

LEARNING, DEVELOPMENTAL AND FAMILY SCIENCES

Office: 1380 Lawrence Street Center, 701

Telephone: 303-315-6300

E-mail: academicservices@ucdenver.edu

Website: www.ucdenver.edu/education (<http://www.ucdenver.edu/education/>)

Overview

The MA program in Learning, Developmental and Family Sciences (LDFS) prepares students to facilitate the teaching/learning process and to lead and work in community-based environments. Thus, many students pursue the degree to enhance their skills as professional classroom teachers or lead in the community. The degree also provides skills necessary for a variety of roles in educational and teaching settings or community environments where knowledge of learning, development, understanding family and community systems, motivation, and research is essential such as teaching at the community college and teaching-based colleges and universities levels, teaching adults, consulting, developing assessments, community-based leadership, and conducting program development and evaluation. Other students seek the MA as preparation for advanced study in educational psychology, psychology, learning sciences, family science and human development, research, or related fields.

Areas of Study

Two major areas of concentration are available: learning and human development and family relations:

- Regardless of the concentration area selected, all students must demonstrate competence in Learning, Developmental and Family Sciences by successfully completing 30 semester hours of relevant course work;
- Students complete a capstone experience, either an applied project or a master's thesis in consultation with their faculty advisor based on the students' professional and academic goals. Please see culminating capstone experience section for more details.

Learning

The concentration is committed to the systematic study of psychological, social, and cultural processes of learning and development, and design of environments that support optimal learning and development, drawing upon multidisciplinary nature of work. The concentration examines learning in various formal and informal contexts (e.g., learning in classrooms, schools, centers, communities, homes) from multiple perspectives (e.g., psychological, sociocultural, critical, design-based, neuroscience). Within the networks of professional and academic communities, students will engage in designing adaptive learning environments that facilitate optimal learning and developmental opportunities for participants in diverse educational and community contexts, including our unique urban context. The Learning concentration offers courses such as:

- Human Learning
- Human Development Over the Life Span
- Designing Environments for Learning and Development
- Mind, Brain, and Education

- Cognition and Instruction
- Motivation in Contexts
- Advanced Child Growth and Development
- Social Contexts of Adolescence

Human Development and Family Relations (HDFR)

Students will engage in developing their skills to work in and lead community-based organizations including, but not limited to secular, faith-based, for profit, nonprofit, school-based, and local, state, federal and international organizations. The importance of family diversity and social justice is stressed throughout the HDFR curriculum through its courses and experiences. Students can also develop their knowledge in family relations in preparation for doctorate studies in family science and human development or related areas.

The LDFS program does provide a pathway for MA students (HDFR and Learning areas) to pursue their PhD in Education and Human Development with a Family Science and Human Development concentration. For more information, please visit our School of Education and Human Development.

The HDFR area also provides classes to all School of Education and Human Development (SEHD) graduate programs, offering courses in family theories, family dynamics, and diverse family systems, Latino family, school and community systems, family resource management, leadership and organizations, grant writing and fundraising, program development and other family relations based courses.

Culminating Capstone Experience

All students must complete a culminating capstone experience in the MA in Learning, Developmental and Family Sciences, Human Development and Family Relations and Learning tracks. Students can choose between an applied project or thesis. Students should consult with their faculty advisor as they weigh their options for the capstone to choose the option which best matches their academic and professional goals.

Option 1: Applied Project

An applied project may take the form of an action research project, an applied development project, or an applied evaluation project. The applied project allows for considerable flexibility in the type of project undertaken.

Option 2: Thesis

The thesis provides experience in conducting an empirical investigation, but provides a great deal of flexibility based on students' interests. The investigation may be qualitative (involving interviews and observation) or quantitative (involving measured variables) or mixed-methods and should address a question of practical importance to the student and the field in general.

Students are expected to attend one of the required LDFS MA Capstone Orientation provide by the LDFS faculty during each academic year. For more specific details concerning the Capstone please contact your faculty advisor.

Programs

- Learning, Developmental and Family Sciences, MA (<http://catalog.ucdenver.edu/cu-denver/graduate/schools-colleges->

departments/school-education-human-development/learning-developmental-family-sciences/learning-developmental-family-sciences-ma/)

Faculty

Faculty information is available online at <https://education.ucdenver.edu/about-us/faculty-directory/-in-category/categories/sehd/program-areas/learning-developmental-family-sciences> (<https://education.ucdenver.edu/about-us/faculty-directory/-in-category/categories/sehd/program-areas/learning-developmental-family-sciences/>)

Learning, Developmental and Family Sciences (LDFS) Courses

LDFS 5110 - Human Learning (3 Credits)

A review of the research on human learning, including related topics such as information processing and motivation. Various theories of learning are examined in-depth, and their applications to teaching and practices in schools (and in other educational settings) are considered. Repeatable. Max Hours: 6 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 6.

LDFS 5240 - Cognition and Instruction (3 Credits)

Explores recent developments in cognition and their implications for instructional practices. Includes theory and research in cognitive psychology and resultant educational practices. Repeatable. Max Hours: 6 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 6.

LDFS 5260 - Child Study and Observation (3 Credits)

Involves extensive, systematic observation of young children. Recorded observations are analyzed in terms of child development theories, children's background, setting variables, and are then presented in written and elaborated form. Repeatable. Max Hours: 6 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 6.

LDFS 5840 - Learning, Developmental and Family Sciences Independent Study (1-6 Credits)

Repeatable. Max Hours: 12 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 12.

LDFS 5930 - Learning, Developmental and Family Sciences Internship (2-4 Credits)

Field-based experiences in settings (schools, businesses, governmental agencies, special projects) that are linked closely to the student's professional objectives. Requires a minimum of 150, 225 or 300 clock hours under supervision (two-four credit hours, respectively). Repeatable. Max Hours: 4 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 8.

LDFS 6100 - Advanced Child Growth and Development (3 Credits)

Systematic study of the major theories of child growth and development. Focuses on current research regarding infants and children and the implication of such research for education. Cross-listed with LDFS 7100. Repeatable. Max Hours: 6 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 6.

LDFS 6140 - Social Contexts of Adolescence and Schooling (3 Credits)

Systematic study of the major theories of adolescent growth in social contexts, emphasizing the social and cultural construction of the adolescent experience. Focuses on current research regarding adolescents and the implications of the research for education. Repeatable. Max hours: 6 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 6.

LDFS 6200 - Human Development Over the Life Span (3 Credits)

An inquiry into the experience and meaning of human development over the full span of life. Both analytical and reflective modes of exploration are utilized to approach the study of personhood and the courses and themes of life. Cross-listed with LDFS 7200. Repeatable. Max Hours: 6 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 6.

LDFS 6220 - Adult Development (3 Credits)

Surveys theories and principles of adult development through an ecological perspective with an emphasis on community and educational contexts. Cross listed with LDFS 7220. Repeatable. Max Hours: 6 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 6.

LDFS 6320 - Mind, Brain, and Education (3 Credits)

An introductory survey into contemporary theory and research in developmental cognitive neurosciences and their potential applications to education, aiming to explore how the brain learns, and what it means for learning and development. Max Hours: 3 Credits.

Grading Basis: Letter Grade

LDFS 6400 - Observation, Documentation and Assessment (3 Credits)

This course focuses on developing competencies in observation, documentation, and assessment to inform understandings about children and teaching. Students will draw from child development and ecological theories to observe children's assets, then interpret and analyze how children learn and develop. Max Hours: 3 Credits.

Grading Basis: Letter Grade

LDFS 6410 - Social Foundations of Family and Community (3 Credits)

In this course, students of early childhood education will learn to think and act reflectively, critically, and socially, informed by the roles of families and communities of young learners. Course readings, observation, documentation, and reflection provide foundations for the development of relational perspectives on social justice. Max Hours: 3 Credits.

Grading Basis: Letter Grade

LDFS 6420 - The Environment as the Third Teacher (3 Credits)

This course will provide students with an understanding of the relationship between the Learning Sciences and Reggio-Inspired practices, and how this relationship can be applied to the design of engaging and dynamic learning environments. Max Hours: 3 Credits.

Grading Basis: Letter Grade

LDFS 6600 - Motivation in Contexts (3 Credits)

Theories of human motivation are examined through social and cultural lens directed at phenomena of engagement and disengagement in activities at different levels of scale. Applications are considered for both educators and learners in various social and cultural learning contexts. Cross listed with LDFS 7600. Max hours: 6 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 6.

LDFS 6750 - Designing Environment for Learning and Development (3 Credits)

Introduction to concepts, findings, and research methods relevant to theory and research in the Learning Sciences, with specific focus on how those concepts and findings apply to design learning across settings.

Max Hours: 3 Credits.

Grading Basis: Letter Grade

LDFS 6840 - Learning, Developmental and Family Sciences Independent Study (1-6 Credits)

Repeatable. Max Hours: 12 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 12.

LDFS 6910 - Practicum Reflections on Learning (3 Credits)

This course focuses on the pursuit of praxis within the student teacher residency. Reflection on course resources, engagement in ongoing processes of documentation, and reflection within a small group meeting format drive social construction of knowledge about learning and development. Max Hours: 3 Credits.

Grading Basis: Letter Grade

LDFS 6950 - Culminating Capstone Experience (1-3 Credits)

This course provides a learning environment for students to complete an applied project/thesis in education and human development contexts as part of their final capstone experience in the Master's in Learning, Developmental and Family Sciences. Repeatable. Max hours: 3 Credits.

Grading Basis: Letter Grade with IP

Repeatable. Max Credits: 3.

Additional Information: Report as Full Time.

LDFS 7100 - Advanced Child Growth and Development (3 Credits)

Systematic study of the major theories of child growth and development. Focuses on current research regarding infants and children and the implication of such research for education. Cross listed with LDFS 6100.

Max hours: 3 Credits.

Grading Basis: Letter Grade

LDFS 7120 - Family Dynamics (3 Credits)

Review and analysis of issues related to families with exceptional or at-risk young children. Topics include coping skills, family involvement, parent-child interaction, and sources of support. Special attention is given to current research and its application to early intervention.

Repeatable. Max Hours: 6 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 6.

LDFS 7140 - Advanced Studies in Youth Development (3 Credits)

Systematic study of the current research and major theories of youth growth, emphasizing the social and cultural construction of the youth experience. Focuses on current theories and research regarding youth within contemporary social structures in multidisciplinary perspectives.

Max hours: 3 Credits.

Grading Basis: Letter Grade

LDFS 7200 - Human Development Over the Life Span (3 Credits)

An inquiry into the experience and meaning of human development over the full span of life. Both analytical and reflective modes of exploration are utilized to approach the study of personhood and the courses and themes of life. Cross-listed with LDFS 6200. Max hours: 3 Credits.

Grading Basis: Letter Grade

LDFS 7220 - Adult Development (3 Credits)

Surveys theories and principles of adult development through an ecological perspective with an emphasis on community and educational contexts. Cross-listed with LDFS 6220. Max hours: 3 Credits.

Grading Basis: Letter Grade

LDFS 7600 - Motivation in Contexts (3 Credits)

Theories of human motivation are examined through social and cultural lens directed at phenomena of engagement and disengagement in activities at different levels of scale. Applications are considered for both educators and learners in various social and cultural learning contexts.

Cross-listed with LDFS 6600. Max hours: 3 Credits.

Grading Basis: Letter Grade

LDFS 7712 - Learning and Human Development (3 Credits)

Students apply major theories from learning and human development theories to problems of practice and research related to education and community contexts. Restriction: Restricted to EDHD-PhD, LDRE-EDd, and SPSY-PsyD majors within the School of Education and Human Development. Max Hours: 3 Credits.

Grading Basis: Letter Grade

Restriction: Restricted to EDHD-PhD, LDRE-EDd, and SPSY-PsyD majors within the School of Education and Human Development.

LDFS 7840 - Learning, Developmental and Family Sciences Independent Study (1-6 Credits)

Repeatable. Max Hours: 12 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 12.