



**DEPARTMENT OF HUMAN DEVELOPMENT &
QUANTITATIVE METHODOLOGY**

**HUMAN DEVELOPMENT
DOCTORAL STUDENT HANDBOOK**

2020-2021

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Contact information for each faculty member can be found on the [HD website](#) and lab information can be found on the [HDQM website](#).

Administrative and Support Contacts

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Business Office

The business office provides support for faculty, staff, and students in HDQM. Services include, but are not limited to, procurement, travel, grant support, room reservations, technical service requests. This team serves as the liaison with other departments on campus. Members making up the business office are important to keeping HDQM running smoothly. If it is unclear who to contact directly in the business office, please email hdqm-businessoffice@umd.edu.

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HUMAN DEVELOPMENT DOCTORAL STUDENT HANDBOOK

Introduction

The [Human Development \(HD\) program](#) is housed within the Department of Human Development and Quantitative Methodology (HDQM) in the College of Education at the University of Maryland. The Doctor of Philosophy (Ph.D.) in Human Development is a research oriented degree, with the primary objective of training graduate students for scholarly research activity directed mainly toward the generation of new knowledge. Students enrolled in the Human Development program should designate a specialization within the Ph.D. program: Developmental Science or Educational Psychology.

Developmental Science: The specialization in Developmental Science provides students with core courses and research experience relevant to the social, moral, cognitive, affective, linguistic and neurophysiological aspects of human development from birth through adulthood. Students receive close mentoring in developing their research capabilities, training, and program. The program has a multi-level approach to cover social-emotional, social-cognitive, social-relational, and social-neuroscientific dimensions of development. In addition to the required core Human Development coursework, students enroll in Theoretical Foundations of Human Development and a one-credit weekly colloquia series, which hosts invited speakers from the Washington, D.C. area universities, institutes, and research “think tanks,” as well as provides for professional development sessions on topics such as conference preparations, dissertation projects, grant writing, and career options. Students receive a Ph.D. degree in Human Development.

Educational Psychology: The specialization in Educational Psychology provides students with core courses and research experiences relevant to the cognitive, motivational and social aspects of learning and development with close mentoring in developing their research capabilities and agendas. Required courses in the specialization include the core Human Development courses and a course in achievement motivation. Bi-weekly seminars focus on discussion of ongoing student research, and professional development topics such as professional publication and presentation of research, grant writing, job searches, and networking skills. Students receive a Ph.D. degree in Human Development.

Program Requirements Overview

The HD doctoral 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 the academic advisor.

Policy statements described herein are subject to change. Students are advised to consult the [HDQM Department](#), [College of Education](#), and [Graduate School](#) websites and 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 websites.

The HD doctoral program requires a combination of coursework and milestones. Below is a brief overview of the requirements. Each of them is described in greater detail on the following pages.

- **Initial Program Planning with the Advisor.**
- **Coursework.** The Human Development doctoral program requires *72 semester hours of graduate credit*. Course requirements are a combination of required classes in HDQM, elective coursework, apprentice credits, and dissertation credits.
- **Pre-dissertation Empirical Research Project.** All students earning a Ph.D. in Human Development are expected to complete a pre-dissertation research project in collaboration with their advisors.
- **Doctoral Comprehensive Portfolio.** The Comprehensive Portfolio is to document the development of students' research and teaching skills through their experiences in the doctoral program.
- **Advancement to Candidacy.** Students must complete all core courses in their program and the comprehensive examination before advancing to candidacy.
- **Dissertation Proposal.**
- **Oral Examination of the Dissertation.**
- **Dissertation Approval.**

INITIAL PROGRAM PLANNING WITH THE ADVISOR

The Human Development Admissions Committee assigns admitted students to a faculty advisor based on a match of area interests from students and research expertise of the faculty advisor. It is imperative that students consult with their faculty advisors as soon as possible after admission to begin planning their doctoral coursework.

Students should begin their coursework with the required courses described in the next section. Students should also decide in consultation with their advisor which EDMS course is the appropriate first course. Students should also take into consideration whether they will plan to enroll in the [EDMS Certificate or Master's program](#).

Students should plan to have regular meeting with the advisor to discuss their coursework and research. Students should plan on getting involved in ongoing research projects with their advisor from the beginning of their doctoral training. Students will discuss progress on the milestones described below. Students and their advisors can use the Student Progress Sheet to help keep track of completing their milestones in the program (Appendix A).

Every year students should complete the Annual Progress Report (Appendix B), which should be approved by their advisor. Students will submit the report along with an updated CV to the Graduate Coordinator typically around mid-April. The Human Development faculty meet annually to discuss each student's progress and provide a feedback letter.

COURSEWORK

The Human Development doctoral program requires 72 semester hours of graduate credit. A minimum of thirty (30) hours of coursework (exclusive of dissertation hours) must be taken in within the Human Development program (i.e., courses with the designation EDHD). The University requires that doctoral students register every semester, excluding winter and summer sessions, until the degree is awarded.

Registering for Courses

Every semester all students need approval from their advisors to register for classes. When requesting permission stamps to register for courses, students should send an email to the Graduate Coordinator that includes the students' UID (University ID number), the list of requested courses, and an approval email for the requested courses from their advisor.

Grade Point Average Requirements

The UMD 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 9-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.

Registration Requirements after Completing Required Coursework

When coursework has been completed, but students have not advanced to candidacy, they may register for 1-8 credits of EDHD 898 Pre-candidacy Research with the advisor's permission.

Doctoral candidates who have completed both the required coursework and have advanced to candidacy are automatically registered by the University each fall and spring semester for 6 credits of EDHD 899 Doctoral Dissertation Research. In the fall and spring semesters, EDHD 899 credit is not offered as a variable credit registration.

Summer registration is required if the student is using the facilities of the University or graduating. Doctoral students graduating in the summer must register for a minimum of 1 credit of EDHD 899 in one of the summer sessions. 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.

Transfer of Credits

Upon recommendation of the advisor, the Director of Graduate Studies may consider up to nine hours of graduate coursework taken at other institutions or at the University of Maryland as meeting a part of the 72 semester hours of graduate study required by the program. These nine hours generally cannot be used as substitutes for the core required courses, which are described on the following pages. Courses that are acceptable must meet the following criteria,

- (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 student's research 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.

To have courses from another institution approved for use for the doctoral program, the advisor and Director of Graduate Studies will need to certify that the transfer courses meet the above criteria. If the advisor approves the transfer courses, students should provide the transcripts, syllabi, and approval from their advisor to the Director of Graduate Studies. Upon approval, the Director of Graduate Studies will send an email acknowledging the use of these courses towards the doctoral degree to the student, advisor, and the Graduate Coordinator to keep on record. When the student completes their [Doctoral Approved Program Form](#), they should include the approved transfer courses on it.

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

Important Note about Required Courses

Below are the list of required courses for Human Development doctoral students. Please note that course requirements vary slightly depending on the year the student entered the program. For doctoral students who entered the program in the fall of 2019 and later, the course requirements are listed on page 9 (see also Appendix C). For students who began the program prior to the fall of 2019, they can fulfill the new requirements as listed on page 9 *or* the requirements as listed on page 10.

Coursework Requirements

The following are requirements for students who entered the program in the **fall of 2019 and after**. See Appendix C for example timelines of when students could take the courses.

Required Courses for All Students

Human Development Courses:

EDHD720 Social Development and Socialization Processes
EDHD721 Cognitive Development and Learning: An Introduction
EDHD775 Human Development and Neuroscience
EDHD780 Research Methods in Human Development

EDHD888 Apprenticeship in Human Development Research (3-12 credits). 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.

Electives (EDHD and other programs; 18-21 credits). Students choose elective coursework tailored to their specialization or area of concentration, if they have one chosen in consultation with their faculty advisor. At least six credits of the elective course credits should be fulfilled by completing elective EDHD graduate courses. Students are also encouraged to take some coursework outside of HD.

Measurement and Statistics Courses:

EDMS646 General Linear Models I
EDMS651 General Linear Models II
EDMS 600 or 700 elective (excluding EDMS 610 or EDMS 645)

Dissertation Research Requirement

EDHD899 Doctoral Dissertation Research (12 credits)

Specific Course Requirements for Each of the Specializations:

Developmental Science

EDHD690 Theoretical Foundations of Human Development
EDHD629 Seminar for the Center for Children, Relationships, and Culture (6 credits)
This 1-credit course which involves attending a weekly seminar series, each semester for the first three years in the program. This course is now referred to as the Developmental Science seminar and will be officially renamed during the 2020-2021 academic year.

Educational Psychology

EDHD760 Advanced Educational Psychology
EDHD835 The Development of Achievement Motivation
Bi-weekly Colloquium Series (Non-credit)

Recommended Course: EDHD718 Apprenticeship in College Teaching (1-credit). Students are encouraged to take the teaching apprenticeship seminar and to teach a course after completing their core coursework.

Coursework Requirements

The following are requirements for students who entered the program in **before the fall of 2019**.

Required Courses for All Students

Human Development Courses:

EDHD780 Research Methods in Human Development

EDHD888 Apprenticeship in Human Development Research (3-12 credits). 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.

Electives (EDHD and other programs). Students choose elective coursework tailored to their specialization or area of concentration, if they have one chosen in consultation with their faculty advisor.

Measurement and Statistics Courses:

*EDMS651 General Linear Models II

EDMS 600 or 700 elective (excluding EDMS 610 or EDMS 645)

Dissertation Research Requirement

EDHD899 Doctoral Dissertation Research (12 credits)

Specific Course Requirements for Each of the Specializations:

Developmental Science

EDHD690 Theoretical Foundations of Human Development

EDHD720 Social Development and Socialization Processes

EDHD721 Cognitive Development and Learning

EDHD775 Neuroscience and Human Development

EDHD629 Seminar for the Center for Children, Relationships, and Culture (6 credits)

This 1-credit repeatable course which involves attending a weekly seminar series, each semester for the first three years in the program.

Educational Psychology

EDHD760 Advanced Educational Psychology

EDHD835 The Development of Achievement Motivation

Bi-weekly Colloquium Series (Non-credit)

Two of the following three courses:

EDHD 721: Cognitive Development and Learning

EDHD 720: Social Development and Socialization Processes

EDHD 775: Neuroscience and Human Development

*The prerequisite courses EDMS 645 and EDMS 646 can be taken if needed.

Recommended Course: EDHD718 Apprenticeship in College Teaching (1-credit). Students are encouraged to take the teaching apprenticeship seminar and to teach a course after completing their core coursework.

PRE-DISSERTATION EMPIRICAL RESEARCH PROJECT

Purpose. All students earning a Ph.D. in Human Development are expected to complete a pre-dissertation empirical research project in collaboration with their advisors. The purpose of the pre-dissertation project is for the student to experience the various aspects of conceptualizing, conducting, analyzing, and writing up a small, well-defined empirical study. This serves as preparation for both future publications and for the conceptualization and conduct of a dissertation. The project is usually completed during supervised research experience while registered for Apprenticeship credits (EDHD 888) with the advisor.

Procedures. The planning for this project typically begins during the first year. *The project should be completed no later than December 1 of the third year.* The expectation is that the student will meet with their advisor in the first year and formulate an empirical research project to be conducted within the first three years of the graduate program. Although the preference is for students to have experience in collecting data, in some cases data previously collected by the advisor or available in a large-scale dataset will be more appropriate for a student's research plan and is acceptable for this project. The study should be written up in the format of a manuscript in APA style with the student as first author. The student should make a public presentation of the project and its results, for example at a colloquium organized by one of the specializations, a College of Education research day, or a society conference. Submitting a proposal for a poster or other presentation for a professional meeting based on the project is encouraged but not required. Submitting the manuscript for publication is also encouraged but not required.

Completion. Students' progress in fulfilling the pre-dissertation project requirement will be monitored by their advisors. Upon completion of the requirement, a form (see Appendix D) with the title of the project and the date of completion signed by the advisor should be sent to the Graduate Coordinator to be filed with the student's records. Progress toward completing the project will be reported by the advisor to the faculty during the annual reviews of students. Special attention will be given to the project's status during the review at the end of the second year. If a student does not complete this project by the end of the first semester of the third year, the annual review committee has the option to request that the student be asked to leave the program with a master's degree, pending successful completion of requirements for this degree.

THE DOCTORAL COMPREHENSIVE KNOWLEDGE PORTFOLIO

Purpose. The purpose of the Human Development Comprehensive Portfolio is to document how students have developed their research and teaching skills through their experiences in the doctoral program. The knowledge that students have obtained from their courses and other experiences is integrated into the portfolio materials. Publications, conference presentations, and teaching experiences are crucial to obtaining academic and non-academic positions following the completion of the doctoral degree. Human Development doctoral students are encouraged to make these activities an integral part of their doctoral program. Through the materials assembled in the portfolio, students demonstrate their knowledge of human development, their specialization, research skills, and their teaching promise.

Procedures. Students along with their advisors should decide on the set of items to be a part of the portfolio. They can use the portfolio checklist to keep track of progress on the different items (Appendix F). Students should get feedback from their advisors before submitting items to the evaluation committee. This is particularly important for the literature review, which is a required component of the portfolio for all students.

Portfolio Materials

In the portfolio, students should provide a cover letter with a description of the portfolio's contents and how the portfolio reflects the student's content area. Copies should also include the Portfolio Checklist (See Appendix E) with citations for published papers, conference presentations, and chapters on the checklist. Student should then include the required literature review paper as the main component of the portfolio. Students choose, in consultation with their advisors, other items to include in their portfolios to foster their own professional development.

All of the materials should be submitted electronically unless a request for a paper copy is made by a committee member. If the committee members would prefer paper copies of the materials, the student should create one binder with dividers for each item.

The *first* required item of the portfolio is an interpretive or review article/chapter. Students then choose *three* additional items to complete the portfolio described below.

1. Interpretive or review article/chapter for content area. 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 literature review can be a published review paper (e.g., a book chapter) written by the student with the faculty mentor if the student is first author. The paper should be about 35 double-spaced pages in length, including references (or less if it is already published as a book chapter or literature review). 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 brief plan for each class session, and a week-by-week paragraph summary of material covered during the week and activities. Include sample assignments in the syllabus, and follow the University-approved syllabus format, including all essential elements regarding student-related policies. The syllabus should contain measurable course objectives and evidence of how each class or assignment addresses a specific course objective (e.g., identifying the link between the class or assignment and the course goals). Grading criteria should be presented.

Evaluation. Portfolios are first submitted to the advisor for initial approval, and then to the student's three-person committee for full evaluation. Each student's portfolio will be evaluated by a three-person committee of the student's choosing. The committee will consist of the student's advisor and two other faculty members in the Human Development program. Adjunct graduate faculty members who are former tenured or tenure-track faculty members can serve on the portfolio committee within one-year period of time after leaving UMD. This committee should be chosen the semester prior to the submission of the portfolio which is due by December of the 4th year (unless a waiver has been submitted) which means by the first week of the fall semester of the 4th year (or earlier if the submission is earlier).

Timeline for Completion of the Portfolio

1. The evaluation committee is chosen by the faculty advisor and the student by the first week of the fall semester of the student's fourth year in the doctoral program (or earlier).
2. Completion of the portfolio must occur before the student advances to doctoral candidacy by their fifth year after admission to the program). The portfolio must be submitted by December 10th of the student's fourth year in the doctoral program (or earlier).

Evaluation of Doctoral Comprehensive Knowledge Portfolio

The faculty committee must submit their evaluation of the Portfolio within *4 weeks* of receiving it from the student. The student is requested to send a one-week reminder prior to the 4th week due date. The committee reviews the components of the portfolio to be sure that all components are acceptable. If the items are acceptable to the three members, the student passes. If some or all items are not acceptable, the student will be given an opportunity to revise the item(s) to provide acceptable ones. The criteria for acceptability are primarily for the literature review in the case that the other components are published papers or posters or submitted grant applications (in these cases the only evaluation provided is for the literature review).

The members of the faculty portfolio committee complete the evaluation form (Appendix F). The faculty readers send their completed evaluation to the student's advisor. The Advisor sends the decision by the committee to the Graduate Director and Graduate Coordinator. The Faculty will assign one of the following recommendations:

- A. PASS. Accept as is (no revisions)
- B. DOES NOT PASS. Reject and students must revise the paper according to comments from the faculty portfolio committee.

A PASS is assigned when all 3 readers agree to a PASS. Otherwise, the decision is DOES NOT PASS. Graduate students can only revise the literature review *once*. If the paper does not PASS after one revision, then the student is not allowed to advance to candidacy.

After successfully passing, students must complete an [Advanced to Candidacy Form](#), which is located on the UMD Graduate Student website. After completing the form, the student should give it to the Graduate Coordinator, who will have it approved by Student Services.

ADVANCEMENT TO CANDIDACY

The UMD Graduate School requires that doctoral students *advance 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 portfolio before advancing to candidacy. Student's advisor must submit a letterhead to the Graduate Coordinator indicating that the student has successfully passed their

portfolio. Student should complete the required [Graduate School Advanced to Candidacy](#) form found on the UMD Graduate Student website and submit it to the Graduate Coordinator. As this time, if the student has not already completed the [Doctoral Program Approval Form](#), this should also be completed at this time and submitted to the Graduate Coordinator.

When doctoral candidates advance to candidacy, they are automatically registered by the University for each fall and spring semester for 6 credits of EDHD 899. Courses in which students have received an incomplete must be completed with a grade reported and recorded with the graduate school. After advancing to candidacy, students must complete all degree requirements within four years (unless a time extension is granted by the Graduate School).

DISSERTATION OVERVIEW AND FORMATS

Students can choose between two formats for their dissertation. **Dissertation Option #1** is a traditional format which involves a comprehensive presentation of empirical work on a selected topic typically written in five chapters. These chapters include an overview, literature review, methodology, results, and discussion. **Dissertation Option #2** is a more recent option and is referred to as a “three empirical studies format” consisting of an introduction describing the overarching theme, a set of three empirical papers of publishable quality, and a general discussion considering the three papers as a whole. Regardless of the option that students choose, nearly all of the procedures are the same and the main difference is that the documents to be included for the dissertation requirement will vary.

All students are required to have a dissertation proposal meeting. The dissertation proposal meeting is attended by at least three faculty members, with the intent that the same faculty members will become part of the final defense committee. It is preferable to have all five members at the proposal meeting, but it is not required. Students *must* be advanced to candidacy before their dissertation proposal can be accepted, or the dissertation committee can be approved.

All doctoral candidates are also required to defend orally their final dissertation as a requirement in partial fulfillment of the doctoral degree. The purpose of the final oral examination defense is to evaluate the quality of the dissertation. The meeting will allow students to present their ability to do independent research and discuss it with the committee.

At least three months prior to scheduling the final oral defense, consult the Graduate Coordinator to complete the necessary paperwork for nominating the examination committee (see below) and paperwork for applying for graduation. When scheduling the defense, it is very important to consider the deadlines for applying for graduation and submitting the final thesis as outlined by the [Graduate School](#).

The dissertation examination will consist of two parts:

Part 1 is be a public presentation by the candidate on the main aspects of the research reported in the dissertation. Student should present a brief 20-25-minute summary of the dissertation using PowerPoint, emphasizing the important results and giving an explanation of the reasoning that led to the conclusions reached. During Part 1, 10 minutes is provided for questions from the audience to the candidate. For questions from persons who are not members of the Dissertation Examining Committee, the Chair of the Committee will have discretion to decide whether such questions are germane to the topic of the dissertation.

Part 2 will be a formal examination of the candidate by the Dissertation Examination Committee. This part will be open only to the Dissertation Examination Committee, other of the Graduate Faculty, and graduate students from the candidate's graduate program. The chair invites questions in turn from each member of the Dissertation Examining Committee. The questioning proceeds for approximately 1-1.5 hours or as long as the Dissertation Examining Committee feels that it is necessary and reasonable for the proper examination of the student (but not to run over the 2-hour schedule for the entire dissertation defense meeting).

For both the dissertation proposals and the final dissertation, complete electronic copies 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. Most students consult their advisor for available time slots and then send out an electronic meeting scheduler (e.g., Doodle, When2Meet). Students should schedule the meetings for a 2-hour block.

The procedures for Dissertation Option #1 are described, followed by the specific formatting for Dissertation Option #2 (p. 19). It is recommended that students read all of the procedures described below.

DISSERTATION OPTION #1 PROPOSAL

Purpose. The Dissertation Option #1 proposal provides the overview, literature review, and methods of a students' dissertation study.

Procedure. For the oral defense of the proposal for Dissertation Option #1, students will submit a written proposal that includes the following components:

1. Chapter 1 is a statement of the problem to be addressed
2. Chapter 2 is the review of the relevant literature
3. Chapter 3 presents the proposed research design and methods.

Evaluation. During the proposal meeting, the students should give a brief 20-minute PowerPoint presentation outlining their dissertation study. The committee will then ask questions and discuss with the student any recommendations for the study.

ORAL EXAMINATION OF THE FINAL DISSERTATION OPTION #1

During the oral defense of the final dissertation, students should give a brief 20-minute presentation outlining their dissertation study, and then address the questions from the committee. The components of the final dissertation are the following:

1. Chapter 1 is a statement of the problem to be addressed
2. Chapter 2 is the review of the relevant literature,
3. Chapter 3 presents the research design and methods.
4. Chapter 4 presents the results and findings.
5. Chapter 5 is the discussion section and suggestions for future directions.
6. References should be included in APA format.

7. Appendices with tables and figures along with IRB approval letters and supplemental materials listing the methodological instruments administered in the project (e.g., surveys, interviews, observational coding systems).

DISSERTATION OPTION #2 PROPOSAL

Purpose. The Dissertation Option #2 proposal consists of an introduction and empirical studies in varying stages. The components are an introduction describing the overarching theme (15 pages), a set of three empirical papers of publishable quality examining a cohesive theme, on which the student has taken the first author role on each study.

Procedure. For the oral defense of the proposal for Dissertation Option #2, students will submit a written proposal that includes the following components:

1. A 15 page introduction (including references) identifying the theoretical framework, relevant research areas and the methodological approach that guided the three studies with references.
2. Study 1 is expected to be a published paper and included in the written document.
3. Study 2 is expected to be under review or published (it does not need to be published). If the paper was submitted to a journal and rejected or received a “revise and resubmit,” then the student should include the revised paper that should have been either resubmitted to the journal (if Revise & Resubmit) or resubmitted to a new journal (if rejected).
4. Study 3 is a paper that describes data collected (original or secondary data) with feedback requested on the analytic phase, or a paper with analyses conducted but not yet completed. Studies involving secondary data, for example, include data already collected but not yet analyzed.

Evaluation. At the oral defense of the proposal, students will prepare a 20 minute PowerPoint of the introduction and overview of the three studies. The faculty committee provides feedback on the cohesiveness of the introduction (general conceptual and methodological issues) and on the second and third studies proposal.

ORAL EXAMINATION OF THE FINAL DISSERTATION OPTION #2

During the oral defense, students should present a brief overview of the entire project (three studies) and its findings (20 minutes), and then address the questions from the committee. At the final dissertation meeting, the written document has the following components:

1. Introduction (15 pages)
2. Studies #1-3 – All of three studies should have been submitted for publication or published. Study 1 is published; Studies 1 and 2 should have been submitted for publication prior to submitting the final dissertation (Studies 1 and 2). Each study is included as a separate section in the dissertation package.
3. Conclusion – 5 -10 page conclusion based on the findings of the three studies. This section summarizes the findings and reflects on future directions for research and new avenues for research.

As described above, the final written dissertation should be submitted to the committee no less than two weeks prior to the defense. As with existing guidelines, the initial presentation will be public; questions may be permitted at the discretion of the committee chair, with a 15-minute (approximate) limit. Only the committee and other members of the Graduate Faculty will be permitted to attend the formal oral examination by the committee. The committee will follow the same protocol as in the previous section. Following the oral defense, the committee will deliberate the various options provided on the Graduate School signature document, make a decision, and sign the relevant forms.

Procedures for Both Dissertation Options (#1 and #2)

Use of Human Subjects

If the dissertation involves human participants, the research requires review and approval by the Institutional Review Board (IRB) prior to the initiation of the research. Students should review the [IRB web page](#) for regulations and application forms. Students are responsible for completing and submitting the human subjects approval documents and 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 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 submitted to the Graduate Coordinator.

Composition and Appointment of the Dissertation Oral Examination Committee

At least three members of the committee must approve the dissertation proposal. The [Doctoral Dissertation Approval Form](#) must be signed by each member of the Committee and by the Chair of the Department. The completed form should be turned into the Graduate Coordinator. Incompletes are given for dissertation hours (EDHD 899) until the dissertation is completed.

The final Doctoral Dissertation Committee consists of a minimum of five members. At least three members must be regular tenured or tenure-track Graduate Faculty of UMD.

Chair. 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.

Dean's Representative. Each committee will have appointed to it a representative of the Dean of the Graduate School. The Dean's Representative must be from a different department. In Human Development, the Dean's Representative is always a voting member of the committee. The Dean's Representative 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. The Dean's Representative may serve as a regular member of the student's Doctoral Graduate Committee at the proposal meeting. Alternatively, the Dean's representative may be added to the committee later and join for the dissertation defense. In all cases, the Dean's Representative must be physically present for the full dissertation defense and serve to adjudicate the defense.

Special Members. One or more of the dissertation committee members may be from outside the University of Maryland system provided that they hold a doctorate and are distinguished scholars in the field of the dissertation. This person *cannot* serve as the Dean's Representative. There is a special procedure for nominating a member from outside the university to the dissertation committee. If a student is considering having a special member be on their

dissertation committee, they should consult the Graduate Coordinator about the process. Generally, the HDQM faculty must vote on the nominee after receiving documentation about their qualifications (CV). Then the Chair provides written justification to the Graduate School for committee participation of such scholars who are appointed to Special Membership on the Graduate Faculty. The Graduate School grants final approval. Emeriti and retired professors may serve on dissertation committees provided they are members of the Graduate Faculty. This process can take several weeks and should be completed as early as possible.

Nomination of the Dissertation Examining Committee

Membership on a Dissertation Examining Committee requires nomination by the student's advisor and the Director of Graduate Studies, and approval by the Dean of the Graduate School using the [Nomination of the Thesis or Dissertation Committee form](#). The nomination of a Dissertation Examining Committee should be provided to the Graduate School at least six weeks before the date of the expected dissertation examination. The dissertation examination cannot be held until the Graduate School approves the composition of the Dissertation Examining Committee. Furthermore, if the Graduate Faculty status of any member of an approved Dissertation Examining Committee changes, the approval of the Dissertation Examining Committee may be void, and a new Dissertation Examining Committee nomination form may be required to be approved by the Graduate School.

Voting and Evaluation

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.

Conclusion of the Examination. After questioning has been completed, the student and any others who are not members of the Dissertation Examining Committee are asked to leave the room while the Dissertation Examining Committee discusses whether or not the dissertation and its defense are satisfactory. The Committee has the following options:

- To accept the dissertation without any recommended changes and sign the Report of Examining Committee form.
- To accept the dissertation with recommendations for changes and, except for the chair, sign the Report of the Examining Committee. The chair will check that the changes to the dissertation have been made, and, upon his or her approval, sign the form.
- To recommend revisions to the dissertation and not sign the Report of Examining Committee until the student has made the changes and submitted the revised dissertation for the committee's approval.
- To recommend revisions and convene a second meeting of the Dissertation Examining Committee to review the dissertation and complete the student's examination.
- To rule the dissertation (including its examination) unsatisfactory. In that circumstance, the student fails. Following the examination, the chair, in the presence of the Dean's Representative, must inform the student of the outcome of the examination.

Attendance at the Examination.

Oral examinations must be attended by all members of the student's officially established Dissertation Examining Committee as approved by the Dean of the Graduate School. All examinations must be open to all members of the University of Maryland Graduate Faculty. Participation by telephone is not permitted under any circumstances. Remote participation by

video teleconferencing is permitted and permission must be obtained by the dissertation chair from the Graduate School in advance. Approved web-conferencing software must be used that allows all participants to see and hear each other during the entire defense. The candidate, the committee chair (or at least one of the co-chairs), and the Dean's Representative must all be present in the examination room; none may be at a remote site.

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 end of the spring semester.
2. The date for the exam must be scheduled with the committee prior to the end of the spring semester.
3. A copy of the dissertation must be presented to the committee prior to the end 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](#).

DISSERTATION APPROVAL

Committee Approval

After the dissertation is approved by the Dissertation Examining 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) using one of the options indicated above. The Graduate Coordinator copies the form for the student's file in Human Development and then submits it to the College of Education Student Services for the Associate Dean's for approval. The Report of the Examining Committee form is interpreted by the Office of the Registrar as the certification by the College that the student has met all departmental and college requirements for the degree.

Graduate School Approval

Current policy is for the candidate to submit to the Graduate School an electronic copy of the final version of the dissertation according to Graduate School guidelines. *For specific information about Graduate School requirements regarding dissertation format, consult the [Thesis and Dissertations Style Guide](#) online.* 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 and for paying the associated fees for filing the electronic submission of the dissertation. Failure to comply with Graduate School deadlines may cause students to pay tuition for an additional semester.

ADDITIONAL INFORMATION ABOUT REQUIREMENTS AND PROCEDURES

Time Limits

The University requires that a doctoral degree be completed within a 9-year time period. Five years is given from the date of admission until the student is expected to advance to candidacy. The Graduate School allows four years to elapse between advancing to candidacy and the conferring of the degree. A minimum of six months must elapse between advancing to candidacy and conferring of the degree.

An extension of time to advance to candidacy or to complete the dissertation following advancement to candidacy may be granted if sufficient reason is presented. *Request for Time Extension for Completion of Graduate Degree* form to apply for a time extension is available. The advisor, department, and college must approve time extensions. A maximum of one year may be approved and may be requested twice only.

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.

Responsibilities of the Student

It is the student's responsibility to submit all paperwork and documentation of program requirements to the Graduate Coordinator for placement in the student's departmental file. In addition, students must review the requirements and deadlines in the handbooks and websites of HDQM, the College of Education, and the Graduate School.

The Graduate Studies Office in the College of Education will provide a graduate audit. This is a personalized package for students that will inform them of what forms are required in order to graduate. Audits may be requested in person with a University identification card in Room 1204, Benjamin Building. The [Graduate Studies Student Services](#) webpage on the College of Education website provide important links to information and valuable resources about graduate student life at Maryland, graduation and required steps in that process.

Procedure for Changing Advisors

Requests for change of advisor must be made in writing to the Director of Graduate Studies. Students must complete the [Change of Advisor form](#). For a change of advisor to be approved, the signatures of both the present and proposed advisors must be obtained.

Waiver of Course Requirements/Policies

Under very unusual circumstances, a waiver of a required course may be requested based upon coursework taken elsewhere. It is the policy of the HD Program that required core courses not be waived. The student must submit a request for such a waiver to the Director of Graduate Studies (DGS) This request must detail the content of the course for which a substitution is requested and be approved by the student's advisor. The DGS 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.

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 Director of Graduate Studies of the Chair of HDQM.

Academic Conduct

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.*

Health Insurance

As of Fall 2020, all students enrolled full-time in a doctoral program must have health insurance coverage. Students holding a graduate assistantship can choose to 1) enroll in a [Maryland State Employee Health Insurance Plan](#), included in the benefits for the assistantship 2) enroll in the University's [Student Health Insurance Plan](#) (SHIP), or 3) enroll in an external plan. Students not holding a graduate assistantship can choose to 1) enroll the University's [Student Health Insurance Plan](#) (SHIP) or 2) enroll in an external plan. Students who enroll in an external plan or are covered by someone else's plan (a parent or a spouse), will be asked to provide insurance information to the Graduate School by September.

Leave of Absence

Graduate students are expected to maintain active status through continuous registration from the time they matriculate until they graduate. Students who are not able to maintain active status are strongly encouraged to consult with their advisor, DGS, Program Director, and relevant offices to determine whether requesting a leave of absence is the most appropriate course of action. Graduate students may request a leave of absence of up to 2 consecutive semesters for many reasons, including: Childbearing, Adoption, Illness, and Dependent Care (children, ill or injured partners, or aging parents). A leave of absence stops a student's Time to Degree clock. Students who do not have an approved leave of absence and are not continuously enrolled may experience negative consequences related to academic, visa, financial aid, and/or other student issues.

STUDENT RESOURCES

HDGSO (Human Development Graduate Student Organization)

HDGSO is a graduate student organization that provides programming, support, and collaboration for students interested in human development and education. Throughout the fall and spring semesters, HDGSO organizes speaker series, panel discussions, workshops, and social events for all student members.

Travel Awards

There is an expectation that Human Development graduate students will be presenting their research at national and international conferences and meetings. There are typically two supplemental ways to defray the costs of attending such conferences: (1) applying for HDQM departmental funds (\$500 per academic year July 1 – June 30); and (2) the applying through the Graduate School for travel funds. The latter usually comes in two forms, the Jacob K. Goldhaber Travel Grant and the International Conference Student Support Award (ICSSA). These are competitive pools of monies that requires a formal application and a letter written by the student's advisor. More information can be found on the [Graduate School Travel Grants](#) website.

Other Awards, Fellowships, and Scholarship Opportunities

There are other funding opportunities at the College and University levels in the forms of fellowships to support dissertation work and general research. In the College of Education,

students can apply for a Support Program for Advancing Research and Collaboration (SPARC) grant. This is a competitive grant program for the College of Education, with a special competition for Doctoral Graduate Students. The [UMD Graduate School](#) also awards several fellowships and monies to support research. Many of these fellowships and scholarships are not only competitive requiring a strategic application, but some must go through a filtering process at the Department and College level as only a small number can be nominated. If you are interested, please check with your advisor, DGS, and/or Program Director well in advance of the due dates as application materials should not be thrown together at the last minute.

Campus Map

Don't know where you are going on campus? Students can find out easily by bringing up the interactive [UMD campus map](#).

Dissertation & Thesis Formatting and Style Requirements

The University of Maryland, College Park has entered into an agreement with Proquest Information and Learning Services to accept theses and dissertations in Adobe PDF format via the Web. The university accepts 99% of all dissertations and theses in electronic form. Dissertations have a [standard format](#) which must be followed although the original document can be created in Word or LaTeX.

LINKS TO DEPARTMENTAL, COLLEGE, AND UNIVERSITY RESOURCES

Course Descriptions

There are numerous Human Development graduate courses offered every semester. Brief descriptions of each course are available on the [Graduate School catalog website](#).

Course Syllabi

Syllabi for the most current academic semester can be found on the [HDQM website](#). Further, a repository of [past EDHD syllabi](#) can be located on the website as well.

UMD Graduate School Graduate Student Forms, Programs, and Policies

Throughout a graduate student's degree program there will be a number of forms to fill out—some will be required of the Graduate School and some will be required from the HDQM department or College. All Graduate School forms including, but not limited to, leave of absence, time extension, dissertation forms, course waiver, and application to candidacy can be found on the [Graduate School website](#).

The [Graduate School](#) has many policies governing graduate students, degree programs, fellowships, graduate assistantships, tuition, fees and expenses, and so forth. These can be useful to refer to as needed. Other campus resources such as student counseling, cultural services, legal, safety, and graduate student groups also can be found on the [Graduate School website](#).

College of Education Graduate Student Forms and Student Service

Many forms that students need to complete internally by the Department or the College of Education can be found at [College of Education website](#). Other resources for students can be also found on the [College of Education website](#).

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 Department Chair, the College, and the Graduate School	
Coursework completed (except dissertation credit)	
Comprehensive portfolio	
Advancement to candidacy	
Dissertation Committee formed and proposal approved	
Pass Oral Examination on Dissertation	
Dissertation approved by Committee	
Dissertation accepted by Committee	

APPENDIX B

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

Instructions:

1. Please fill out all information below and **attach your updated CV**. Please be sure to check that all information in your CV is in APA format, 7th edition, and that your advisor has approved the CV before you submit it. For sample CVs, ask your advisor to send you copies from other graduate students.
2. Please complete this form as a WORD document and use spaces as needed.
3. Submit an electronic copy to the Graduate Coordinator

Name/Email/Date:**Advisor:****Degree:****Specialization and/or areas of research interest:****Year in the Program:**

1. **Coursework** for current academic year:

Course #	Course Title	Professor	Grade	Topic of Paper (if Relevant)

2. **Course plans** for next academic year:
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 independent empirical study? 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. **General Plans** for the upcoming summer, and for the next academic year:

APPENDIX C

DEVELOPMENTAL SCIENCE PROTOTYPICAL PROGRAM

FOR STUDENTS STARTING FALL OF 2019 AND LATER

YEAR 1, FALL

EDMS 646 General Linear Models I
EDHD 690 Theoretical Foundations
EDHD 721 Cognitive Development &
Learning
EDHD 629 Center Seminar (1 credit)
10 hours total

YEAR 2, FALL

EDHD 780 Research Methods
EDHD 720 Social Development
EDMS Advanced Elective
EDHD 629 Center Seminar (1 credit)
10 hours total

YEAR 3, FALL

Advanced Elective
Advanced Elective
EDHD 888 Apprenticeship (3 credits)
EDHD 629 Center Seminar (1 credit)
10 hours total

YEAR 4, FALL

EDHD 899 Dissertation (6 credits)

6 hours total

TOTAL PROGRAM- 72 hours

YEAR 1, SPRING

EDMS 651 General Linear Models II
EDHD Advanced Elective
EDHD 775 Human Development &
Neuroscience
EDHD 629 Center Seminar (1 credit)
10 hours total

YEAR 2, SPRING

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

YEAR 3, FALL

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

YEAR 4, FALL

EDHD 899 Dissertation (6 credits)

6 hours total

Notes.

1. Students taking 5 years to finish can reserve dissertation credits for the fifth year.
2. 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

EDUCATIONAL PSYCHOLOGY PROTOTYPICAL PROGRAM

FOR STUDENTS STARTING FALL OF 2019 AND LATER

YEAR 1, FALL

EDHD 646 General Linear Models I
EDHD 760 Advanced Educational
Psychology
EDHD 721 Cognitive Development &
Learning
9 hours total

YEAR 2, FALL

EDHD 780 Research Methods
EDHD 720 Social Development
EDMS Advanced Elective
9 hours total

YEAR 3, FALL

Advanced Elective
Advanced Elective
EDHD 888 Apprenticeship
9 hours total

YEAR 4, FALL

EDHD 899 Dissertation (6 credits)

6 hours total

YEAR 5, FALL

EDHD 899 Dissertation (6 credits)

6 hours total

YEAR 1, SPRING

EDMS 651 General Linear Models II
EDHD Advanced Elective
EDHD 775 Human Development &
Neuroscience
9 hours total

YEAR 2, SPRING

EDHD 835 Achievement Motivation
EDHD Advanced Elective
EDHD Advanced Elective
9 hours total

YEAR 3, SPRING

Advanced Elective
Advanced Elective
EDHD 888 Apprenticeship
9 hours total

YEAR 4, SPRING

EDHD 899 Dissertation (6 credits)

6 hours total

Notes.

1. 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.
2. Only 6 credits of EDHD 899 credits can be taken in a semester.

APPENDIX D

PRE-DISSERTATION EMPIRICAL RESEARCH PROJECT

TITLE OF THE STUDY

by

The Student's Name
(UID Number)

Advisor: (Name)

Empirical study submitted to (Professor) in fulfillment of the requirement for completion of a pre-dissertation empirical research project, in partial fulfillment of the Doctoral degree in Human Development

It is recommended that this study meets the requirements of the Human Development Ph.D. In addition, the following project requirements were met:

The student wrote up the project as a first-authored manuscript in APA style.

The student presented the project publicly (e.g., departmental colloquium, departmental research event, College research day, University research day, or a professional meeting or conference).

Advisor Signature

Date

Director of Graduate Studies

Date

APPENDIX E

COMPREHENSIVE PORTFOLIO CHECKLIST

In preparing the Portfolio Checklist, an electronic version should be used. Please save this as a WORD file, send it by email to the Graduate Coordinator, then print a hard copy and place it in the mailbox of the Graduate Coordinator (HD office).

Please fill in the following information:

NAME:

ADVISOR:

DATE:

AREA OF SPECIALIZATION:

The first item below is required. 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.*** Place a check next to the item that you are submitting and type in the title of the document (use as many lines as necessary by pressing ENTER as you type).

1. Interpretive or review article/chapter for field of specialization.
 Completed. Title:

2. First or co-authored published journal article, or article submitted for publication to a peer-reviewed journal.
 Completed. Title:

3. First or co-authored published chapter, or chapter submitted for publication.
 Completed. Title:

4. First or co-authored conference presentation, or poster presentation.
 Completed. Title:

5. First or co-authored policy paper or brief published or submitted for publication.
 Completed. Title:

6. Review of an article for a journal, or review of a published paper.
 Completed. Title:

7. Grant proposal (first or co-authored).
 Completed. Title:

8. Annotated course syllabus.
 Completed. Title:

APPENDIX F

COMPREHENSIVE PORTFOLIO EVALUATION FORM

Human Development Program

Assessment Rubric: Doctoral Comprehensive Knowledge Portfolio Content

Student:

Reviewer:

Semester:

Advisor:

CRITERIA

PERFORMANCE ASSESSMENT

FROM CONTENT KNOWLEDGE

Meet expectations

Fails to meet expectations

The student demonstrates:

Clear presentation of the theory base in the content area;

Thorough review of relevant research in the content area;

Critical analysis of the theory and research in the content area;

Professional writing skills;

Professional approach to formatting the paper including use of APA style, text and reference formatting, and length.

OVERALL OUTCOME

_____ Pass

_____ Fail

COMMENTS