

TABLE OF CONTENTS

Department of Human Development Faculty List _____	1
Introduction _____	2
History and Philosophy of the Institute/Department _____	2
Master's Degrees in Human Development _____	3
Program Planning and Advisement _____	3
The Master of Education _____	4
Required Coursework, Comprehensive Examination, Seminar Paper _____	4
Master's Approved Program Form and Graduation _____	5
Program Planning _____	6
The Master of Arts with Thesis _____	7
Required Coursework, Comprehensive Examination, Master's Thesis _____	7
Use of Human Subjects _____	8
The Oral Examination _____	8
Master's Approved Program Form and Graduation _____	9
Program Planning _____	10
The Master of Arts without Thesis _____	11
Required Coursework, Comprehensive Examination _____	11
Internships in Human Development _____	12
Scholarly Papers _____	12
Master's Approved Program Form and Graduation _____	13
Program Planning _____	14
Master's Degree with a Concentration in Early Childhood Education _____	15
Required Coursework _____	15
Master of Education in Early Childhood (M. Ed.) _____	16
Master of Arts in Early Childhood (M. A.) _____	16
Master's Approved Program Form and Graduation _____	16
Other Requirements/Procedures _____	17
Registration Requirements _____	17
Time Limits _____	17
Transfer of Coursework Taken at Other Institutions or as an Advanced Special Student _____	17
Waiver of a Course Requirement _____	18
Application for a Diploma _____	18
Procedure for Change of Advisor _____	18
Concerns/Questions about a Course or Program Requirement _____	18
Grade Point Average Requirements _____	18
Academic Conduct _____	19
Annual Report: Master's Degree _____	20
Administrative and Support Contacts _____	21

DEPARTMENT OF HUMAN DEVELOPMENT LIST OF FACULTY

**Allan Wigfield, Department Chair
2007-2008**

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)
Geetha Ramani, Ph.D. (University of Pittsburgh)
Min Wang, Ph.D. (University of Toronto)

DEPARTMENT OF HUMAN DEVELOPMENT MASTER'S STUDENT HANDBOOK

Introduction

This handbook for graduate students is intended as an introduction to the Masters' programs in Human Development. Department/Institute faculty are committed to making your graduate work the most productive educational experience possible. Although this handbook contains current policy statements, they are subject to change. In addition to this booklet, you should consult the University of Maryland Graduate School Catalog as well as the College of Education booklet, *Graduate Studies in the College of Education: A Guide for Students and Advisors* available from Student Services, Room 1210, Benjamin Building or on the College of Education's website:

(http://www.education.umd.edu/studentinfo/graduate_info/Grad_Guide/GradGuideWeb.pdf).

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 in 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. The Institute continues its outreach focus in such contexts as schools, courts, hospitals, policy-making and research organizations, community support groups, etc. A Department of Human Development was subsequently established in the College of Education offering masters and doctoral programs, and an undergraduate major in early childhood.

Departmental faculty are currently engaged in a wide range of research projects investigating human development issues. The focus of this research is on many different aspects of development, including cognitive, social, emotional, and neuropsychological fields of investigation. The interdisciplinary programs of the Institute for Child Study/Department of Human Development seek to assist students in learning how to investigate factors that contribute to child and adolescent development and learning. Students are trained in our "culture of scholars" model, which is designed to train individuals for careers as research scientists, teachers, educators, and policy makers.

Master's Degrees in Human Development

The Institute for Child Study/Department of Human Development offers students a choice of three Master's degree programs: (a) the Master of Education; (b) the Master of Arts with Thesis; and (c) the Master of Arts without Thesis. These programs share a majority of courses, and the courses focus on different areas of human development and learning, with a focus on research and theory in these areas. However, students admitted to one program (e. g., M. Ed.) need to petition if they wish to change to another program (e. g., M. A. with Thesis). Students admitted to a master's program who wish to apply to the doctoral program should begin the application process during their next to last semester in the master's program *before taking substantial credits in the 700 or 800 level courses*. Subsequent sections of this handbook describe the specific requirements for each of the master's degrees offered by the Department of Human Development.

Program Planning and Advisement

Upon recommendation for admission, an advisor is assigned to each student by the Department. The student should seek an appointment with the advisor as soon as possible after admission. Consultation with the advisor in program planning is essential. The entire course of study for any of the degrees offered by the Department must constitute a unified, coherent program which is approved by the student's advisor and by the Graduate School. Additional courses may be required if the student is inadequately prepared for the required graduate courses. Upon acceptance into the program, all students must submit contact information forms to the Graduate Secretary with their contact information, advisor, and area of concentration.

THE MASTER OF EDUCATION

Required Coursework

The Master of Education degree requires a minimum of 30 semester hours of coursework with a minimum average grade point of "B" in courses approved for graduation. Of the 30 semester hours required in graduate courses, a minimum of 15 hours must be selected from courses numbered 600 or above. The other credits must be at least in the 400 series and listed in the Graduate Catalog. *Courses in the 500 series in Education do not carry graduate credit.*

Students seeking an M. Ed. Degree select from among the first, second, and third tier courses, as shown on the program planning sheet on the next page. REQUIRED courses include: one of the first three of the FIRST TIER COURSES (EDHD 600, 690, or 760); EDMS 645; one from each of the areas of the SECOND TIER COURSES, and five from the THIRD TIER COURSES. Some adjustments to these course requirements can be made if approved by the student's advisor and the Department's Director of Graduate Studies.

The Comprehensive Examination

For the Master of Education degree in Human Development, the student is required to pass a written comprehensive examination of six (6) hours in duration. This examination will be designed to test competence in all course areas. Students normally take the comprehensive examination in the last semester of coursework. Advisors may require that part of the examination be oral. If the exam is failed, it may be taken a second time. No additional retakes are allowed.

The procedure for the exam is for students to ask faculty members to write comprehensive exam questions based on the course(s) the student took with the faculty member. For a six hour exam it is typical for the students to answer two such questions, one answered in the morning on the day of the exam and one answered in the afternoon of the exam date.

The Seminar Paper

All Master of Education students must write a Seminar paper in consultation with the faculty member for whom the seminar paper is written. This paper often originates as a term paper written for a course in Human Development, but usually must undergo substantial revision before final approval. Specific course credit is not given for writing the seminar paper. Students can elect to take independent study, however, with their advisor for use for research and writing the seminar paper. For information on the writing of, format for, and approval of the seminar paper, see the document *Graduate Studies in the College of Education: A Guide for Students and Advisors*, available from Student Services, Room 1210, Benjamin Building and the College of Education's website:
(http://www.education.umd.edu/studentinfo/graduate_info/Grad_Guide/GradGuideWeb.pdf).

Masters Approved Program Form and Graduation

During the last semester of the master's program, students complete a form that lists all of the coursework they have taken as part of the program. This form should be approved by the student's advisor and the Director of the Graduate Program in EDHD. This form is due to the Graduate Studies office in the College of Education relatively early during the last semester of coursework; students should check on the exact date the form is due for the semester in which they graduate. The form is available on the College of Education's website at the following URL: www.education.umd.edu/studentinfo.

STUDENTS MUST COMPLETE SEVERAL OTHER FORMS DURING THE LAST SEMESTER IN THE MASTER'S PROGRAM IN ORDER TO BE ABLE TO GRADUATE. CHECK WITH YOUR ADVISOR AND THE COLLEGE WEBSITE'S LIST OF "GRADUATE IMPORTANT DATES" TO BE SURE ALL THE FORMES ARE COMPLETED ON TIME.

Program Planning for the Master of Education

First Tier Courses (First semester) Semester Hours

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

Second Tier Courses (Subsequent semesters)

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

Third Tier Courses (Choose 5)

EDHD 700	Infant Development	
EDHD 711	Peer-culture and Group Processes in Human Development	
EDHD 750	Culture, Context, and Development	
EDHD 779	Special Topics in Human Development	
EDHD 835	Achievement Motivation	
EDHD 850	Social Cognition and Moral Development	
Up to 2 courses in other departments (EDMS, EDCI, Psychology, etc.)		15 total

Total Credits 30

THE MASTER OF ARTS WITH THESIS

Required Coursework

The Master of Arts Degree with Thesis requires a minimum of 24 hours of coursework with an average of "B" and six (6) hours of thesis credit (EDHD 799). The advisor can require additional coursework if it is considered necessary. Of the 24 semester hours required in coursework, a minimum of 18 hours must be in courses numbered 600 or above. The remaining credits must be numbered 400 or above and are listed in the University Graduate Catalog. *Courses in the 500 series in Education do not carry graduate credit.*

Students seeking an M.A. with Thesis Degree select from among the first, second, and third tier courses, as shown on the program planning sheet for this degree. REQUIRED courses include: one of the first three of the FIRST TIER COURSES (EDHD 600, 690, or 760); EDMS 645; and six hours of EDHD 799, master's thesis research credit. EDMS 646 also is required for this degree. Some adjustments to these course requirements can be made if approved by the student's advisor and the Department's Director of Graduate Studies.

The Comprehensive Examination

The Master of Arts with Thesis student must pass a written comprehensive examination which is a minimum of three (3) hours in duration. The comprehensive exam is usually confined to the core curriculum (EDHD 600 series or EDHD 721), but the faculty may include questions in other areas of the student's interest in certain circumstances. If the student fails the comprehensive exam, it may be taken a second time. No additional retakes are allowed.

The procedure for the exam is for students to ask faculty members to write comprehensive exam questions based on the course(s) the student took with the faculty member. For a three hour exam it is typical for the students to answer one such question, but two could be answered (1.5 hours for each answer).

The Master's Thesis

The Master of Arts with Thesis candidate must successfully complete an empirically oriented thesis project. Typically, this involves designing a research project, collecting and analyzing data, and writing up the report in the form of the thesis. Students should work closely with their faculty mentor when formulating and designing their empirical project. A thesis committee of three (3) faculty members provides substantive feedback regarding the execution of the research program and in the writing of the thesis. During the time the thesis is being completed, the student must register with the advisor or an assigned research director for a total of six (6) semester hours of thesis credit (EDHD 799).

The typical procedure for completion of the Master's Thesis is as follows. The student and advisor decide on the topic of the thesis, and choose a three person Thesis Committee from faculty members in and outside the department (the advisor being one of the three). The student

works with the faculty mentor to design and write a proposal for the study that will be conducted. The advisor must provide initial approval of the proposal, and then the student meets with the Master's Thesis Committee to receive formal approval of the proposal. The student then obtains approval for use of human subjects (see next paragraph), and then conducts the study and writes the thesis. The Master's Thesis committee then evaluates the thesis, as discussed in subsequent paragraphs in this guide.

The thesis must be approved by an examination committee nominated by the advisor in consultation with the student. The committee must be established at least two months prior to the date on which the oral examination is scheduled. Master's theses committees must consist of at least three members of the Graduate Faculty at the University of Maryland. Forms for establishing a committee, entitled "Nomination of Thesis or Dissertation Committee," may be obtained from the Department, from Student Services (Room 1210, Benjamin Building), or the College's website: (<http://www.gradschool.umd.edu/gss/forms/Nomination&Thesis.pdf>).

Use of Human Subjects

If human participants are involved in thesis research, the student must obtain approval from the Human Subjects Review Committee of the Department of Human Development and, if necessary, from the University's Institutional Review Board. Students are responsible for completing human subjects forms entitled, "Application for Review of Research Using Human Subjects," available from the Department, Student Services, or the Campus's IRB website, and submitting the application to the Departmental Human Subjects Review Committee. Students should consult with their advisor in preparing these materials. *Data may not be collected for the Master's thesis before human subjects approval has been granted.*

The Oral Examination

A final oral examination on the Master's thesis shall be held when the student has completed the thesis to the satisfaction of the student's advisor, provided all other requirements for the Master of Arts degree have been completed and a 3.0 grade point average has been maintained throughout the student's coursework. An oral examination committee with a minimum of three members of the faculty of the Department of Human Development conducts the oral examination. The chairperson of the examination committee selects the time and place of the oral examination and is responsible for notifying the other members of the committee and the candidate. Members of the oral examination committee must be given a minimum of seven (7) business days to review the student's thesis prior to the oral examination. The duration of the oral examination is approximately one (1) hour.

The decision to accept the oral examination as satisfactory must be unanimous. If the student fails the first oral examination, they are allowed to take the exam a second time. The report of the committee, signed by each member, must be submitted to the Dean for Graduate Studies and Research by the deadline for graduation specified by the College of Education (see Important Dates for Advisors and Students available in Student Services).

Master's Approved Program Form and Graduation

During the last semester of the master's program, students complete a form that lists all of the coursework they have taken as part of the program. This form is due to the Graduate Studies office in the College of Education relatively early during the last semester of coursework; students should check on the exact date the form is due for the semester in which they graduate. The form is available on the College of Education's website at the following URL: www.education.umd.edu/studentinfo.

STUDENTS MUST COMPLETE SEVERAL OTHER FORMS DURING THE LAST SEMESTER IN THE MASTER'S PROGRAM IN ORDER TO BE ABLE TO GRADUATE. CHECK WITH YOUR ADVISOR AND THE COLLEGE WEBSITE'S LIST OF "GRADUATE IMPORTANT DATES" TO BE SURE ALL THE FORMS ARE COMPLETED ON TIME.

Program Planning for the Master of Arts with Thesis

First Tier Courses (First semester) Semester Hours

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

Second Tier Courses (Subsequent semesters)

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

Third Tier Courses (Choose 2)

EDHD 700	Infant Development	
EDHD 711	Peer-culture and Group Processes in Human Development	
EDHD 750	Culture, Context, and Development	
EDHD 779	Special Topics in Human Development	
EDHD 835	Achievement Motivation	
EDHD 850	Social Cognition and Moral Development	
Up to 2 courses in other departments (EDMS, EDCI, Psychology, etc.)		6 total

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

Total Credits 30

THE MASTER OF ARTS WITHOUT THESIS

The Master of Arts without Thesis option is designed for students who are interested in applying their knowledge of human development in an applied research or practice oriented setting. Students electing a non-thesis option must provide convincing evidence that the quality of their program is equivalent to that of a Master of Arts with Thesis program. Specifically, evidence should be provided that the Master of Arts Without Thesis program includes basic coursework in the core curriculum and that the faculty has sufficient opportunity to evaluate the student's scholarly competence through the internship experience and in the student's ability to summarize this experience through scholarly papers.

Required Coursework

The Master of Arts Degree without Thesis requires a minimum of 24 hours of coursework with a minimum average of "B" and six (6) hours of Internship credit (EDHD 789). The advisor can require additional coursework if it is considered necessary. Of the 30 semester hours required in coursework, a minimum of 18 hours must be in courses numbered 600 or above. The remaining credits must be numbered 400 or above and are listed in the University Graduate Catalog. *Courses in the 500 series in Education do not carry graduate credit.*

Students seeking an M.A. without Thesis Degree select from among the first, second, and third tier courses, as shown on the program planning sheet for this degree. REQUIRED courses include: one of the first three of the FIRST TIER COURSES (EDHD 600 or EDHD 690 or EDHD 760) ; EDMS 645; one from each of the areas of the SECOND TIER COURSES; three from the THIRD TIER COURSES, and six hours of EDHD 789, internship in human development credit. Some adjustments to these course requirements can be made if approved by the student's advisor and the Department's Director of Graduate Studies.

The Comprehensive Examination

For the Master of Arts without Thesis degree in Human Development, the student is required to pass a written comprehensive examination of six (6) hours in duration. This examination will be designed to test competence in different course areas. Students normally take the comprehensive examination in the last semester of coursework. Advisors may require that part of the examination be oral. If the exam is failed, it may be taken a second time. No additional retakes are allowed.

The procedure for the exam is for students to ask faculty members to write comprehensive exam questions based on the course(s) the student took with the faculty member. For a 6-hour exam it is typical for the students to answer two such questions, one answered in the morning on the day of the exam and one answered in the afternoon of the exam date.

Internships in Human Development

Internships in Human Development are completed in two semesters for 3 credit hours each. For each internship, a student works ten (10) hours per week in a community setting for the duration of the semester. Internships are completed in two different settings, allowing the student diversity of experiences. Arrangements for internships are made in consultation with the student's advisor and a faculty Internship Coordinator. After determining student objectives and type of experience desired, the student, together with the advisor and the Internship Coordinator, develops a contract with the agency selected and the Department. *It is advisable to make arrangements at least one semester prior to the semester in which the internship is to be served.*

Prior to beginning the internship experience, a minimum of nine (9) hours of coursework should be completed in the program (including one of the first tier courses and two of the second tier courses). It is highly recommended that students complete at least one of the statistics and measurement courses (EDMS 645 & 646) prior to the internship experience. These courses will better prepare the student for program design, methodology, and evaluation.

Scholarly Papers

Students are required to write a scholarly paper at the conclusion of each internship. These papers are intended to provide evidence of professional growth through the internship experience. The papers should include reviews of research and scholarly publications related to the internship. Papers must be approved by the student's advisor and one other Departmental faculty member. Instructions for the formatting and writing of these papers can be found in the handbook: *Graduate Studies in the College of Education: A Guide for Students and Advisors* available from Student Services, Room 1210, Benjamin Building and on the College of Education's website.

Master's Approved Program Form and Graduation

During the last semester of the master's program, students complete a form that lists all of the coursework they have taken as part of the program. This form is due to the Graduate Studies office in the College of Education relatively early during the last semester of coursework; students should check on the exact date the form is due for the semester in which they graduate. The form is available on the College of Education's website at the following URL: www.education.umd.edu/studentinfo.

STUDENTS MUST COMPLETE SEVERAL OTHER FORMS DURING THE LAST SEMESTER IN THE MASTER'S PROGRAM IN ORDER TO BE ABLE TO GRADUATE. CHECK WITH YOUR ADVISOR AND THE COLLEGE WEBSITE'S LIST OF "GRADUATE IMPORTANT DATES" TO BE SURE ALL THE FORMS ARE COMPLETED ON TIME.

Program Planning for the Master of Arts without Thesis

First Tier Courses (First semester)		Semester Hours
EDHD 600	Introduction to Human Development OR	
EDHD 690	History and Systems in Human Development OR	3
EDHD 760	Educational Psychology	
EDMS 645	Quantitative Research Methods I	3
Second Tier Courses (Subsequent semesters)		
EDHD 602	Social Bases of Behavior OR	
EDHD 720	Social Development and Socialization Processes	3
EDHD 721	Cognitive Development and Learning OR	
EDHD 692	Cognitive Basis of Instruction	3
EDHD 601	Biological Bases of Behavior OR	
EDHD 775	Psychophysiological Processes in Human Development	3
Third Tier Courses (Choose 3)		
EDHD 700	Infant Development	
EDHD 711	Peer-culture and Group Processes in Human Development	
EDHD 750	Culture, Context, and Development	
EDHD 779	Special Topics in Human Development	
EDHD 835	Achievement Motivation	
EDHD 850	Social Cognition and Moral Development	
Up to 2 courses in other departments (EDMS, EDCI, Psychology, etc.)		
		9 total
EDHD 789*	Internship in Human Development	6
Total Credits		30

**MASTER'S DEGREE WITH A CONCENTRATION IN
EARLY CHILDHOOD EDUCATION**

A master's degree with a concentration in early childhood education offers comprehensive and in-depth training in the study of child development and education of young children. A core of courses provides the student with a grasp of the broader dimensions of the field of early childhood. The student interested in a concentration in early childhood education can elect one of two degree options. The student interested in a practice-oriented degree focused on young children should elect the *M.Ed. in Early Childhood*. The student interested in a research oriented degree focused on young children (who possibly may be interested in being admitted to a PhD program after completing the master's degree) should elect the *M.A. in Early Childhood with Thesis*. The student is advised to consult with his or her advisor for the requirements for each program and for assistance in selecting the program most appropriate for his or her needs.

Required Coursework

All Masters Degree with a Concentration in Early Childhood Education are required to take the following courses:

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

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

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

Master of Education in Early Childhood (M. Ed.)

One seminar paper and a 6-hour comprehensive exam are required for the M. Ed. program. *See detailed requirements for the Master of Education in Human Development.*

Master of Arts in Early Childhood Education

A thesis (6 credits), Quantitative Research Methods II (EDMS 646), and a 3-hour comprehensive examination are required for the MA program. *See detailed requirements for the Master of Arts With Thesis in Human Development.*

Master's Approved Program Form and Graduation

During the last semester of the master's program, students complete a form that lists all of the coursework they have taken as part of the program. This form is due to the Graduate Studies office in the College of Education relatively early during the last semester of coursework; students should check on the exact date the form is due for the semester in which they graduate. The form is available on the College of Education's website at the following URL: www.education.umd.edu/studentinfo.

STUDENTS MUST COMPLETE SEVERAL OTHER FORMS DURING THE LAST SEMESTER IN THE MASTER'S PROGRAM IN ORDER TO BE ABLE TO GRADUATE. CHECK WITH YOUR ADVISOR AND THE COLLEGE WEBSITE'S LIST OF "GRADUATE IMPORTANT DATES" TO BE SURE ALL THE FORMS ARE COMPLETED ON TIME.

OTHER REQUIREMENTS AND PROCEDURES

Registration Requirements

All master's students actively involved in University services (including utilization of campus libraries, offices, computer facilities, consulting with Departmental faculty members, or taking comprehensive examinations) are required to register every semester for at least one credit hour.

Time Limits

All requirements for the degree of Master of Arts or Master of Education must be completed within five years of the date of admission to the Department of Human Development.

Transfer of Coursework Taken at Other Institutions or as an Advanced Special Student

A *maximum* of six (6) credit hours of graduate level coursework earned from regionally accredited institutions prior to or after matriculation at the University of Maryland Graduate School or as an Advanced Special Student at The University of Maryland may be applied towards a masters degree in Human Development. *All transfer credits must meet the following criteria:*

- a) Courses must have been offered at the graduate level.
- b) Courses may not have been used to meet degree requirements for previously earned graduate degrees.
- c) Courses must have been completed within the last five years of matriculation in the Department.
- d) Courses must receive approval from the student's advisor, the Department Chair, the office of Student Services, and the Graduate School. (Forms for Approval of Transfer of Credit can be obtained from the Department or Student Services, Room 1210, Benjamin Building).
- e) A grade of "B" or above must have been earned in the requested transfer courses.

* The student may be subject to final examination in all coursework transferred into the Master's degree in Human Development.

** No credit is granted for correspondence courses or for "credit-by-examination" courses.

Waiver of a Course Requirement

In certain circumstances, a waiver of a course requirement may be requested based on coursework taken at the University of Maryland or at another institution. To petition for a course waiver, the student must submit a formal written request for Waiver of A Course Requirement (forms are available in the Department or from Student Services).

Application for a Diploma

The candidate for graduation must submit an application for a diploma to Student Services, Room 1210, Benjamin Building. (Forms are available from the Student Services office). Students are encouraged to request an audit from Student Services in order to ensure that all of the required forms have been submitted. *All candidates for graduation must be registered for at least one credit hour in the semester of graduation.*

Procedure for Change of Advisor

Requests for change of advisor must be made in writing to the Department Admissions Committee. A Change of Advisor form is available in the Department. Both the present and previous advisors must sign this form.

Concerns or Questions about a Course or Program Requirement

In the event that a student has a concern or question about a course, the instructor of the course should be consulted before bringing concerns to the Department. If the situation is not resolved in consultation with the instructor, concerns and/or questions should be brought to the attention of the advisor and the Department Chair.

Grade Point Average Requirements

The Graduate School at the University of Maryland requires that all graduate students maintain a grade point average of 3.0 or above. A student whose grade point average falls below 3.0 after completion of 9 credits will be placed on academic probation for the following semester. A student whose grade point average falls below 3.0 for a second and successive semester may be allowed (with the recommendation of the Department and the consent of the Graduate School) a third semester in which to raise his or her grade point average to 3.0 or above. *A student whose grade point average falls below 3.0 after three successive semesters will be required to withdraw from the University. A student whose cumulative grade point average falls below 3.0 will not be recommended for graduation.*

* The grades "D," "F," and "I" receive no quality points. A student may repeat any course in an effort to earn a higher grade. The later grade will be used in computing the grade point average.

Academic Conduct

The University of Maryland, in its "Code of Student Conduct," specifically prohibits "all forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism." It is also important to note that the University interprets the submission of one paper, or substantially the same paper, to more than one instructor (unless specific approval is obtained from all parties involved) to be a violation of the aforementioned code. Students found guilty of academic dishonesty risk expulsion from the University.

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. Ann Battle, Assistant Director/Institute for Child Study: Coordinates department teaching operations; supervises graduate student teaching assistants.

Email: abattle@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

Office Staff

Barret Cole, Administrative Assistant: Assistant to the Chair. Front office coordinator. Handles key maintenance and room scheduling, along with providing administrative support for the faculty and staff.

301.405.1659, bncole@umd.edu

Eileen Kramer, Graduate Secretary and Special Projects: Assists Drs. Battle, Killen, and Wentzel with graduate admissions and graduate programs. Handles registration stamps and student services duties. Assists with the both the search and tenured promotion processes, as well as on-line grant applications.

301.405.8432, ekramer@umd.edu

Jo Peng, Director of Administrative Services: Office manager; department financial officer and accountant.

301.405.7129, tlpeng@umd.edu

Jen Sanderson, Administrative Assistant: Responsible for the day-to-day operation in reference to financial transactions.

301.405.8715, jensan@umd.edu

Cornelia Snowden, Accounting Associate: Payroll and benefits coordinator. Responsible for OIT, telecommunication, and facilities requests.

301.405.2827, csnowden@umd.edu

Graduate Students:

Jessica Vick, Student Affairs Committee (SAC) Chair, jev4@umd.edu

Melissa Duchene, HDGSO President, melissa_duchene@yahoo.com

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