November 13, 2007

MEMORANDUM

TO: Donna Wiseman
    Interim Dean, College of Education

FROM: Phyllis Peres
    Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to add a Minor in Human Development (PCC log no. 07017)

On November 2, the Senate Committee on Programs, Curricula and Courses approved the proposal to add a Minor in Second Language Education. A copy of the approved proposal is attached.

The Minor is effective Spring, 2008. The College should ensure that the Minor is fully described in the Undergraduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

CWR/

Enclosure

cc: Carmen Balthrop, Chair, Senate PCC Committee
    Sarah Bauder, Office of Student Financial Aid
    Mary Giles, University Senate
    Barbara Hope, Data Administration
    Denise Nadasen, Institutional Research & Planning
    Anne Turkos, Archives
    Linda Yokoi, Office of the Registrar
    Scott Wolpert, Undergraduate Studies
    David Cooper, College of Education
    Allan Wigfield, Human Development
    Ann Battle, Human Development
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL

DIRECTIONS:
- Provide one form with original approval signatures in lines 1-4 for each proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pce-submissions@umd.edu.

DATE SUBMITTED: 6/6/07

COLLEGE/SCHOOL: Education

DEPARTMENT/PROGRAM: Human Development (EDHD)/Minor Program

PROPOSED ACTION (A separate form for each) ADD X DELETE CHANGE

DESCRIPTION:
The Department of Human Development proposes to establish an undergraduate minor in Human Development. This proposal is submitted in response to increasing campus-wide demand for EDHD undergraduate courses and the Department's successful record of attracting and serving undergraduate students from many majors at the University of Maryland. The attached proposal has the unanimous support of EDHD faculty and includes the following sections: Introduction and Rationale, Justification, Proposed Program Description, Resources, Assessment Plan and appendices.

JUSTIFICATION/REASONS/RESOURCES:
EDHD currently provides many opportunities for undergraduate students to enroll in courses in the multidisciplinary fields of human development and learning, to obtain hands-on research experience in the laboratories of the Department's internationally recognized scholars, and to participate in practical internship experiences. Data demonstrate that EDHD undergraduate courses are already being taken by non-education majors from across campus, that these numbers represent a majority of those taking the classes (e.g. an average of 71%) and that these students come widely from across the campus community. We thus believe there is a strong interest in undergraduates from across the campus in our courses, and that organizing these courses into an academic minor will provide a structured way for students to experience these courses.

APPROVAL SIGNATURES - Please print name, sign, and date
1. Department Committee Chair
   [Signature]
2. Department Chair
   [Signature] 6/6/07
3. College/School PCC Chair
   [Signature] 10/9/07
4. Dean
   [Signature] 10/9/07
5. Dean of the Graduate School (if required)
6. Chair, Senate PCC
   [Signature] 11/2/07
7. Chair of Senate
8. Vice President for Academic Affairs & Provost
   [Signature] 11/13/07
Proposed Undergraduate Minor Program  
Department of Human Development

Introduction and Rationale

The Department of Human Development proposes to establish an undergraduate minor in Human Development. As detailed in the next few paragraphs, faculty in the department believe that many students on campus will be served by a minor in Human Development and that such a minor will provide a vital service to Campus by offering students further support in meeting the challenges of the 21st century in a number of specific ways. We also submit that the proposed program is uniquely suited to the programmatic needs of several specific student populations on campus; that it will support the overall mission of the department and its plans for growth; and that it is representative of the types of programs offered by a number of Human Development departments at other highly ranked institutions. Finally, the proposal is submitted in response to large and increasing campus-wide demand for a variety of Human Development undergraduate courses.

To begin, it is important to note that the study of human development across the lifespan is a well established domain of study, as evidenced by a variety of established textbooks, journals, and societies in the field. Many empirical journals focus on the entire lifespan, those such as Developmental Psychology, Human Development, Merrill Palmer Quarterly and others. Other journals focus on certain segments of the lifespan, those such as Child Development, Journal of Research on Adolescence, Journal of Early Adolescence, Journal of Adult Development, and Journals of Gerontology. Still others focus on human development in educational settings, such as Journal of Educational Psychology, Contemporary Educational Psychology, Educational Gerontology, and American Educational Research Journal. National societies that have become well established in the field, in some cases having an eighty year history, include Society for Research in Child Development, American Educational Research Association, American Psychological Association (Division 7, Developmental Psychology; and Division 20, Adult Development and Aging), and Society for Research on Adolescence. Faculty in the Department of Human Development have been regular contributors to and editors of these journals, leaders and officers in those societies, and regular contributors to conventions sponsored by those societies that are held around the country.

Service to students and campus

- At the broadest level, we submit that all majors on campus are involved with human beings and their potential for growth and development, and thus argue that understanding human development from the beginning to the end of life will enhance students’ perspective on knowledge gained in those majors. For example, courses such as EDHD 420, Cognitive Development and Learning, have the potential to inform students’ understanding of the principles underlying knowledge acquisition and maintenance of knowledge across many fields of study.
The proposed program includes CORE courses such as EDHD 230, Human Development and Societal Institutions, which broaden students’ understanding of diversity, multi-culturalism, and equity and better equip them to adapt to changes in an increasingly complex and connected world.

Courses such as EDHD 320, Human Development Through the Lifespan, EDHD 411, Child Growth and Development, and EDHD 400, Introduction to Gerontology, help students toward the awareness that choices made early in life may have a lasting impact on cognitive, social-emotional, and physical development, and, that enhancing socialization experiences in childhood and adolescence may alter the trajectory toward successful social development in adulthood and aging.

The Department has observed that exposing students to courses and research in the College of Education encourages some students to consider education as a second major. For this reason, we believe the proposed program will support the College of Education and its positive contribution to Campus’s overall mission of preparing students for important and productive roles in society.

Exposure to human development courses such as EDHD 306, Research Methods in Human Development, will accomplish several things. First, it will help students understand how human beings are studied and aid them in becoming critical consumers of research on human development. Second, having a research methods course during their undergraduate program will help prepare students for success in graduate school. Third and more broadly, the proposed program includes a selection of courses and other research experiences at the upper level that will provide students with an understanding of research methods, principles of social, cognitive, and physical development, and a broad sampling of scholarly writings in human development. Many undergraduate students currently work with human development faculty and are provided with a variety of opportunities to engage, under supervision, in research with children as part of nationally recognized research programs. Our objective is to increase the numbers of students in these faculty-supervised, specialized training environments and to allow students to document this specialized educational experience by virtue of awarding the minor in Human Development.

We believe the minor in EDHD will provide an understanding of principles and theories of human growth and development that will enhance the professional profiles of students who wish to work in a variety of human services professions and other professions involving working directly with people. Courses in the minor deal with issues such as how individuals’ thinking skills change across development, how different kinds of experiences people have at home and in school influences different aspects of their development, and how social and cultural contexts influence people’s growth and development. For example, such information can be invaluable for individuals working in areas such as the criminal justice system, and a variety of human service agencies. Although
students in majors such as criminal justice would receive some information about such issues, a minor in human development would greatly enhance their knowledge in these and other areas, and also allow students to document that they indeed had the knowledge. Such credentials may help set them apart from other applicants for a variety of positions. As a second example, students who have medical or nursing school as an educational goal may wish to document that they have extensively studied the development of human beings across the lifespan in their undergraduate degree programs; a variable that may set them apart from other applicants.

The minor also will be very valuable for students interested in graduate school in a variety of fields. First, all students in the minor are required to take developmental research methods, a course designed to teach them about the different kinds of research methods used to study people, and also designed to help them develop the skills needed to be critical consumers of research. Such skills are important in the information age where research findings are a large part of the emerging knowledge base. Second, many students in the minor likely will have the opportunity to gain research experience, which is invaluable for students wanted to pursue advanced degrees. Having different kinds of research experience as an undergraduate provides a significant advantage to students applying to graduate school.

- There are a number of established minor programs in human development housed within Departments of Human Development around the country. Examples of universities offering a minor emphasis in human development include the following: University of Maine; University of Arizona; Brigham Young University; Utah State University; Penn State University (at multiple campuses); Ohio State University; Texas A & M; Indiana University; University of Minnesota; Boston College; University of California at Davis; and the University of Vermont. Establishing a minor program in human development would further enhance the Department’s representation amongst these institutions.

Supporting the department’s growth

For many years, the Department of Human Development has offered courses for undergraduates in various pre-professional teacher preparation programs located in the College of Education. These programs have been in Early Childhood Education located in the Department of Human Development and in Elementary Education and Secondary Education located in the Department of Curriculum and Instruction. In addition to the courses taught by the Department for preparatory teachers, we have provided service teaching to other undergraduates focusing on many aspects of lifespan human development. These courses have been very popular and the Department has consistently needed to increase numbers of sections in them to meet demand. EDHD 230, 320, 400, 411, 413, 430, 445, for example, are courses in such demand that each semester, even with sections added, a significant wait list of students exists.
Thus, the significance of the coursework in the Department of Human Development is widely recognized by undergraduate students in a variety of majors, but the validation of their interest in taking courses offered in the Department has not had formal programmatic recognition at the campus level. A minor in Human Development would enhance the presence of the department on campus, as well as provide students with an additional credential for their resume or graduate school application once they have graduated from the University of Maryland.

A minor in Human Development will also provide a consistent increase in departmental undergraduate student credit hour production as students who declare this minor will be taking a minimum of 15 credit hours in the department. This will result in a better understanding of the number of sections of the courses which will be needed each semester.

Support of graduate student teaching. EDHD offers a highly recognized mentoring program for advanced doctoral students in our department who wish to teach at the undergraduate level prior to graduation. This program, in partnership with the Center for Teaching Excellence on campus, is designed to enhance graduate students’ understanding of the scholarship of college teaching and the scope of typical teaching responsibilities of University faculty once they have assumed a University faculty position. This departmental training has recently been formalized to include a VPAC approved departmental course, EDHD 718, Apprenticeship in College Teaching, which our doctoral students are required to take during the first or second semester of their teaching in the department. Many of our doctoral students also go on to complete requirements for the University Teaching and Learning Certificate of teaching excellence, offered by the Center for Teaching Excellence. We submit that the proposed minor program will give more graduate students in the department the opportunity to receive this valuable training, a mission to which we are firmly committed.

Furthermore, the positive outcomes of the excellent instruction offered by our graduate students include consistently high ratings of course content and instruction in courses they teach. A number of undergraduate students have included in these course evaluations and/or directly to the course instructors that they “wish” there were a minor in Human Development. The Department of Human Development is prepared and desires to offer a minor.

Support of campus initiatives for undergraduate education

An undergraduate minor in human development has added value for a University of Maryland undergraduate’s course program in the following ways. First, the experience provided in the minor is in line with the University’s goal of providing undergraduates with smaller classes, and more intense academic and intellectual experiences which provide the necessary motivation and interest in continuing their education and completing their major. Second, students will get to know their instructor in a meaningful one-on-one context, and this experience is also positively related to
graduation completion rates. Moreover, these students will have the advantage of knowing instructors who can write meaningful letters for them for graduate school and the workforce post-college. Third, students enrolled in this minor will have the opportunity to learn about cutting edge research in the area of human development, which will stimulate interest in research projects. A number of current students in the classes listed have become involved in research projects with faculty in the department of Human Development after taking these courses, leading to honor’s thesis projects. Honors theses provide the student’s college experience with a level of excellence that might missed without the opportunity to take small, intensive, theoretically-rich, and cutting edge research-oriented courses, as offered in our Minor in Human Development.

**Justification**

*History of departmental service*

The Department of Human Development has a successful record of attracting and serving undergraduate students from many majors at the University of Maryland. The Department currently provides many opportunities for undergraduate students to enroll in courses in the multidisciplinary fields of human development and learning, to obtain hands-on research experience in the laboratories of the Department's internationally recognized scholars, and to participate in practical internship experiences. For example, the Department currently offers an undergraduate major in Early Childhood Education and also is responsible for the Center for Young Children, a laboratory school which provides an exemplary early childhood education program nationally accredited by the National Academy of Early Childhood Programs. Moreover, faculty in the Department of Human Development were instrumental in the development of one of the College Park Scholars programs, Advocates for Children, and retain central oversight and instructional roles in the direction of that program’s academic content. Department faculty have served as faculty advisors to this successful undergraduate living-learning program for academically talented first and second-year undergraduate students. Since the scholarly and experiential program elements to support an undergraduate minor in Human Development already have been developed and received successfully and since many undergraduate students have inquired about the availability of an undergraduate minor in Human Development, it seems appropriate at this time to propose a formal undergraduate minor in Human Development.

*Statistical support*

Over the past four semesters (Spring 2005, Fall 2005, Spring 2006, and Fall 2006) the undergraduate enrollments have steadily increased for Human Development courses, going from 995 in Spring 2005 to 1143 in Fall 2006, an increase of 15% over this short period of time. The percentage of non-education students taking these courses has remained steady over this same period (an average of 71%). That is, 71% of those enrolled in undergraduate Human Development courses came from outside the College of Education. The exact figures, according to data provided by Janis Cornell De Moss,
Director, Undergraduate Programs, in the Office of Student Services in the College of Education are: 69.5% for Spring 2005; 73% for Fall 2005; 72% for Spring 2006; and 69% for Fall, 2006 (see attachment A).

Indeed, some Human Development classes were comprised exclusively of non-education majors. For example, for Fall 2006, EDHD 306, 400, and 401 were made up of 100% non-education major undergraduates. EDHD 320, which had an enrollment that semester of 298 students had 296 who were non-education majors, while EDHD 445, with an enrollment of 41, had 40 who were non-education majors. Of the 14 undergraduate courses offered Fall 2006, only two did not have a majority or greater of non-education majors. These two classes, EDHD 425 and 426, were the only classes with a majority of education majors. Data provided by the Office of Student Services in the College of Education (Attachment A) indicates that all other undergraduate courses across all four semesters had a majority of non-education majors.

Also indicated by these data is the fact that non-education undergraduates who take Human Development courses come from across the campus, with the majority from CCJS, PSYC, and SOCY. However, students from other majors including ECON, HESP, and even GVPT took these classes.

Thus, the data (see Attachment A) demonstrate that Human Development undergraduate courses are already being taken by non-education majors from across campus, that these numbers represent a majority of those taking the classes (e.g. an average of 71%) and that these students come widely from across the campus community. We thus believe there is a strong interest in undergraduates from across the campus in our courses, and that organizing these courses into an academic minor will provide a structured way for students to experience these courses.

**Proposed Program Description**

**Overlying principles**

1. The student experience in this minor should be focused on learning about many different areas of human development in which faculty in the department have expertise and also, how human development is studied. Thus, the minor focuses on four primary areas: cognitive development, social development, development across the lifespan, and research methods. Because the department focuses on knowledge gained from research, all students in the minor must take one research methods course (EDHD 306). Beyond this requirement, course choices can occur within certain areas of development, but ideally, the department recommends that all four areas listed below should be included in the minor program.

2. The department places a strong emphasis on expert advising as a centerpiece for this program. The principal advisor will be a full time lecturer, with support from various other faculty advisors, when needed and/or appropriate.
Specific program guidelines

As just noted the proposed program includes a series of courses that represent broad training across different areas of human development (cognitive and social) time periods in development, and research methods. These areas are central to the field of human development, and this department has strong faculty and graduate student expertise in all of these areas. The program is designed by faculty in the department to prepare students for future work roles requiring knowledge of human growth and development in a variety of domains and across developmental stages. The Human Development faculty advisor would assist students in choosing from courses listed under at least two of the remaining areas. All students enrolled in the minor must take EDHD 306.

Finally, students who wish to go beyond 15 credits can add from the three areas, or work with individual faculty to arrange for experiences in the laboratory-research setting or independent study (IS)* course category. It is also important to note that students must earn a grade of “C” or better in a given course in order for the course to be counted toward the minor.
Course menu

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<td>CPSP 379E***</td>
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*319 (Selected Topics in HD); 386 (Experiential Learning); 498 (Special Problems in Education)
*These courses require a faculty advisor
**EDHD 306 cannot be excluded from any course plan – it is required for all EDHD minors.
***CORE designated course offerings

Course descriptions

EDHD 230  Human Development and Societal Institutions
  Development of the individual in the context of relationships with the formal and informal institutions of society. An examination of various aspects of development from the broad perspective of the social sciences.

EDHD 306  Research Methods in Human Development
  Addresses the scientific concepts and principles central to the study of human behavior and development. Students will learn about basic research methods in studying human behavior in developmental context and will participate in experiential activities, such as conducting observations and collecting self-report data. Major themes: goals of developmental research, fundamental research designs, types of measurement, elements of good scientific writing, and ethical issues in the study of human development.

EDHD 320  Human Development Through the Lifespan
  Central concepts related to parameters of human development, individual and social development in relation to contemporary culture.

EDHD 400 Introduction to Gerontology
  Multidisciplinary survey of the processes of aging. Physiological changes, cultural forces, and self-processes that bear on quality of life in later years. Field study of programs, institutions for elderly, individual elders, their families and care providers.

EDHD 401  Promoting Optimal Aging
  Pre-requisite: EDHD 320, 400, or permission of department. Theoretical, research, and applied issues related to optimal aging from psychological, biological, and societal perspectives. Group or individual projects involving direct field experiences.
EDHD 411  Child Growth and Development
Theoretical approaches to and empirical studies of physical, psychological and social development from conception to puberty. Implications for home, school, and community.

EDHD 413  Adolescent Development
Adolescent development, including special problems encountered in contemporary culture.

EDHD 420  Cognitive Development and Learning
Pre-requisite: EDHD 300, 320, 411, or PSYC 341 or 355. Current developmental theories of cognitive processes such as language, memory, and intelligence and how differences in cognitive level (infancy through adolescence) mediate learning of educational subject matters.

EDHD 425  Language Development and Reading Acquisition
Focuses on young children’s language development and the relationship between language development and reading acquisition. Students will learn: concepts central to language development; language achievements at different ages; concepts of emergent literacy; models of reading acquisition and skilled reading.

EDHD 426  Cognition and Motivation in Reading: Reading in Content Areas
Cognitive and motivational aspects of reading and learning from text in subjects of literature, science, history, and mathematics. Different structured approaches to using text of content learning are presented. Classroom contexts that enable student to engage productively with diverse texts and internet resources are identified.

EDHD 430  Adolescent Violence
Pre-requisite: PSYC 100. Examines the roots of violence among adolescents and the extent to which this constitutes a problem in various settings. Research studies on its origins, prevention and intervention and implications for social policy are examined.

EDHD 445  Guidance of Young Children
Pre-requisite: PSYC 100. Practical aspects for helping and working with children, drawing on research, clinical studies, and observation. Implications for daycare and other public issues.

EDHD 460  Educational Psychology
Pre-requisite: PSYC 100. Application of psychology to learning processes and theories. Individual difference, measurement, motivation, emotions, intelligence, attitudes, problem solving, thinking and communicating in educational settings.

HONR 219Y  Merging the Multiple Me’s: Developmental Roots of the Integrated Young Adult Self
Developmental origins of the maturing self concept. Addresses what infants, children, adolescents and young adults know of themselves; what maturational and
environmental influences impinge on the developing self concept; and how researchers in the field study the self concept.

_HONR 348R/ EDHD 498B/CPSP 397E International and Multicultural Perspectives in Education/Study Abroad Program_

Analysis of international and multicultural issues in education that reflect the influence of history and cultural norms on educational policy and practice in a variety of school settings across three countries in Europe, specifically, Belgium, The Netherlands, and Germany.

**Resources**

_Advising._ The Department of Human Development (EDHD) will be responsible for advising students pursuing a minor. Students seeking the minor will first meet with the EDHD advisor to indicate their intention to pursue the minor and to have their transcripts reviewed. They will also then be advised of the courses required to complete the minor (see Attachment B for Advising Form). Students wishing to consult with specific faculty about the nature of certain courses or the possibility of research-related credits in the program will be facilitated by the Minor advisor to do so.

The Minor advisor will be a currently employed, full time lecturer in EDHD, whose responsibilities will be adjusted to include:

- Initiation and maintenance of advertising efforts about the program to campus wide community;
- Oversight of the program;
- Ongoing advising of interested and/or enrolled students regarding fulfillment of requirements;
- Issuing final confirmation of students’ fulfillment of requirements to College of Education Office of Student Services;
- Collection of program evaluation data and maintenance of database.

The individual who will serve in this role already is on staff, and the department will commit the necessary resources to staff this position in the future.

The Office of Student Services in the College of Education, once notified by the Minor advisor that a student has fulfilled all course requirements for the minor, will forward that student’s name, minor, and date of completion to the Registrar’s Office. The minor will then be posted to the student’s transcript at the same time the student’s bachelor’s degree is posted.

_Instructional resources._ EDHD faculty have expressed unanimous commitment to the idea of a minor program and the sharing of teaching responsibilities related to it. The department is expecting increases in course enrollment as a result of the Minor. Initially we do not believe we will need to add many new sections of different courses, and so will continue to staff the courses with highly qualified faculty, part-time adjunct instructors, and/or advanced graduate students as necessary and appropriate and as we currently have
been doing. If the minor grows quickly there may need to be adjustments in faculty teaching assignments to handle the needed courses. Depending on the size of this growth some additional teaching resources may be needed, but we do not anticipate that this will occur during the first few years of the program. The department is anticipating hiring several tenure track faculty over the course of the next few years, with whom the Chair will discuss the importance of teaching in the undergraduate Minor program. Additionally, the department assures that sections of all courses in the minor will be regularly taught by faculty.

Proposed restricted enrollment. The department proposes to place a limit on student enrollment in the undergraduate Minor. Initially, a maximum of 150 students will be admitted into the program. Thereafter, the department will enforce a yearly cap of 50 newly admitted students. Applications will be accepted at two times during the academic year; once in late February (prior to fall registration) and again in late September (prior to spring registration). Students who meet the GPA requirement for admission will be enrolled in the program on a first come-first serve basis. Students who have been denied admission as a result of the limited enrollment program, may re-submit during the next round of applications and receive priority consideration as a result of their second attempt. After the first few years of the new program, we will re-evaluate this proposed restriction on student enrollment and consider dropping the limited enrollment policy if it has been determined that faculty and staff resources are adequate to meet the course-related and advising needs of larger numbers of students.

Catalog information. Attachment C includes all essential information about the EDHD minor to be included in the University of Maryland Undergraduate Catalog. Students may use contact information listed in this entry to contact the EDHD advisor by email or by phone for further assistance with the program or to make an advising appointment.

External department support. Attachments D, E and F include letters from the Chairs of the Departments of Criminology and Criminal Justice, Family Studies, and Psychology; Drs. Sally Simpson, Sally Koblinsky, and Harold Sigall, respectively. All three department Chairs express their support for the Human Development minor.

Plan for EDHD Undergraduate Minor Program Goals

Overview

The Human Development (EDHD) Undergraduate Minor Program is designed to reflect principles in the College of Education (COE) Conceptual Framework. Concurrent with program development was the conceptualization of the program goals, intended to guide student performance throughout the program, as well as student evaluation of the program’s effectiveness in meeting its stated teaching and learning objectives.

Although specific course objectives and assignments vary widely in type and mode, each course in the program is conceptually related to three of the main pillars in
the College of Education Conceptual Framework: namely, (1) Research and Inquiry; (2) Professional and Content Area Knowledge; and (3) Diversity.

**EDHD Minor Program goals**

1. To prepare undergraduate students for further study in education, psychology or biological sciences; to be competent in making judgments about educational and intervention programs proposed by institutions or placed before the voters; to foster the development of their own children in terms of growth and education; to understand the role of diverse neighborhoods, peers, and schools in the development of children and adolescents;
2. To support the programmatic needs of undergraduate students on campus;
3. To provide service to Campus and support the mission and growth of the Department.

The specific program goals outlined below are aligned with the following College of Education initiatives described in the COE Strategic Plan:

4. Further enhance the excellence of the college, departments, and units in research and scholarship;
5. Elevate the quality of graduate and undergraduate education and of the student experience;
6. Promote diversity, community, and respect.
## Attachment A
### Current Enrollment Data*

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<td>39/42</td>
<td>74/79</td>
<td>40/41</td>
<td>CCJS, FMST, HESP, SOCY, PSYC</td>
</tr>
<tr>
<td>460</td>
<td>72/77</td>
<td>32/36</td>
<td>69/72</td>
<td>31/36</td>
<td>CCJS, SOCY, PSYC, Community Health, EDCI Grad Students(Fall 2006)</td>
</tr>
</tbody>
</table>

*Fractions in each section aggregated to represent the number of non-education students enrolled/total # students enrolled per course, per semester.
The minor in Human Development is designed for undergraduate students who wish to support their academic major with knowledge of human development across the lifespan and in multiple domains. The following parameters are applied by the Department with regard to completion of the minor:

- A minimum of 15 hours of course credit are required to complete the minor in Human Development. Students must earn a grade of “C” or better in a given course in order for the course to be counted toward the minor;
- Students must have a cumulative GPA of 2.0 or higher to become enrolled in the minor program;
- Students may enroll in the minor as freshmen, sophomores, juniors, or seniors.
- 60 credits of course completion and junior status is highly advised for enrollment in courses at the 300 or 400 level in the Department;
- No more than three credits (one course) from another institution or department will be accepted for transfer credit into the EDHD minor.
- All students must take EDHD 306 and choose other courses from at least two of the remaining areas.

Student Name: ___________________________________  UID: ____________

Major: ___________________________________________  GPA: ____________

Number of credits completed: ______________________  Date: ____________

Expected graduation date: _________________________

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHD 230</td>
<td>_____________</td>
<td>____</td>
</tr>
<tr>
<td>EDHD 306</td>
<td>_____________</td>
<td>____</td>
</tr>
<tr>
<td>EDHD 320</td>
<td>_____________</td>
<td>____</td>
</tr>
<tr>
<td>EDHD 400</td>
<td>_____________</td>
<td>____</td>
</tr>
<tr>
<td>EDHD 401</td>
<td>_____________</td>
<td>____</td>
</tr>
<tr>
<td>EDHD 411</td>
<td>_____________</td>
<td>____</td>
</tr>
<tr>
<td>Course</td>
<td>Semester Taken</td>
<td>Grade</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------</td>
<td>-------</td>
</tr>
<tr>
<td>EDHD 413</td>
<td>______________</td>
<td>_____</td>
</tr>
<tr>
<td>EDHD 420</td>
<td>______________</td>
<td>_____</td>
</tr>
<tr>
<td>EDHD 425</td>
<td>______________</td>
<td>_____</td>
</tr>
<tr>
<td>EDHD 426</td>
<td>______________</td>
<td>_____</td>
</tr>
<tr>
<td>EDHD 430</td>
<td>______________</td>
<td>_____</td>
</tr>
<tr>
<td>EDHD 445</td>
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<td>_____</td>
</tr>
<tr>
<td>EDHD 460</td>
<td>______________</td>
<td>_____</td>
</tr>
<tr>
<td>HONR219Y</td>
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<tr>
<td>HONR 348R/EDHD 498B/</td>
<td>______________</td>
<td>_____</td>
</tr>
<tr>
<td>CPSP 379E</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Research-related or independent study courses

| ___________________________ | ______________ | _____ |
| ___________________________ | ______________ | _____ |
| ___________________________ | ______________ | _____ |
| ___________________________ | ______________ | _____ |

Total course credits completed: ______________

__________________(Student Name) ________________________________ has completed the requirements for the EDHD minor.

EDHD Advisor Name: _____________________ Signature: _____________________

Date submitted to College of Education Student Services: _____________________
Attachment C
Undergraduate Catalog Listing for EDHD Minor

The minor provides a rigorous foundation in Human Development for students who wish to support their major field of study with knowledge of human growth and development across multiple domains and developmental stages, as well as knowledge related to principles of teaching and learning and/or who desire active participation in human development research under the supervision of Human Development faculty in laboratory settings. Students with a 2.0 minimum grade point average may seek enrollment in the program, during which they must complete 15-24 credits of coursework. Only courses in which the student has earned a grade of “C” or higher will count toward the minor. Students must take EDHD 306 and choose at other courses from at least two of the other areas of human development study, as outlined below. Students interested in taking this minor should contact the Human Development undergraduate minor advisor, Dr. Megan Hurley, at mhurley1@umd.edu or 301-405-7233 for more information or to arrange an advising appointment.

<table>
<thead>
<tr>
<th>Area 1</th>
<th>Area 2</th>
<th>Area 3</th>
<th>Area 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>Social</td>
<td>Research</td>
<td>Lifespan</td>
</tr>
<tr>
<td>EDHD 420</td>
<td>EDHD 430</td>
<td>EDHD 306*</td>
<td>EDHD 230**</td>
</tr>
<tr>
<td>EDHD 425</td>
<td>EDHD 445</td>
<td></td>
<td>EDHD 320</td>
</tr>
<tr>
<td>EDHD 426</td>
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</tr>
<tr>
<td></td>
<td>CPSP 379E***</td>
<td>EDHD 413</td>
<td></td>
</tr>
</tbody>
</table>

*319 (Selected Topics in HD); 386 (Experiential Learning); 498 (Special Problems in Education)

*These courses require a faculty advisor
**EDHD 306 cannot be excluded from any course plan – it is required for all EDHD minors.
***CORE designated course offerings
March 7, 2007

Dr. Allan Wigfield
Chair, EDHD
3304 Benjamin Campus

Dear Dr. Wigfield:

I am writing to let you know that the Department of Criminology and Criminal Justice supports the proposal by the Department of Human Development (EDHD) to seek campus approval for a minor in Human Development. Many of the undergraduate students who major in our department take several courses in EDHD, and for some of these students a minor in EDHD would be very useful. In this way, an EDHD minor would complement our department’s major program, so I believe it will be a welcome addition to the list of approved minors on campus.

I am pleased to endorse the development of a minor in the Department of Human Development.

Sincerely,

[Signature]

Dr. Sally Simpson
Chair, Department of Criminology and Criminal Justice
March 7, 2007  
Dr. Allan Wigfield  
Chair, EDHD  
3304 Benjamin  
Campus

Dear Dr. Wigfield:

I am writing to express my support for the undergraduate minor in Human Development that is being proposed by the Department of Human Development (EDHD). Many of our Family Studies majors take elective courses in EDHD and would be interested in obtaining the Human Development minor. All of our majors complete a required internship, and a large percentage aspire to work in human service agencies. Obtaining additional courses in Human Development would help some of these students to achieve their professional and career goals. An EDHD minor will complement our department's major program will be a welcome addition to the list of approved minors on campus.

I am pleased to endorse the development of a minor in Human Development and look forward to its success.

Sincerely,

Sally A. Koblinsky, Ph.D.  
Professor and Chair
May 31, 2007

Dr. Allan Wigfield
Chair, EDHD
3304 Benjamin
Campus

Dear Dr. Wigfield:

I am writing to let you know that the Psychology Department supports the proposal by the Department of Human Development (EDHD) to seek campus approval for a minor in Human Development. Many of the undergraduate students who major in Psychology take several courses in EDHD, and for some of these students a minor in EDHD would be very useful. In this way, an EDHD minor would complement our department’s major program, so I believe it will be a welcome addition to the list of approved minors on campus.

I am pleased to endorse the development of a minor in the Department of Human Development.

Sincerely,

Harold Sigall
Professor and Acting Chair
Department of Psychology
To: Dr. Phyllis Peres

From: Allan Wigfield

Re: EDHD Undergraduate Minor

Date: November 6, 2007

Thank you again for all you did to help clarify the EDHD minor proposal. We are very pleased that the University PCC approved it. The PCC asked us to address four issues in the attached revision. They are:

1. If the minor will have an enrollment cap, how will this be accomplished?

   This process is described on page 13 of the revised proposal.

2. Courses for the minor (some, not all), will be taught by EDHD faculty.

   EDHD faculty will teach some of the courses. This is described on page 13 of the proposal.

3. Assurance that resources are available for a minor adviser

   The Department does have the resources to employ an advisor for the minor; that individual already is on staff, and her duties will be shifted accordingly once the minor gets underway. See page 12 of the revised proposal.

4. Some specific statement on how this minor will enhance students' professional profile.

   This statement is included on pages 3 - 5 of the revised proposal.