DEMO, DAVID H. (Ph.D., Cornell University) Professor and Director of Graduate Studies. Family transitions, family relationships, and children's well-being; family diversity; parent-child interaction.

FLETCHER, ANNE C. (Ph.D., Temple University). Associate Professor. Parental and peer influences on adolescent adjustment; parent and adolescent social integration; social network closure.

HELMS, HEATHER (Ph.D., Pennsylvania State University). Associate Professor. Marital quality including the links between marital and family processes, work and family relationships, friendship and marriage, and socio-cultural context and marital relationships.

HESTENES, LINDA L. (Ph.D., Purdue University) Associate Professor. Quality of early childhood settings; Outdoor environments; Teacher-child interactions; Inclusive classrooms.

HUNTER, ANDREA (Ph.D., Cornell University). Associate Professor. Family diversity; intergenerational and multigenerational family systems; cultural strategies in black families; gender construction and ideology; race, gender, and social change.


LEERKES, ESTHER (Ph.D., University of Vermont). Professor. Precursors of maternal sensitivity, parent-child interaction, early social-emotional development, emotional processes within the family system.

MORGAN, MARY Y. (Ph.D., University of Missouri-Columbia) Associate Professor. Women's everyday lived experiences using feminist theory and research methodologies, particularly photovoice and interpretive inquiry.

PERLMAN, DAN (Ph.D., Claremont Graduate University) Professor. Intimate relationships and friendships including initiation, maintenance, and termination; the dark side of relationships; loneliness.

SCOTT-LITTLE, CATHERINE (Ph.D., University of Maryland) Associate Professor. Early learning standards and early childhood assessment systems, assessment of young Dual Language Learners, and professional development for early childhood educators.

SHREENIWAS, SUDHA (Ph.D., University of Michigan) Associate Professor. Well being and health over the life course in Asia and the US; ethnicity, culture and health among elderly persons worldwide; socioeconomic development and gender bias; gender and violence in Asia and the US.

SMITH, G. STRADLEY. Academic Professional Instructor. Oversees student teachers.

SUPPLE, ANDREW J. (Ph.D., The University of Wisconsin, Madison) Associate Professor: Youth and adolescent development, parent-child relationships; cultural variations; research methods and program evaluation.

TUDGE, JONATHAN (Ph.D., Cornell University) Professor: Ecological and socio-cultural theory; children's development in ethnic, social, and cross-cultural contexts; links between the home, preschool, and school.
The Doctor of Philosophy Program

The UNCG Ph.D. program in Human Development and Family Studies is the only one of its kind in the state of North Carolina. Doctoral students have considerable flexibility in tailoring their studies to special interests and career goals. The Ph.D. Degree program requires a minimum of 89 s.h. beyond the Baccalaureate degree. Entering doctoral students who have completed a master’s degree program in another institution in an HDFS department that included a thesis requirement are given credit for their entire degree requirements, and no pre-requisite course work is required.

Research Opportunities

The HDFS Department receives over 4 million dollars per year in research funding. We have several well-funded research programs including the Star, Right Track and North Carolina Rated License Assessment projects plus the Family Research Center. The Rated License project evaluates the quality of child care facilities throughout the state. We are also honored that the editorial office of the leading journal in family studies, the Journal of Marriage and the Family, is housed in the department.

Admission to the M.S. Thesis or Ph.D programs

Applications must be submitted to the UNCG Graduate School by December 15th for fall only admission. Applications must include an online or printed out application form, application fee, 3 references, official GRE scores, official transcripts from all postsecondary institutions attended, and a personal statement describing the student’s research interests and any faculty the student is interested in working with.

Financial Aid

The Department attempts to provide support for all eligible M.S. thesis and Ph.D. students. Typically, departmental financial support is limited to two years for Master’s only students, three years for Ph.D. only students, and five years for M.S./Ph.D. track students from the semester the student first enrolls in the program of study. The support is intended to (a) assist you in meeting the expenses of graduate study without having to find employment outside of the University, and (b) provide assistance to faculty in meeting their research and teaching responsibilities. Most support comes from departmental Research Assistantships, but other sources of support are available.

HDFS Faculty and Research interests

**BUEHLER, CHERYL** (Ph.D., University of Minnesota). Professor. Marital conflict, marital relations, parenting, adolescent well-being, family foster care.

**CALKINS, SUSAN** (Ph.D., University of Maryland) Professor. Social and emotional development, self-regulation; developmental psychopathology.

**CASSIDY, DEBORAH J.** (Ph.D., University of Illinois) Professor. Child care quality; early childhood professional development; developmentally appropriate practices.

**COARD, STEPHANIE I.** (Ph.D., Columbia University). Associate Professor. Socio-cultural influences on child mental health; racial/ethnic socialization processes, racial/ethnic identity development; culturally relevant approaches to intervention development, implementation and evaluation.

**CROSBY, DANIELLE** (Ph.D, University of Texas-Austin) Assistant Professor. Effects of welfare and employment policies on young children in low-income families; negotiation of work/family demands in single-mother, ethnic minority, and immigrant families; relation of child care experiences to early school success; young children’s conceptions of economic inequality.