

Developmental Science

Department Information

- **Department Head:**
Joel Hektner, Ph.D.
- **Graduate Coordinator:**
Heather Fuller, Ph.D.
- **Email:**
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- **Department Location:**
Evelyn Morrow Lebedeff Hall
- **Department Phone:**
(701) 231-8268
- **Department Web Site:**
www.ndsu.edu/hdfs/graduate_studies/ds/ (http://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; Duolingo 125

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:
 - 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/>) (<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. In addition to the stipend, graduate assistants receive a graduate tuition waiver. Tuition waivers cover base tuition for NDSU graduate credits only. Students are responsible for differential tuition, student fees, and tuition for non-graduate level credits taken or Cooperative Education credits.

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 are 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 892	Graduate Teaching Experience	
HDFS 802	Teaching and Learning in the Human Sciences ¹	
Methodology and Statistics Core		12
HDFS 705	Quantitative Methods in Developmental Science	
HDFS 805	Research Methods and Scholar Development in Human Sciences	
HDFS 854	Advanced Quantitative Methods in Developmental Science ¹	
HDFS 856	Longitudinal Research Methods and Analysis ¹	
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 17 required))	
HDFS 894	Practicum/Internship (focus on teaching or non-academic role)	
Non-Didactic Courses		7
HDFS 801	Graduate Orientation Seminar (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		38
HDFS 893	Individual Study/Tutorial (17 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 892	Graduate Teaching Experience	
HDFS 802	Teaching and Learning in the Human Sciences ¹	
Methodology and Statistics Core		9
HDFS 805	Research Methods and Scholar Development in Human Sciences	
HDFS 854	Advanced Quantitative Methods in Developmental Science ¹	
HDFS 856	Longitudinal Research Methods and Analysis ¹	
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		7
HDFS 801	Graduate Orientation Seminar (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		23
HDFS 893	Individual Study/Tutorial (8 credits)	
HDFS 899	Doctoral Dissertation (15 credits)	
Total Credits		60

1. Course can be substituted with another course approved by advisor and committee or program coordinator.

Other Requirements

- Teach one undergraduate course, with supervision, for course credit in HDFS 892 Graduate Teaching Experience. Must have first taken a teaching pedagogy course HDFS 802 Teaching and Learning in the Human Sciences, COMM 702 Introduction to College Teaching in the Humanities and Social Sciences, or STEM 810 Teaching College Science, as well as two courses out of HDFS 811 Developmental Concepts and Theories, HDFS 813 Social and Emotional Development Across the Lifespan, HDFS 815 Physical and Cognitive Development Across the Lifespan, and HDFS 817 Prevention Science.
- 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 798 Master's Thesis, HDFS 893 Individual Study/Tutorial, and/or HDFS 899 Doctoral Dissertation.
- Successful qualifying examination.
- Successful comprehensive/preliminary examination (dissertation proposal) and successful final examination (dissertation defense). If entering without MS degree, successful thesis defense.

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); Successful Aging and Health Promotion; Aging in Rural and Cross-cultural Contexts; Aging Families and Caregiving; Aging-in-Place, Survey Research and Program Evaluation

Joel Hektner, Ph.D.

University of Chicago, 1996

Research Interests: Prevention Programs For Children with Adjustment Problems; Peer Affiliation Patterns and Peer Influences on Children's Behaviors; Family and School Conditions That Facilitate Optimal Experiences (Flow) and Optimal Development; Social Emotional Learning; Program Evaluation; The Experience Sampling Method

Carmen Kho, Ph.D.

University of California Merced, 2020

Research Interests: How cultural, family, and other contextual influences intersect with socio-emotional development of children, adolescents, and emerging adults.

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

Leanna McWood, PhD.

Auburn University, 2020

Research Interests: Extracurricular Involvement; Social Relationships; Contextual Influences; Sleep; Adolescent Development

Natira Mullet, Ph.D.

Texas Tech University, 2020

Research Interests: Intergenerational, cultural and familial protective factors to reduce interpersonal trauma and resulting substance use and mental health outcomes among marginalized communities.

Wen Wang, Ph.D.

Michigan State University, 2018

Research Interests: How culture and ethnicity shape parenting; Socialization of children's mastery motivation in at-risk families

Affiliated Faculty within HDFS

Margaret Fitzgerald, Ph.D.

Iowa State University, 1997

Research Interests: Family owned businesses–copreneurial couples, women and minority-owned businesses, the interface between the business, family, and community, and managerial adjustment strategies.

Christi 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

Affiliated Faculty outside of HDFS

Ben Balas, Ph.D.,

Psychology

Sarah Boonstoppel, Ph.D.,

Political Science

Erin Conwell, Ph.D.,

Psychology

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

Kevin Thompson, Ph.D.,

Criminal Justice and Political Science

Rachelle Vetter, Ph.D.,

Center for 4-H Youth Development