HUMAN DEVELOPMENT (EDHD)

Graduate Degree Program
College: Education

Abstract

The purposes of the Human Development graduate programs are to contribute to basic knowledge about human development and learning and apply this knowledge in various settings. The general areas of human development covered in courses and research include infant and early childhood development, child development, and adolescent development.

Specific faculty areas of expertise and research include achievement motivation, cognitive development, developmental neuroscience, early childhood policy, language development, literacy development, peer relationships, teacher-student relationships, moral development, social development, temperament, parenting, prejudice and discrimination, and the role of culture on many aspects of development.

Graduate programs in Human Development lead to the Master of Education, Master of Arts, and Doctor of Philosophy degrees. The research-oriented M. A. (with thesis) and the Ph.D. degree programs in human development are designed to develop students’ scientific knowledge of human development and ability to carry out original research projects. The M.Ed. and M.A. without thesis programs are designed to develop competencies in identifying implications of the scientific knowledge of human development for specific situations and contexts, particularly elementary and secondary schools.

Financial Assistance

Students requesting consideration for Financial Aid, in addition to completing the financial aid form found in the Graduate Admissions application, must submit their application by the priority deadline. All students who submit their application by December 15 will automatically be reviewed for any departmental aid. University fellowships, NIH traineeships, and Departmental assistantships are awarded on a competitive basis — more students are admitted than can be awarded funding. In recent years, only students with undergraduate GPA’s of 3.6, GRE scores above the 70th percentile, and strong letters of recommendation from academic references have been successful in obtaining Recruitment Fellowships sponsored by the Graduate School. Graduates of our program have obtained positions as university professors, research scientists, program analysts, and other research-oriented professionals in private, policy, or advocacy organizations.

Program-Specific Requirements

• Letters of Recommendation (3)
• Graduate Record Examination (GRE)

The College of Education and Graduate School require a minimum GPA of 3.0 (on a 4.0 scale) at the undergraduate level. At the master’s level, a minimum GPA of 3.5 is required by the College of Education. The general Graduate Record Exam (GRE) is required by the Department. Three letters of recommendation including evidence of academic potential from university faculty references are required. In addition, students must write a statement of purpose which indicates a match between student research interests and faculty expertise. Students should indicate their research interests, describe any relevant research experience, and how their experience and interests can be met by our program.

For more admissions information or to apply to the program, please visit our Graduate School website: www.gradschool.umd.edu/admissions
Application Deadlines

<table>
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<tr>
<th>Type of Applicant</th>
<th>Fall Deadline</th>
<th>Spring Deadline</th>
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<tr>
<td>Domestic Applicants</td>
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<tr>
<td>US Citizens and Permanent Residents</td>
<td>Preferred: 29 Nov / Final: 1 Mar</td>
<td>Preferred: 30 Aug / Final: 28 Sep</td>
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<td>International Applicants</td>
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<tr>
<td>F (student) or J (exchange visitor) visas; A, E, G, H, I and L visas and immigrants</td>
<td>Preferred: 15 Nov / Final: 1 Feb</td>
<td>Preferred: 30 Aug / Final: 28 Sep</td>
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Other Deadlines: Please visit the program website at http://www.education.umd.edu/HQQM/

Requirements


Facilities and Special Resources

The Washington, D.C. area and the University of Maryland are rich in resources for graduate study in human development. The faculty of the Department is multi-disciplinary, representing the broad range of developmental sciences, educational psychology, and related fields.

There are programs of funded research, field service programs, and internship experiences available in cooperation with agencies and schools. The Department sponsors the Center for the Study of Children, Relationships, and Culture and manages the on-campus Center for Young Children. Faculty in the department make use of the research facilities at the Maryland Neuroimaging Center and Maryland Language Science Center. Students in the College of Education have access to the latest technology through Educational Technology Services.

Faculty

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First/Middle Name</th>
<th>Graduate Faculty Status</th>
<th>Academic Credentials</th>
<th>Positions</th>
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<tbody>
<tr>
<td>Alexander</td>
<td>Patricia A.</td>
<td>Full Member</td>
<td>B.A., Bethel College-McKenzie, 1970; M.Ed., James Madison University, 1979; Ph.D., University of Maryland-College Park, 1981.</td>
<td>Professor, Human Development</td>
</tr>
<tr>
<td>Battle</td>
<td>Ann Arlene</td>
<td>Adjunct Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bolger</td>
<td>Donald J.</td>
<td>Full Member</td>
<td>B.A., University of Massachusetts Human Development 1998; M.S., University of Pittsburgh, 2002; Ph.D., 2006.</td>
<td>Associate Professor, Neurosciences and Cognitive Science</td>
</tr>
<tr>
<td>Butler</td>
<td>Lucas</td>
<td>Full Member</td>
<td>B.A., Harvard University, 2005; M.A., Stanford University, 2009; Ph.D., Stanford University, 2012</td>
<td>Assistant Professor, Human Development</td>
</tr>
<tr>
<td>Cabrera</td>
<td>Natasha J.</td>
<td>Full Member</td>
<td>B.Sc, University of Toronto, 1985; M.A., 1989; Ph.D, University of Denver, 1995.</td>
<td>Professor, Human Development</td>
</tr>
<tr>
<td>Corbin</td>
<td>Christy T.</td>
<td>Adjunct Member</td>
<td>B.A., Connecticut College, 1980; M.S., East Carolina University-Greenville, 1984; Ph.D., University of Maryland-College Park, 1996.</td>
<td>Assistant Clinical Professor, Human Development</td>
</tr>
<tr>
<td>Dunbar</td>
<td>Kevin</td>
<td>Full Member</td>
<td>B.A., University College Dublin, Ireland, 1977; M.A., University College Dublin, Ireland, 1979; Ph.D., University of Toronto, 1985</td>
<td>Professor, Neurosciences and Cognitive Science</td>
</tr>
</tbody>
</table>

Faculty Last Name, First/Middle Name, Graduate Faculty Status, Academic Credentials, Positions.
Flatter Charles H. Full Member  B.A., DePauw University, 1961; E.Ed., University of Toledo, 1965; Ed.D., University of Maryland-College Park, 1968. Associate Professor Emeritus, Human Development

Hurley Megan M. Adjunct Member  B.S., Ithaca University College, 1991; Affiliate, M.A. The Pennsylvania State University, 1993; Ph.D. The Pennsylvania State University, 1998

Fox Emily W. Adjunct Member  B.A., St. John’s College, 1978; M.S. Johns Hopkins University, 2001; Ph.D., University of Maryland, 2012 University Affiliate, Human Development

Jones Harden Brenda P. Full Member  B.A., Fordham University, 1979; M.S.W., New York University, 1980; M.S., Yale University, 1991; Ph.D., 1996.

Fox Nathan A. Full Member  A.B., Williams College, 1970; University Professor, Human Development Ph.D., Harvard University, 1975.


Gardner Albert H. Full Member  B.S., State University of New York-Cortland, 1958; M.A., Syracuse University, 1964; Ph.D., 1967. Associate Professor Emeritus, Human Development

Loughlin Sandra M. Adjunct Member  B.A., Washington Adventist University, 2002; M.Ed., Harvard University, 2005; Ph.D., University of Maryland, 2013.

Guthrie John T. Full Member  B.A., Earlham College, 1964; M.A., University of Illinois-Urbana/Champaign, 1966; Ph.D., 1968. Professor Emeritus, Human Development

Hardy Robert C. Full Member  B.S.Ed., Bucknell University, 1961; M.S.Ed., Indiana University-Bloomington, 1964; Ed.D., 1969. Professor Emeritus, Human Development

Sand Lesley Adjunct Member University of Chicago, 1962; Ph.D., 1965.

McRae Angela Adjunct Member B.A. Boston College, 1995; M.A., Johns Hopkins University, 2002; Ph.D., University of Maryland, 2012

Wang Min Full Member B.S., Massachusetts Institute of Technology, 2002; Ph.D., University of Wisconsin-Madison, 2009

Prather Richard Full Member S.B., Massachusetts Institute of Technology, 2002; Ph.D., University of Wisconsin-Madison, 2009

Wentzel Kathryn R. Full Member B.A., Bryn Mawr College, 1998; M.S., University of Pittsburgh, 2002; Ph.D., 2005.

Ramani Geetha Full Member B.A., Bryn Mawr College, 1998; M.S., University of Pittsburgh, 2002; Ph.D., 2005.

Wigfield Allan L. Full Member B.A., Yale University, 2000; M.S., University of Wisconsin-Madison, 2006; Ph.D., 2011.

Romberg Alexa Adjunct Member B.S., Yale University, 2000; M.S., University of Wisconsin-Madison, 2006; Ph.D., 2011.
