Areas of Emphasis*

- **Human Development**
- **Family Science**

*Students interested in **Gerontology** may pursue the Graduate Certificate in Gerontology by designing a plan of study that meets the requirements for either the Human Development or Family Science emphasis and the OSU Graduate Certificate in Gerontology.

Overview

The Ph.D. in Human Sciences specialization in HDFS is a research doctoral program designed to promote breadth, depth, and integration in Human Development and Family Science through experience. Doctoral students engage in research experiences throughout their programs to enable collaboration with faculty and other graduate students and to integrate the theoretical and empirical knowledge-base in HDFS while investigating key processes associated with Individual and Relationship Competence. Upon graduation, doctoral students will have the knowledge and experience to develop into leading scholars able to conduct high quality basic and applied research, provide relevant instruction, develop effective interventions, and contribute to the development of informed public policy that enhances the quality of life for individuals and families.

The Ph.D. specialization in HDFS provides students with the opportunity to emphasize one of the following disciplines: Human Development or Family Science. The HDFS specialization provides students with the opportunity to emphasize one discipline while integrating skills and
perspectives from the second discipline. Thus, Ph.D. graduates are prepared to apply knowledge in both disciplines in a collaborative manner in diverse settings. To accomplish this goal, the program is designed around four primary themes described below.

**Breadth:** Knowledge of substantive content across the two disciplines of Human Development and Family Science.
1. Achievement of knowledge in a supporting discipline through the B.S. and M.S. degrees.
2. Achievement of M.S. level competencies in a discipline within HDFS.
3. Exposure to M.S./Ph.D. level substantive content in a second primary discipline within HDFS.

**Depth:** Knowledge of substantive content within one discipline—Human Development or Family Science
1. Mastery of substantive content as defined by faculty with a primary HDFS discipline—Human Development or Family Science.
2. Mastery of current and classic research on topics associated with primary disciplines noting individual and relationship competence.
3. Mastery of current and classic theory on topics associated with the primary discipline (Human Development or Family Science) noting individual and relationship competence.

**Integration:** Knowledge synthesized to capitalize on the strengths of the disciplines of Human Development and Family Science
1. Mastery of skills to integrate knowledge by use of research, theory, and critical thinking.
2. Exposure to application of integrated Human Development and Family Science knowledge to contemporary problems for individuals, relationships, and families.

**Experience:** Knowledge through involvement in research, instruction, and a variety of applications associated with understanding and enhancing individual and relationship competence.
1. Exposure to research process in disciplines by working with a variety of faculty and graduate students.
2. Participation in diverse research methodologies.
3. Long term involvement in research process including design, discovery, synthesis, and application.

To assist students in achieving breadth, depth, integration, and experience in the primary emphasis area and in the integration between Human Development and Family Science, students take courses in the HDFS Doctoral Curriculum and participate in individualized
experiences, approved by their major advisor and doctoral advisory committee, that guide the students in gaining experience across the forms and functions of scholarship expected of doctoral graduates in HDFS.

The Forms and Functions of Scholarship in HDFS

The Ph.D. scholarship competencies for the HDFS specialization are based upon the UniSCOPE Model, developed at Pennsylvania State University. Scholarship involves using existing theory and research as the foundation for engaging in creative processes to discover, integrate, apply, and transmit knowledge to advance the field. Scholarship produces outcomes that are open to new ideas, critiques, or debate by professional colleagues. Ph.D. students specializing design their academic program and experiences to maximize their competence in the processes of scholarship.

Oklahoma State University embraces the land-grant university mission of providing teaching, research, and service that is relevant to the citizens of Oklahoma, the nation, and the world. Graduates of the Ph.D. specialization in HDFS complete their degrees with evidence of competence in the scholarship of teaching, research, and service.

- **Teaching** involves the process of engaging learners in experiences designed to increase knowledge or skills, solve problems, integrate ideas, or gain new insights.
- **Research** involves generating new knowledge by engaging in the processes of discovering new phenomena, integrating ideas, and engaging in research methodologies to increase the understanding of issues.
- **Service** involves addressing key issues in the university, society, or profession through using knowledge and skills to solve problems, developing innovative approaches to addressing issues, or providing consultation to constituents.

Throughout the course of the Ph.D. program, students are involved in scholarship experiences in the forms of teaching, research, and service. Specifically, according to the UniSCOPE model, scholarship in teaching, research, or service may be designed to address four key functions of scholarship: the discovery, integration, application, and/or transmission of knowledge.

- **Discovery of Knowledge** “involves being the first to find out, to know, or to reveal original or revised theories, principles, knowledge, or creations” and may involve “identifying new or revised theoretical principles and models, insights about how empirical phenomena operation, and original creations” (UniScope 2000, p. 5). The discovery of knowledge may occur in teaching, research, and/or service.
- **Integration of Knowledge** involves the creative process of linking ideas from several areas or disciples to create “new insights or understanding” (UniSCOPE 2000, p. 5) through “fitting one’s own research – or the research of others—into larger intellectual patterns” (Boyer, 1990; p. 19) and “may occur within or between teaching, research,
and service scholarship” (UniSCOPE 2000, p. 5). The integration of knowledge may occur as part of teaching, research, and/or service.

- **Application of Knowledge** involves the creative process of using existing research and theory to address important issues. The scholar uses professional expertise or skills to address key concerns of organizations, agencies, government, communities, or society and may occur as part of teaching, research, and/or service.

- **Education or Transmission of Knowledge** “involves developing the knowledge, skills, mind, character, or ability of others” though “transforming and extending” knowledge and stimulating “active, not passive, learning” that encourages “critical, creative thinkers, with the capacity to go on learning” (Boyer, 1990 as cited in UniSCOPE 2000, p. 6). The transmission of knowledge involves careful reflection and revision on current knowledge and pedagogy and may occur in teaching, research, and/or service.

### Ph.D. Competencies in the Forms and Functions of Scholarship

#### Overview
To provide a structure of identifying the competence of Ph.D. students in teaching, research, and service, the HDFS Graduate Faculty adapted the UniSCOPE Matrix of the Forms and Functions of Scholarship (UniSCOPE 2000, p. 9) to develop the HDFS Matrix of the Forms and Functions of Scholarship (available as a separate document).

#### Requirements
In consultation with their advisors and advisory committees, doctoral students identify experiences designed to provide opportunities to develop competencies in the forms (teaching, research, and service) and functions (discovery, integration, application, and education) of scholarship. As part of the doctoral program, each doctoral student gains experiences in the three forms of scholarship (teaching, research, and service) by performing at least two functions of scholarship (discovery of knowledge, integration of knowledge, application of knowledge, and transmission of knowledge) in each form of scholarship. Students gain experience in each of the four of the functions of scholarship.

#### Proposal and Approval Process
Competencies may be met through pre-doctoral, assistantship, practicum, coursework, or other experiences, subject to approval of the advisor and advisory committee. To integrate these experiences with other degree requirements and/or assistantships the student is expected to present the proposed plan for demonstrating the competencies to the advisor and advisory committee at the same time as the plan of study specifying the proposed courses the student will take. Examples of possible ways of demonstrating the competencies are provided in a separate document. Students are encouraged to consider a range of possible approaches to meeting the competencies.
Example
As an example, a doctoral student interested in the area of parent-child relationships may work
as part of a departmental research group to integrate knowledge through assisting in the
development of a research grant proposal that will be submitted to a funding agency (i.e.,
engaging in the scholarship of research by performing the integration function). Assuming the
proposal is funded, the student may be involved in data collection, coding, analysis, and/or
developing a manuscript reporting the results that is submitted to a refereed journal (i.e.,
engaging in the scholarship of research by assisting in basic research and/or submitting the
manuscript for review). These two experiences would be part of the scholarship of research
and involve the two functions of discovery and integration of knowledge. As an alternative, the
student might work with the advisor/advisory committee to interface the grant proposal and
dissertation proposal to allow for the dissertation to be completed as part of engaging in the
scholarship of research. The student would establish (in consultation with the advisor and
advisory committee) experiences assisting in teaching an undergraduate parent-child course
(i.e., transmission of knowledge) and assisting with a Cooperative Extension workshop on
parenting (i.e., application of knowledge) to fulfill two functions of scholarship in teaching.
Finally, the student might demonstrate competence in the review conference proposals for a
state or national professional organization (i.e., application of knowledge as part of the
scholarship of service) and review the parenting programs offered through a local agency and
make recommendations for strengthening the programs (i.e., the integrating knowledge as part
of the scholarship of service).

References

Foundation for the Advancement of Teaching.

UniSCOPE 2000: A multidimensional model of scholarship for the 21st century. University Park,
PA: The UniSCOPE Learning Community.
Ph.D. Specialization in Human Development and Family Science

Overview of Degree Requirements

Students are admitted to the program to focus in a primary discipline in the department (Human Development or Family Science) and a take additional coursework in a secondary discipline (Human Development is the secondary discipline for Family Science students and Family Science is the secondary discipline for students in Human Development).

The Ph.D. program requires a minimum of 60 course hours beyond the Masters’ degree and prerequisites, including participation in research throughout the doctoral program. In consultation with and subject to the approval of their advisory committees, doctoral students identify courses, assistantship experiences, or other experiences, that provide experiences in the three forms of scholarship (teaching, research, and service) and two functions of scholarship in each area. In addition, students are required to demonstrate competence in all four of the functions of scholarship.

Students who have not completed are required to complete the HDFS MS Core Courses (or the equivalent) before admission to the doctoral program are required to complete the prerequisites noted below. The prerequisites listed under the coursework requirements meet the HDFS MS Core requirements.
CURRICULUM
PhD in Human Sciences (60 hour minimum)
Specialization in Human Development & Family Science
Emphasis in Human Development or Family Science or Gerontology

*Prerequisites: HDFS 5253 (Social and Emotional Development: Theory and Research), HDFS 5293 (Developmental Contexts of Normative Behavior Problems), HDFS 5513 (Issues in Family Science), HDFS 5523 (Family Theory); HDFS 5133 (Research Methods); REMS 5953 (Elementary Statistics or equivalent graduate level introductory course), and thesis equivalency project for students without a MS thesis

*Recommended Prerequisite: REMS 6003 (Analysis of Variance) or PSYC 5304 (Quantitative Methods in Psychology – I)

Human Development and Family Science (15 semester-hour minimum)
- HDFS 6123 Advanced Research in Risk and Resilience
- HDFS 6223 Risk and Resilience in Human Development
- HDFS 6523 Advanced Family Theory
- HDFS 6283 Seminar in Human Development (e.g., Parent-Child Relations, Peer Relations)
- HDFS 6583 Seminar in Family Science (e.g., Marital and Couple Relationships, Family Measurement)
  o HD and FS seminars rotate and only one is offered each academic year.

Human Sciences (3 semester hours)
- HES 6993 Graduate Seminar in Human Environmental Sciences

Research Methods and Statistics (27 semester-hour minimum)
1. HDFS Methods (15 hours)
   - HDFS 6133 Advanced Research Methods in Human Development and Family Science
   - HDFS 6190 Research Practicum – (12 semester-hour minimum)
     • Presentation at the end of the second and third year for all students

2. Two 3-hour or 4-hour statistics courses from one of three sequences (6-8 semester-hour minimum):
   - Sequence 1
     • STAT 5023 - Statistics for Experimenters II
     • STAT 5063 - Multivariate Methods
     • STAT 5303 - Experimental Design
   - Sequence 2
     • REMS 6003 - Analysis of Variance
     • REMS 6013 – Multiple Regression Analysis in Behavioral Studies
   - Sequence 3
     • PSYC 5304 – Quantitative Methods in Psychology
     • PSYC 5314 – Quantitative Methods in Psychology II
3. Two 3-hour courses in advanced statistics or qualitative/quantitative research methods (6 semester-hour minimum)

Quantitative Track

- HDFS 6143 – *Structural Equation Modeling for HDFS Applications*
  - MGMT 6153 can be substituted*
- HDFS 6153 – *Advanced Statistical Procedures for HDFS*
  - PSYC grad course in multilevel modeling can be substituted*
- REMS 6663 – *Applied Multivariate Research in Behavioral Studies*
  - PSYC 5620 Multivariate Stats can be substituted*
  - * with approval of the doctoral committee
  - MKTG 6413 Advanced Marketing Research
  - * with approval of the doctoral committee
- REMS 6373 – *Program Evaluation*

Qualitative Track

- SCFD 6113 – *Theoretical Foundations of Inquiry*
- SCFD 6123 – *Qualitative Research I*
- SCFD 6133 – *Qualitative Research: Interviewing*
- SCFD 6193 – *Qualitative Research II*
- SOC 5273 – *Qualitative Research Methods*

- Dissertation (15 semester-hour minimum)
- HDFS 6000 – *Doctoral Dissertation*

Approved by HDFS Faculty on Friday, April 23, 2010
INTERDISCIPLINARY SCHOLARSHIP FOCUSED ON REDUCING RISK AND ENHANCING RESILIENCE WITHIN INDIVIDUALS AND AMONG FAMILIES ACROSS CULTURES AND GENERATIONS

Graduate Faculty Accepting Students

WHITNEY A. BAILEY, Ph.D.
Michigan State University
Associate Professor and Bryan Close Professor in Adulthood & Aging
Family caregiving, end of life decision making, empowerment of elders.

ALEX BISHOP, Ph.D.
Iowa State University
Associate Professor
Gerontology, healthy longevity, subjective well-being, religiousity and spirituality, special populations.

MATTHEW W. BROSI, Ph.D.
Michigan State University
Associate Professor and Department Head of HDFS
Effects of poverty and family stress on development in early childhood, women’s health and aging.

LAURA HUBBS TAUT, Ph.D.
Boston University
Regents Professor
Parenting specialist
Parenting, child obesity, Head Start, child cognitive and social competence.

JOSEPH G. GRZYWACZ, Ph.D.
University of Wisconsin-Madison
Kaiser Family Endowed Professor of Family Resilience
Work and family, health inequalities, immigrants, physical health, health behavior.

AMANDA HARRIST, Ph.D.
University of Tennessee
Professor
Parent-child interaction, child social competency, social cognition, child obesity.

TAMMY L. HENDERSON, Ph.D.
Oregon State University
Associate Professor
Family policy, law, and diversity; disasters and older adults; grandparent rights and responsibilities.

CAROLYN S. HENRY, Ph.D.
University of Tennessee, Knoxville
Professor and Masonic Chair
Adolescent/family relationships, fathering, family resilience.

CHRISTINE A. JOHNSON, Ph.D.
Iowa State University
Associate Professor
Associate Dean, College of Human Sciences Research and Graduate Studies
Marital relations, parent-child relations, adolescent adjustment, research methodology.

JAN JOHNSTON, Ph.D.
University of Texas, Arlington
Associate Professor
Adulthood & Aging Specialist
Aging with assistive technology, family caregiving, grandparents raising grandchildren.

JENNIFER L. JONES, Ph.D.
Oklahoma State University
Assistant Professor
Individuals with intellectual and developmental disabilities: self-development, quality of life, and inclusive environments across the lifespan.

MICHAEL J. MERTEN, Ph.D.
Iowa State University
Associate Professor
Individual, family and community factors on adolescent and young adult mental and Physical health.

AMANDA SHEFFIELD MORRIS, Ph.D.
Temple University
Professor
Emotion regulation, parenting, developmental psychopathology, infant and early childhood mental health.

SISY OSTEEN, Ph.D., CFP
Oklahoma State University
Associate Professor
Resource Management Specialist
Credit, money and debt management, homebuyer education program evaluation, family financial planning.

KARINA SHreffler, Ph.D.
Pennsylvania State University
Associate Professor
Pregnancy, motherhood and fatherhood, work and family, infertility, reproductive health.

AMY L. TATE, Ph.D.
University of Missouri
Clinical Assistant Professor and ECE Program Coordinator
School readiness, teacher-child relationships, developmental disabilities, early childhood policy.

GLADE TOPHAM, Ph.D.
Texas Tech University
Associate Professor and MFT Program Coordinator
Influence of parenting in child obesity, predictors of parent-child treatment success.

PAULA L. TRIPP, Ph.D.
Oklahoma State University
Clinical Associate Professor
Family and Consumer Sciences Education Program Coordinator
Recruitment and retention of Family and Consumer Sciences Education professionals.

ISAAC J. WASHBURN, Ph.D.
Oregon State University
Assistant Professor
Program evaluation, adolescent development, adolescent and parent relationships, methods.

GINGER WELCH, Ph.D.
Oklahoma State University
Clinical Associate Professor and Internship Coordinator
Child neglect, child maltreatment reporting, infant/early childhood counselor training, entrepreneurship, child health.

STEPHAN M. WILSON, Ph.D.
University of Tennessee, Knoxville
Regents Professor and Dean of Human Sciences
Adolescent social competence, cross-cultural family, parent-child interaction.