PH.D. SPECIALIZATION IN HUMAN DEVELOPMENT AND FAMILY SCIENCE
OKLAHOMA STATE UNIVERSITY
Department of Human Development and Family Science
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PH.D. SPECIALIZATION IN HUMAN DEVELOPMENT AND FAMILY SCIENCE

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

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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 operate, 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


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)
  - HDFS6000 - Doctoral Dissertation
Graduate Faculty Accepting Students

WHITNEY A. BAILEY, Ph.D.
Michigan State University
Assistant Professor and Bryan Close Professor in Adulthood and Aging
Family caregiving, grandparents raising grandchildren, end-of-life decision making

LANA O. BEASLEY, Ph.D.
University of Kansas
Associate Professor
Qualitative and mixed-methods research, randomized clinical trials and program evaluation, child death review and abuse reports

ALEX BISHOP, Ph.D.
Iowa State University
Associate Professor
Gerontology Program Coordinator
Subjective well-being, religiosity and spirituality, centenarians/oldest-old, aging in prison

MATTHEW W. BROSI, Ph.D.
Michigan State University
Associate Professor and Masonic Chair for Interdisciplinary Research
MET Program Coordinator
Co-parenting through divorce, couple and family therapy training processes, mediation/alternative dispute resolution, intimate partner violence, sexual assault, and resilience-based treatment processes

GRETCHEN COLE-LADE, Ph.D.
Oklahoma State University
Assistant Professor
Inclusion, assistive technology, family and school collaboration

RON COX, Jr., Ph.D.
Michigan State University
Associate Professor and George Kaiser Family Foundation Chair in Family Resilience
Formation of risk and resilience factors, substance abuse, dropout, teen pregnancy and externalizing behaviors, co-parenting among divorcing or separating couples with a child, program evaluation and intervention designs, methodological strategies, Latino youth and families, prevention science

MICHAEL M. CRISS, Ph.D.
Auburn University
Associate Professor
Parenting, children’s relationships with parents, siblings, and peers, developmental change in parenting and children’s interpersonal relationships, antecedents of antisocial behavior, child resilience

KAMI GALLUS, Ph.D.
Texas Tech University
Associate Professor
Systemic dynamics and intergenerational transmission of trauma, systemic factors of post traumatic growth and resiliency, women’s mental health and childbearing issues, marriage and family therapy outreach and outcomes in rural settings

BRANDT C. GARDNER, Ph.D.
Texas Tech University
Associate Professor
Approaches to the study of behavior in marital and family processes, longitudinal study of premarital and newlywed interaction processes, physiological correlates of marital and couple interaction processes, proximal and distal health effects of couple communication processes, family-of-origin influences on marital and couple relationship processes

NATHAN HARDY, Ph.D.
Kansas State University
Assistant Professor
Clinic Director, Center for Family Services
Longitudinal course of healthy marriage, change processes in couple therapy, marriage and relationship education, couples and diabetes

AMANDA HARRIST, Ph.D.
University of Tennessee
Professor and Bryan Close Professor in Early Childhood Development
Family (parent-child, sibling, marital) interaction in early school years, kindergarten classroom interventions to facilitate inclusive play, psychosocial factors in childhood obesity

JENNIFER HAYS-GRUDO, Ph.D.
University of Houston
Regents Professor
Effects of poverty and family stress on development in early childhood, adverse childhood experiences

CHARLES HENDRIX, Ph.D.
Kansas State University
Associate Professor
Marriage and family therapy outcomes, training and supervision

CAROLYN S. HENRY, Ph.D.
University of Tennessee
Professor
Families with adolescents, family risk and resilience, family theory, family interaction

LAURA HUBBS-TAIT, Ph.D.
Boston University
Regents Professor
FCS Parenting Specialist
Parent-child relationships, child cognitive and social competence, Head Start, child overweight/obesity, interactions among micronutrients, neurotoxins, and parenting

CHRISTINE A. JOHNSON, Ph.D.
Iowa State University
Professor
Associate Dean, COHS Research and Graduate Studies
Marriage and marriage education, research Methodology, program evaluation

JENNIFER JONES, Ph.D.
Oklahoma State University
Assistant Professor
Services and supports for individuals with intellectual and developmental disabilities and their families, social and community inclusion of individuals with intellectual and developmental disabilities

AMANDA MORRIS, Ph.D.
Temple University
Regents Professor and George Kaiser Family Foundation Chair in Child Development
Social and emotional development in childhood and adolescence, emotional regulation and emotional socialization, developmental psychopathology, contextual influences on psychosocial development

SISsy Oosten, Ph.D., CFP
Oklahoma State University
Associate Professor & Department Head
Family Financial Planning, accumulation and protection of assets, homeowner education, financial literacy

KARINA SHERFFLER, Ph.D.
Pennsylvania State University
Professor
Family demography, motherhood and fatherhood, reproductive health

MICHAEL STOUT, Ph.D.
Penn State University
Associate Professor & George Kaiser Family Foundation Endowed Chair in Family and Community Policy
Social capital, civic engagement, family and community policy

AMY L. TATE, Ph.D.
University of Missouri
Clinical Associate Professor
Early childhood education, school readiness, transition to kindergarten, early childhood policy, developmental outcomes of children

PAULA TRIPP, Ph.D.
Oklahoma State University
Clinical Professor
Extension and secondary school positions, home and school environmental influences on childhood obesity, assessment of online and on-campus coursework

ISAAC WASHBURN, Ph.D.
Oregon State University
Assistant Professor
Research methodology: longitudinal data analysis and mixture modelling, program evaluation, long-term behavior change

GINGER WELCH, Ph.D.
Oklahoma State University
Clinical Associate Professor
Internship Coordinator
Child neglect, child maltreatment fatalities, child health, teacher/counselor training

AMY WILLIAMSON, Ph.D.
University of North Carolina
Associate Professor and Ramona Ware Emmons Paul Professor in Early Childhood
Research methodology, infant and toddler self-regulation, early care and education, teacher-child and parent-child relationships, age birth to three, development and well-being of ECE professionals

STEPHAN M. WILSON, Ph.D., C.F.L.E.
University of Tennessee
Regents Professor & Dean, College of Human Sciences
Adolescents and families, cross-cultural family issues, adolescent social competence