DEPARTMENT OF HUMAN DEVELOPMENT AND QUANTITATIVE METHODOLOGY
HUMAN DEVELOPMENT DOCTORAL STUDENT HANDBOOK

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HUMAN DEVELOPMENT
DOCTORAL STUDENT HANDBOOK

Introduction

This handbook describes the major milestones, program regulations and requirements that students will encounter as they complete the doctoral program in Human Development. Planning of all phases of the doctoral program should be done in consultation with the academic advisor.

Policy statements described herein are subject to change. Students are advised to consult Department, College and Graduate School web page sites 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. For further information, the student may consult the booklet, "Graduate Studies in the College of Education: A Guide for Students and Advisors" available from Student Services, Room 1210, Benjamin Building, and also on the College of Education's website.

HUMAN DEVELOPMENT DOCTORAL PROGRAMS

An Overview

The Department of Human Development and Quantitative Methodology offers the Doctor of Philosophy (Ph.D.). The Ph.D. program is research oriented, with the primary objective of training graduate students for scholarly research activity directed mainly toward the generation of new knowledge.

Students enrolled in the general Human Development program may designate a specialization within the Ph.D. program (or elect to take a general sequence). The vast majority of graduate students choose to specialize in Developmental Science or Educational Psychology.

a. *Specialization in 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 History and Systems and a Language core seminar, a one-credit weekly colloquia series sponsored by the Center for Children, Relationships, and Culture, and the Developmental Science Field Committee, 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.

b. *Specialization in 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 that takes place in relation to schooling with close mentoring in developing their research capabilities and agendas. Required courses in the specialization include the core Human Development courses (a seminar in educational psychology is substituted for the History and Systems course), a course in achievement motivation, and additional statistics courses. 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 with a Specialization in Educational Psychology.

Program Requirements

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 the Department of Human Development and Quantitative Methodology (i.e., courses with the designation EDHD). Students already having completed a master's degree in a related field may request that a portion (up to 9 credit hours) of this coursework be included in the 72 hours required for the doctoral degree in Human Development. These nine hours generally cannot be used as substitutes for the Department's core courses, which are described on the following page. *All graduate students are required to have advisor approval for course selections prior to registration each semester.*

<u>STEP 1</u>: INITIAL PROGRAM PLANNING WITH THE ADVISOR

The Departmental 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 next.

The following doctoral core courses are required for students in the Ph.D. program:

> EDHD 690*: History and Systems in Human Development
> EDHD 721: Cognitive Development and Learning
> EDHD 720: Social Development and Socialization Processes
> EDHD 775: Neuroscience and Human Development
> EDHD 840**: Language Development

*Education Psychology students substitute EDHD 760, Advanced Educational Psychology, for EDHD 690. Also, Educational Psychology students are required to take EDHD 835, Achievement Motivation, and two out of the three courses EDHD 720, EDHD 721, and EDHD 775.

**Developmental Science students are required to take EDHD840, Language Development. Developmental Science students are required to take EDHD 629, a 1-credit course which involves attending a weekly seminar series, each semester for the first three years.

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

Doctoral students are highly recommended to begin the required series of statistics courses early in the program to adequately prepare them for reading empirical research in human development. The Department requires statistics proficiency through completion of EDMS 651 (Intermediate Statistics). The prerequisite courses EDMS 645 and EDMS 646 can be taken if needed.*

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

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

STEP 2: Ph.D. PROGRAM PLANNING

       In developing their program plan, students should make certain that the following courses are included:

1. Required core courses (listed in Step 1).

2. Advanced core courses. Depending on their specialization, students take 15-21 hours of advanced core courses. These courses are chosen from offerings in and outside the Department.

3. Research methods.
    (a) EDMS 651:   Intermediate Statistics in Education.
    (b) EDHD 780:   Research Methods in Human Development

4. Apprenticeship (12 – 18 hours). Students need to complete 12-18 hours of EDHD 888 (Apprenticeship in Education). The purpose of the apprenticeship experience is for the student to be involved in research projects with his or her advisor or another faculty member.

5. Center seminar (6 hours). Students specializing in developmental science must register for six credit hours of EDHD 629, a seminar series of the Center for Children, Relationships and Culture, a 1-credit repeatable course.

6. Elective coursework. Students choose elective coursework tailored to their specialization or area of concentration, if they have one. Appropriate courses relevant to the specialization or concentration should be chosen by students in consultation with their faculty advisor. Students are encouraged to take some coursework outside the Department and to utilize apprenticeships and internships in area agencies.

7. EDHD 718, Teaching seminar credits. Students are encouraged to take the teaching apprenticeship seminar and to teach a course after completing their core coursework.

8. EDHD 899, Dissertation (at least 12 semester hours).

STEP 3: INDEPENDENT EMPIRICAL RESEARCH PROJECT

All students earning a Ph.D. in Human Development are expected to complete a pre-dissertation 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.

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 review existing literature on the topic to be studied. In addition, it is expected that empirical data will be collected and analyzed by the student. 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 particular student's research plan and is acceptable for this project. The literature review, research problem/questions, method, analysis, and results of the project 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 or at a departmental research day. 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.

Students' progress in fulfilling the pre-dissertation project requirement will be monitored by their advisors. Upon completion of the requirement, a form (see Appendix C) 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 in the student's folder. Progress toward completing the project will be reported by the advisor to the group conducting the annual reviews of students for Developmental Science or for Educational Psychology. 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 masters degree, pending successful completion of requirements for this degree.

STEP 4:   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. Because the ability to integrate knowledge in one's content area is especially important, all students are required to write a paper that demonstrates these skills. Students choose (in consultation with their advisors) other items to include in their portfolios to foster their own professional development.   The *Instructions and Procedures Guide for the Human Development Doctoral Comprehensive Knowledge Portfolio* is available at the Department website. All students should meet with the Graduate Coordinator to confirm that the procedure is understood.

Portfolio Materials

The *first* item, an interpretive or review article/chapter for content area, is required. Students then choose *three* additional items to complete the portfolio. The choices should be made in consultation with your advisor. ***Consult the Instructions and Procedures Guide for the Department of Human Development Doctoral Comprehensive Knowledge Portfolio for more details on the criteria for each item.***

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 paper should be 35-45 double-spaced pages in length. Journals to which students can refer for sample papers include: *Developmental Review, Educational Psychologist, Educational Psychology Review, Psychological Bulletin, Review of Educational Research.*

2. First or co-authored published journal article, or article submitted for publication to a peer-reviewed journal. Co-authorship means having one's name on the paper.

3. First or co-authored published chapter, or chapter submitted for publication. Chapters should be published in reputable academic publishing houses or university presses. Co-authorship means having one's name on the chapter.

4. First or co-authored conference presentation or poster presentation. In this instance co-authorship means first or second authorship, with a preference for first authorship. For poster presentations a short abstract of the poster also should be provided.

5. First or co-authored policy paper or brief published or submitted for publication. Co-authorship means having one's name on the paper.

6. Review of an article for a journal, or review of a published paper. If the student has not done a review for a journal, then the review done for courses like EDHD 780 could be used.

7. Grant proposal (first or co-authored). This could be a grant for a new research project done with a faculty member, a grant to obtain support for one's dissertation work or other research, and so on. Rules for co-authorship as above for papers or chapters.

8. Annotated course syllabus. This syllabus should report a 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 (e.g., late paper, absences, academic integrity, religious observances, disabilities statement, grading policies, etc.). 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.

Summary of Evaluation Process

Portfolios are first submitted to the advisor for initial approval, and then to the student's three person committee for full evaluation (see *Instructions and Procedures Guide for the Human Development Doctoral Comprehensive Knowledge Portfolio* for a detailed description of the evaluation process).

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

Timeline for Completion of the Portfolio

1. The Evaluation Committee is chosen by the faculty advisor and the student by September 30th of the student's fourth year in the doctoral program (or earlier).
2. The student compiles the materials for the portfolio.

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

Each student's portfolio will be evaluated by a three-person committee of the students' choosing. The committee will consist of the student's advisor and two other faculty members. This committee should be chosen during the second year of the program, or by the end of the third year.

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

1. The Evaluation Committee decides whether the portfolio is acceptable. If the items are acceptable to the three members, the student passes. If some or all items are not acceptable the student will be given *one* opportunity to revise the item(s) to provide acceptable ones.
2. The Evaluation Committee should provide feedback to the student *within four weeks of receiving the portfolio.*
3. 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 University of Maryland.

Feedback to Students

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

<u>STEP 5</u>: ADVANCEMENT TO CANDIDACY

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

The student should complete the required Graduate School Advanced to Candidacy form found on the UMD Graduate Student website and submit it to the Graduate Coordinator.

**NOTE: Doctoral candidates, who are advanced to candidacy, are automatically registered by the University for each fall and spring semester for 6 credits of EDHD 899, dissertation credit.

A minimum of six months must elapse between admission to candidacy and conferring of the degree. If a student advances to candidacy early, then nine years is given from the original date of admission.

<u>STEP 6</u>: DISSERTATION PROPOSAL AND ITS APPROVAL

Dissertation Proposal

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

Approval of the Dissertation Proposal

Approval of the doctoral dissertation proposal should be by unanimous vote of the student's Dissertation Research Committee. This committee consists of five members including the advisor, all of whom must hold the doctorate (see further description of this committee below). At least three members of the committee must approve the dissertation proposal. The "Certification of Doctoral Research Committee and Dissertation Proposal" form must be

signed by each member of the Committee and by the Chair of the Department. This form is available from the College of Education's Student Services website:

www.education.umd.edu/studentinfo/graduate_info/FormsExplanGrad.html

Students *must* be advanced to candidacy before their dissertation proposal can be accepted, or dissertation committee approved. Directions for the preparation and submission of the dissertation are found in the *Thesis and Dissertation Style Guide* available online at (www.gradschool.umd.edu/publications).

Incompletes are given for dissertation hours until the dissertation is completed.

Use of Human Subjects

If the dissertation involves human participants, the student must submit the *Application for Review of Research Using Human Subjects* form to the Human Subjects Review Committee of the Department of Human Development and Quantitative Methodology. Students are responsible for completing and submitting the human subjects approval form to the Departmental Human Subjects Committee. The advisor will assist the student in preparing these materials. The IRB application process and forms are available online at www.umresearch.umd.edu/IRB/IRBappprocess.html. **Data may not be collected for the dissertation before human subjects approval has been granted both by the Department and by the University Institutional Review Board.**

The approved *Application for Review of Research Using Human Subjects* form is to be attached to the *Certificate of Doctoral Research Committee and Dissertation Proposal* form and submitted to the Graduate Coordinator.

<u>STEP 7</u>: ORAL EXAMINATION ON THE DISSERTATION

Composition of the Dissertation Oral Examination Committee

The Doctoral Dissertation Committee consists of a minimum of five members. Three members must be regular tenured or tenure-track graduate faculty of the University of Maryland. Of the three regular tenured members, one must be outside of the student's home department and will serve as the Dean's Representative. 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.

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 which follows a set of steps (consult the Graduate Coordinator about this process). Generally, the Department has to vote on the nominee after receiving documentation about their qualifications and then the Graduate Director provides provide written justification to the Graduate School for committee participation of such scholars who are appointed to Special Membership on the Graduate Faculty. A Nomination for Membership on the Graduate Faculty form has to be completed which is available online at www.gradschool.umd.edu/catalog/doctoral_dgrees_new.htm. A letter of support must provide an explanation of why the special member is suited to serve on the student's committee. The Graduate School grants final approval. Emeriti and retired professors may serve on dissertation committees provided they are members of the Graduate Faculty.

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

Appointment of the Oral Examination Committee

At least three months prior to the date on which the oral examination is to be held, the student submits to the Graduate Coordinator the Graduate School form entitled *Nomination of Thesis or Dissertation Committee* indicating the names of the recommended committee members. This form, available online at www.gradschool.umd.edu/catalog/doctoral_dgrees_new.htm, must be signed by the advisor and Department Chair. If the proposed oral examination committee is approved, the advisor receives a *Report of Examining Committee* form for use in reporting the results of the oral examination on the dissertation.

Submitting the Dissertation for the Oral Examination

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

The Oral Examination

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

Oral Examinations during the Summer

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

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

**NOTE: Students must be registered for at least one (1) semester hour of graduate credit for the semester in which the program will be completed. The student must also apply for a diploma within the time period specified by the Graduate School. Diploma applications (as well as information about the deadline for application for graduation) may be obtained from the Office of Student Services, online at:
www.education.umd.edu/studentinfo/graduate_info/importantdates.html

STEP 8: 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). 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 at www.gradschool.umd.edu/publications.*** 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.

MISCELLANEOUS 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 online at www.education.umd.edu/studentinfo/graduate_info/FormsExplanGrad.html. 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.

Registration Requirements

The University requires that doctoral students register each semester, excluding summer sessions, until the degree is awarded. When coursework has been completed, but the student has not advanced to candidacy, they may register for 1-8 credits of EDHD 898, "Pre-candidacy Research" with the advisor's permission. Each credit of this course carries 18 graduate units, used to determine full or part-time status. Doctoral candidates who have completed both the required course work and have advanced to candidacy are automatically registered by the University each fall and spring semester for 6 credits of EDHD 899, "Dissertation Credit." 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. A new application for admission, with consequent reevaluation of the student's performance, will be required of a student wishing to resume a graduate program terminated under this regulation.

Responsibilities of the Student

It is the student's responsibility to 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 the Department of Human Development and Quantitative Methodology, 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 Step-by-Step Toward Graduation webpage provides an e-mail address to request an audit (www.education.umd.edu/studentinfo/graduate_info/stepbystepgraduation.html).

Coursework Taken at Other Institutions or as an Advanced Special Student

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

(a) Coursework is from an accredited institution;

(b) The grade for the coursework is B, or better;

(c) The coursework is clearly relevant to the major area, minor area, or area of emphasis;

(d) The coursework is relevant to the degree in Human Development. Courses taken a number of years ago may remain relevant if the candidate's professional experience since that time is related to the course being proposed for inclusion in the student's doctoral program. Courses taken five years or more in the past that have not been followed by related coursework or experience would probably not be eligible for inclusion.

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

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

Waiver of Course Requirements/Policies

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

Procedure for Changing Advisors

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

Concerns/Questions about a Human Development Course or Program Requirement

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

Grade Point Average Requirements

The Graduate School requires all graduate students to maintain a Grade Point Average of at least 3.0 in the graduate program in which they are enrolled. A student whose cumulative grade point average falls below a "B" (3.0) upon or after the completion of 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.

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.*

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.

DEPARTMENT OF HUMAN DEVELOPMENT AND QUANTITATIVE METHODOLOGY
ANNUAL REPORT: DOCTORAL DEGREE
ACADEMIC YEAR _____

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

Advisor: **Specialization:**

1. Coursework for current year:

Course #   Course Title   Professor   Grade   Topic of Paper

2. Course plans for upcoming 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. Teaching: What courses did you teach or serve as a teaching assistant? List courses and your role.

6. Research and Training experience:

What projects did you work on with your mentor?

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

7. Papers presented (or to be presented) at conferences (use current APA style reference):

8. Manuscript(s) submitted or in preparation (use current APA style reference):

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

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

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

10. General Plans for Summer, and for the upcoming Academic Year:

APPENDIX C

INDEPENDENT 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

DEVELOPMENTAL SCIENCE PH.D. PROTOTYPICAL PROGRAM

YEAR 1, FALL

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

YEAR 1, SPRING

EDHD 775 Physiological
EDMS 646 Statistics
EDHD 840 Language Development
EDHD 629 Center Seminar (1 credit)
10 hours total

YEAR 2, FALL

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

YEAR 2, SPRING

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

YEAR 3, FALL

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

YEAR 3, SPRING

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

YEAR 4, FALL

EDHD 899 Dissertation (6 credits)
6 hours total

YEAR 4, SPRING

EDHD 899 Dissertation (6 credits)
6 hours total

TOTAL PROGRAM- 72 hours

Notes.

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

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

EDUCATIONAL PSYCHOLOGY PH.D. PROTOTYPICAL PROGRAM

YEAR 1, FALL

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

YEAR 1, SPRING

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

YEAR 2, FALL

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

YEAR 2, SPRING

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

YEAR 3, FALL

EDHD Advanced Elective
EDHD 888 Apprenticeship
EDMS Elective
9 hours total

YEAR 3, SPRING

EDHD Advanced Elective
EDHD 888 Apprenticeship
EDHD Elective
9 hours total

YEAR 4, FALL

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

YEAR 4, SPRING

EDHD 899 Dissertation (9 credits)
9 hours total

TOTAL PROGRAM- 72 hours

Notes.
1. Students taking 5 years to finish can reserve dissertation credits for the fifth year.
2. Electives and advanced courses can be taken in other departments in addition to HDMQ.
3. Course offerings are subject to change each semester due to many factors; consequently, students are advised to allow for these changes in planning their coursework each semester.

PROTOTYPICAL PROGRAMS FOR HUMAN DEVELOPMENT PH.D. STUDENTS

HUMAN DEVELOPMENT PhD PROTOTYPICAL PROGRAM

YEAR 1, FALL

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

YEAR 1, SPRING

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

YEAR 2, FALL

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

YEAR 2, SPRING

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

YEAR 3, FALL

EDHD Advanced Elective
EDHD 888 Apprenticeship
EDHD Elective
9 hours total

YEAR 3, SPRING

EDHD Advanced Elective
EDHD 888 Apprenticeship
EDHD Elective
9 hours total

YEAR 4, FALL

EDHD Advanced Elective
EDHD 888 Apprenticeship
EDHD 899 Dissertation (6 credits)
9 hours total

YEAR 4, SPRING

EDHD 899 Dissertation (6 credits)
6 hours total

TOTAL PROGRAM- 72 hours

Notes.
1. Students taking 5 years to finish can reserve dissertation credits for the fifth year.
2. Electives and advanced courses can be taken in other departments in addition to HDMQ.
3. Course offerings are subject to change each semester due to many factors; consequently, students are advised to allow for these changes in planning their coursework each semester.

APPENDIX D: HUMAN DEVELOPMENT
ADMINISTRATIVE AND SUPPORT CONTACTS

Dr. Kelly Mix, Chair: Oversees the academic, research, and teaching mission of the department; coordinates the administrative structure.
Email: kmix@umd.edu

Dr. Ann Battle, Director of Academic Services: Coordinates department teaching and outreach operations; supervises graduate student teaching assistants.
Email: abattle@umd.edu

Dr. Geetha Ramani, Associate Professor and Director of the Graduate Program: Coordinates graduate program development efforts and monitors graduate student progress.
Email: gramani@umd.edu.

Dr. Melanie Killen, Professor and HD Director: Oversees admission and recruitment process.
Email: mkillen@umd.edu

Office Staff

Akta Patel, Director of Administrative Services: Office manager; department financial officer and accountant. 301.405.7129, patela@umd.edu

Jannitta Graham, Coordinator: Graduate Coordinator of Human Development and Quantitative Methodology graduate degree programs, EDMS certificate program and Master of Education off campus outreach program.
301.405.8432, jgraham7@umd.edu

Cornelia Snowden, Business Services Specialist: Responsible for payroll and benefits; facilities and telecommunication requests; key request and room scheduling.
301.405.8715, csnowden@umd.edu

Charm Mudd, Program Management Specialist: Serves as back up to Receptionist. Maintains order from general store supplies, travel reimbursements and room scheduling. Also maintains copy machine, fax, and poster printer.
301.405.1659, ckmudd@umd.edu

Maria Rawlings, Administrative Assistant II: Duties includes receipt of travel, purchasing, key, and room requests. Distribute paychecks and mail. Serve as first point of contact to department.
301.405.2827, mrawling@umd.edu