

Developmental Science

Department Information

- **Department Head:**
Joel Hektner, Ph.D.
- **Graduate Coordinator:**
Elizabeth Blodgett Salafia, Ph.D.
- **Email:**
elizabeth.salafia@ndsu.edu
- **Department Location:**
Evelyn Morrow Lebedeff Hall
- **Department Phone:**
(701) 231-8268
- **Department Web Site:**
www.ndsu.edu/hdfs/graduate_studies/ds/
- **Application Deadline:**
February 1
- **Credential Offered:**
Ph.D.
- **English Proficiency Requirements:**
TOEFL ibT 100 (subscores of at least 24 for speaking and 21 for writing); IELTS 7

Program Description

Developmental Science is an emerging approach to the study of human development that combines elements of more traditional approaches from the fields of Developmental Psychology and Human Development. Developmental Science entails the study of human development across the lifespan, integrating the biological, cognitive, and socioemotional underpinnings of development, and incorporating the familial, social, institutional and cultural contexts in which development occurs.

- Cumulative GPA of 3.0 or higher
- Statement of purpose should be 500 words or less and address the following:
 - How your interest in this field developed
 - Why you chose our program at NDSU
 - The experiences you have had (e.g. informal, academic, employment, volunteer) that you see as related to this graduate program or your professional goals
 - What your research interests are and how they might fit with the current research emphases in the department. If you have questions about this, the HDFS faculty research interests are described on the HDFS website (<http://www.ndsu.edu/hdfs>).
 - What your professional goals are and how this graduate program will help you accomplish your professional goals
- Curriculum vitae or resume
- Thesis or writing sample
- Submission of GRE Scores is optional. Lack of scores will not affect admissions decision.
- For non-native English speakers, TOEFL ibT score of at least 100 or IELTS score of at least 7
- Subscores on the TOEFL ibT are at least 24 for speaking and 21 for writing

For those entering with a Master's degree:

- Master's degree from accredited educational institution in child development, developmental psychology, human development, developmental science, or related area
- At least one course in statistics and one course in research methods, with a grade of B or higher
- Completion of an empirical Master's thesis

For those entering with a Bachelor's degree:

- Bachelor's degree from accredited educational institution in child development, developmental psychology, human development, developmental science, or related area

Financial Assistance

All admitted students are awarded graduate assistantships, which provide a full tuition waiver plus a stipend.

Curriculum for students entering with a Bachelor's degree (90 credits total)

- Students earn a Master's degree after completing 30 credits, master's oral examination and the master's thesis.
- All courses 3 credits unless otherwise noted.

Code	Title	Credits
Development Core		12
HDFS 811	Developmental Concepts and Theories	
HDFS 813	Social and Emotional Development Across the Lifespan	
HDFS 815	Physical and Cognitive Development Across the Lifespan	
HDFS 817	Prevention Science	
Teaching Core		6
HDFS 802	Teaching Developmental Science	
HDFS 892	Graduate Teaching Experience	
Methodology and Statistics Core		10
HDFS 705	Quantitative Methods in Developmental Science (4 credits)	
HDFS 854	Advanced Quantitative Methods in Developmental Science	
HDFS 856	Longitudinal Research Methods and Analysis	
Electives		15
Must include 9 credits in didactic 700- or 800-level courses (in HDFS or other departments) (HDFS 824 or HDFS 825 recommended)		
Can include, distributed in varying credit amounts across multiple semesters:		
HDFS 893	Individual Study/Tutorial (maximum of 6 additional credits (beyond the 18 required))	
HDFS 894	Practicum/Internship (focus on teaching or non-academic role)	
Non-Didactic Courses		8
HDFS 801	Graduate Orientation Seminar (1 credit)	
HDFS 805	Professional Development in Developmental Science (1 credit)	
HDFS 890	Graduate Seminar (Qualifying Exam/Career, 6 credits total)	
2 credits during spring before doing qualifying exam; 2 credits in summer during qualifying exam; 2 credits during final year to focus on career development		
Independent Research		39
HDFS 893	Individual Study/Tutorial (18 credits)	
HDFS 798	Master's Thesis (6 credits)	
HDFS 899	Doctoral Dissertation (15 credits)	
Total Credits		90

Curriculum for students entering with a Master's degree (60 credits total)

- Students may follow this track only if their Master's degree and thesis was approved by the Developmental Science Committee upon admission.
- Additional coursework may be necessary to compensate for courses not taken.
- All courses 3 credits unless otherwise noted.

Code	Title	Credits
Development Core		12
HDFS 811	Developmental Concepts and Theories	
HDFS 813	Social and Emotional Development Across the Lifespan	
HDFS 815	Physical and Cognitive Development Across the Lifespan	
HDFS 817	Prevention Science	
Teaching Core		6
HDFS 802	Teaching Developmental Science	
HDFS 892	Graduate Teaching Experience	

Methodology and Statistics Core		6
HDFS 854	Advanced Quantitative Methods in Developmental Science	
HDFS 856	Longitudinal Research Methods and Analysis	
Didactic Electives		3
could include HDFS 824, HDFS 825, HDFS 893, HDFS 894, or 700- or 800-level course in HDFS or other department.		
Non-Didactic Courses		8
HDFS 801	Graduate Orientation Seminar (1 credit)	
HDFS 805	Professional Development in Developmental Science (1 credit)	
HDFS 890	Graduate Seminar (Qualifying Exam/Career, 6 credits total)	
2 credits during spring before doing qualifying exam; 2 credits in summer during qualifying exam; 2 credits during final year to focus on career development		
Independent Research		25
HDFS 893	Individual Study/Tutorial (10 credits)	
HDFS 899	Doctoral Dissertation (15 credits)	

Other Requirements

- Teach one undergraduate course, with supervision, for course credit in HDFS 892. Must have first taken HDFS 802 Teaching Developmental Science as well as two courses out of HDFS 811, 813, 815, and 817.
- Submit at least four proposal/abstracts for presentations or posters at national conferences, including as a co-presenter (2 submissions if enter with MS)
- Present (in person) at least twice at national conferences (once if enter with MS), unless a waiver is granted by the student's committee.
- Submit at least two peer-reviewed articles for publication (including as co-author). Note: Although these presentation and publication requirements do not carry course credit per se, they are projects that would be worked on as part of HDFS 893 Individual Study/Tutorial, and/or HDFS 899 Doctoral Dissertation.
- Qualifying examination
- Dissertation

Core Faculty

Sean Brotherson, Ph.D.

Oregon State University, 2000

Research Interests: Parenting and Fatherhood; Healthy Marriages; Family Stress; Rural Families; Grief and Bereavement; Family Life Education; Family Policy

James E. Deal, Ph.D.

University of Georgia, 1987

Research Interests: Personality Development in Children; Relationship Between Individual Development and Family Relationships

Heather Fuller, Ph.D.

University of Michigan, 2009

Research Interests: Social Relationships Across the Lifespan (E.G. Intergenerational Relationships); Psychological Well-Being in Old Age; Culture and Aging; Migration, Transnationalism and Acculturation; Biculturalism

Joel Hektner, Ph.D.

University of Chicago, 1996

Research Interests: Aggressive Children; Research Methods; Prevention Programs For High-Risk Aggressive Children; Peer Affiliation Patterns and Peer Influences on Children's Behaviors; Family and School Conditions That Facilitate Optimal Experiences (Flow) and Optimal Development; The Experience Sampling Method

Melissa Lunsman O'Connor, Ph.D.

University of South Florida, 2010

Research Interests: Cognitive and Functional Aging in Healthy and Clinical Populations; Older Drivers; Research Methods; Attitudes toward Dementia

Brandy A. Randall, Ph.D.

University of Nebraska-Lincoln, 2002

Research Interests: Relational and Contextual Influences on Adolescents' and Young Adults' Positive and Problem Behaviors

Elizabeth Blodgett Salafia, Ph.D.

University of Notre Dame, 2008

Research Interests: Family and Peer Influences on Adolescents' Disordered Eating Attitudes and Behaviors

Rebecca Woods, Ph.D.

Texas A&M University, 2006

Research Interests: Perception and Cognition In Infancy; Object Processing; Multimodal Processing; Early Gender Differences

Affiliated Faculty within HDFFS

Carrie Johnson, Ph.D.

Iowa State University, 2012

Research Interests: Personal Finance for Low-Income and Under-served Populations; Financial Education Impact; Student Loan Debt; Program Delivery Methods and Evaluation; Behavioral Finance across the Lifespan

Christie McGeorge, Ph.D.

University of Minnesota, 2005

Research Interests: Heterosexism and Homophobia; Single Parenting; Women's History; Gender Socialization From a Feminist Perspective

Meagan Scott Hoffman, Ph.D.

Oklahoma State University, 2016

Research Interests: Understanding How Changing Trends in Society Influence Youth; Afterschool Training; Positive Youth Development; Professional Development Methods to Better Meet the Needs of 4-H Staff

Thomas Stone Carlson, Ph.D.

Iowa State University, 2000

Research Interests: Narrative Pedagogy; Relational Accountability Approach to Couples Therapy, LGBT Affirmative Therapy Competence Among Therapists, and Influence of Spirituality on Clinical Practice and Training

Affiliated Faculty outside of HDFFS

Ben Balas, Ph.D.,

Psychology

Sarah Boonstoppel, Ph.D.,

Criminal Justice and Political Science

Erin Conwell, Ph.D.,

Psychology

Donna Grandbois, Ph.D.,

Nursing

Britt Heidinger, Ph.D.,

Biological Sciences

Brent Hill, Ph.D.,

Education

Andrea Huseth-Zosel, Ph.D.,

Public Health

Linda Langley, Ph.D.,

Psychology

Carrie Ann Platt, Ph.D.,

Communication

Susan Ray-Degges, Ph.D.,

Apparel, Design and Hospitality Management

Molly Secor-Turner, Ph.D.,

Nursing

Kevin Thompson, Ph.D.,

Criminal Justice and Political Science

Rachelle Vettern, Ph.D.,
Center for 4-H Youth Development