the course being proposed for inclusion in the student's doctoral program. Courses taken five years or more in the past that have not been followed by related coursework or experience would probably not be eligible for inclusion.

****NOTE:** Credit for coursework taken at a master's level will be evaluated at the time of the program review.

****A minimum of thirty (30) hours of coursework exclusive of dissertation hours must be taken in the Department of Human Development.**

Waiver of Course Requirements/Policies

Under very unusual circumstances, a waiver of a required course may be requested based upon coursework taken elsewhere. As stated earlier, it is the policy of the Department that required core courses not be waived. The student must submit a request for such a waiver to the Graduate Committee. This request must detail the content of the course for which a substitution is requested and be approved by the student's advisor. The Graduate Committee will solicit a recommendation from the current examination team for the course for which a waiver is being sought. Waiver for any Departmental requirement must be petitioned to the Graduate Committee. The petition requires a letter of support from the student's advisor and Program Planning Committee.

Procedure for Changing Advisors

Requests for change of advisor must be made in writing to the Departmental Graduate Director. A form is available in the Department for making this request. For a change of advisor to be approved, the signatures of both the present and proposed advisors must be obtained.

Concerns/Questions about a Human Development Course or Program Requirement

If a student has a concern or question about a human development course, the instructor should first be contacted. This must be done before any further resolution of the problem will be initiated by the Department. If after consulting with the instructor a successful resolution cannot be worked out, the Department Chair should be contacted. Students having concerns about doctoral program requirements should contact the Chair of the Departmental Graduate Committee or the Assistant Director for Research and Graduate Studies.

Grade Point Average Requirements

The Graduate School requires all graduate students to maintain a Grade Point Average of at least 3.0 in the graduate program in which they are enrolled. A student whose cumulative grade point average falls below a "B" (3.0) upon or after the completion of nine credit hours of graduate level courses will be automatically placed on academic probation by the Graduate School for the following semester. A student whose cumulative grade point average falls below a "B" (3.0) for a second successive semester of enrollment for courses may, upon the recommendation of her or his graduate chair and with the consent of the Graduate School, be granted a final opportunity to correct the scholastic and/or academic deficiency in the next semester of enrollment for courses. A student whose cumulative grade point average falls below a "B" (3.0) average for three consecutive semesters of enrollment will not be permitted to re-enroll and will be required to withdraw from the University. A student whose cumulative grade point average is below a "B" (3.0) will not be recommended for a degree.

Academic Dishonesty

The University's "Code of Student Conduct" specifically prohibits "all forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism." *It is important to note that the University interprets the submission of the same paper, or substantially the same paper, to more than one instructor to be a violation of this code. Students found guilty of such offenses risk expulsion from the University.*

APPENDIX A

HUMAN DEVELOPMENT DOCTORAL PROGRAM STUDENT PROGRESS SHEET

Student name _____

Program Requirement	Date
Admission to Program	
Initial Program Planning with Advisor	
Meeting with the Program Planning Committee to plan and develop student's Doctoral program	
Approval of Proposed Doctoral Program by the Chair of the Department, the College, and the Graduate School	
Coursework Completed (except dissertation credit)	
Comprehensive Portfolio	
Advancement to Candidacy	
Dissertation Committee Formed and Proposal Approved	
Passed Oral Examination on Dissertation	
Dissertation Approved by Committee	
Dissertation Accepted by Committee	

**APPENDIX B
DEPARTMENT OF HUMAN DEVELOPMENT
ANNUAL REPORT: DOCTORAL DEGREE
2006-2007 ACADEMIC YEAR**

**THIS IS A SAMPLE OF THE ANNUAL REPORT TO BE FILLED OUT BY ALL
DOCTORAL STUDENTS EACH YEAR. THIS FORM PROVIDES A LIST OF THE
EXPECTED GOALS AND ACCOMPLISHMENTS TO OCCUR DURING THE
DOCTORAL TRAINING PROGRAM.**

Name: _____ **Email:** _____ **Date:** _____

Advisor: _____ **Area of research interest:** _____

1. Coursework for prior year:

Course #	Course Title	Professor	Grade	Topic of Paper
----------	--------------	-----------	-------	----------------

2. Course plans for 2006-2007:

3. Core courses remaining to complete (include any incompletes that you have to finish)

4. Program progress:

Doctoral program form on file? If so, specify when. Yes No

Completed doctoral comprehensive portfolio? If so, when? Yes No

Advanced to candidacy? If so, specify when. Yes No

Anticipated date of degree completion:

Desired occupation after completing degree:

5. Teaching: What courses did you teach? Or serve as a teaching assistant? List courses and your role:

6. Research and Training experience:

What projects did you work on with your mentor?

What skills did you acquire? This includes writing skills, learning theories, methodologies, statistical knowledge, data collection techniques, data collection procedures.

7. Papers presented (or to be presented) at conferences (use APA style, 5th ed, reference):

8. Manuscript(s) submitted or in preparation (use APA style, 5th ed., reference):

9. Professional Experience (list whatever applies, examples are listed below:

Graduate student committees and/or organizations (e.g., HDGSO):

Editorial work (journals), workshop preparation assistance, conference work:

10. General Plans for Summer, 2007, and for the Academic Year, 2007-2008:

**APPENDIX C: PROTOTYPICAL PROGRAMS FOR HUMAN DEVELOPMENT
DOCTORAL STUDENTS**

PROTOTYPICAL PROGRAM (without a specialization)

YEAR 1, FALL

EDHD 690 History and Systems
EDHD 720 Social Development and Social Proc
EDHD 721 Cognitive Dev and Learning
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.
3. Course offerings are subject to change each semester due to many factors; consequently, students are advised to allow for these changes in planning their coursework each semester.

**PROTOTYPICAL PROGRAM FOR A STUDENT SPECIALIZING IN
DEVELOPMENTAL SCIENCES**

YEAR 1, FALL

EDHD 690 History and Systems
EDHD 720 Social Development
EDHD 721 Cognitive Dev and Lrning
EDHD 629 Center Seminar (1 credit)
10 hours total

YEAR 2, FALL

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

YEAR 3, FALL

EDHD Advanced. Social Elective
EDHD 888 Apprenticeship
(6 credits)
EDHD Elective
EDHD 629 Center Seminar (1 credit)
10 hours total

YEAR 4, FALL

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.
3. Course offerings are subject to change each semester due to many factors; consequently, students are advised to allow for these changes in planning their coursework each semester.

YEAR 1, SPRING

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

YEAR 2, SPRING

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

YEAR 3, SPRING

EDHD Advanced Social Elective
EDHD 888 Apprenticeship (6
credits)
EDHD 629 Center Seminar (1 credit)
10 hours total

YEAR 4, SPRING

EDHD 899 Dissertation (6 credits)
6 hours total

PROTOTYPICAL PROGRAM FOR A STUDENT SPECIALIZING IN EDUCATIONAL PSYCHOLOGY

YEAR 1, FALL

EDHD 760 Educational Psychology
Elective
EDHD 720 Social Development
EDHD 721 Cognitive Dev 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
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.
3. Course offerings are subject to change each semester due to many factors; consequently, students are advised to allow for these changes in planning their coursework each semester.

APPENDIX D: DEPARTMENT OF HUMAN DEVELOPMENT ADMINISTRATIVE AND SUPPORT CONTACTS

Dr. Allan Wigfield, Professor and Chair, and Director/Institute for Child Study: Oversees the academic, research, and teaching mission of the department; coordinates the administrative structure.
Email: awigfiel@umd.edu

Dr. Melanie Killen, Professor and Director of the Graduate Program: Coordinates graduate program development efforts and monitors graduate student progress.
Email: mkillen@umd.edu

Dr. Kathryn Wentzel, Professor and Director of Graduate Admissions: Oversees admission and recruitment process.
Email: wentzel@umd.edu

Dr. Ann Battle, Assistant Director/Institute for Child Study: Coordinates department teaching operations; supervises graduate student teaching assistants.
Email: abattle@umd.edu

Jo Peng, Director of Administrative Services: Oversees financial and personnel functions.
301.405.7129, tlpeng@umd.edu

Joyce Yarwood, Program Management Specialist: Handles financial transactions for the department.
301.405.8715, jyarwood@umd.edu

Barret Cole, Administrative Assistant to the Chair: Provides support for the administrative staff.
301.405.1659, bncole@umd.edu

Cornelia Snowden, Accounting Associate: Receptionist, OIT requests, telecommunications facility.
301.405.2827, csnowden@umd.edu

Ginny Gardner, Office Clerk: Assists front desk, access to supplies, office work.
301.4052827, ggardner@umd.edu

Graduate Secretary: Assists with graduate admissions, graduate program planning, and teaching program planning.
301.405.8432, humandev@umd.edu

Graduate Students:

Jessica Vick, Student Affairs Committee Chair: jev4@umd.edu

Ebony Dashiell, Human Development Graduate Student Organization Chair:
edashiell@yahoo.com; hdgsoinfo@umail.umd.edu

Dale Epstein, Head GA for Teacher Mentoring Group: depstein@umd.edu