COLLEGE OF HUMAN SERVICES, EDUCATION AND PUBLIC POLICY

UNDERGRADUATE PROGRAMS

- Advisement and Academic Enrichment Opportunities
- Dean’s Scholar Program
- Teacher Education Programs
- Discovery- and Service-Based Learning Opportunities and Clinical Experiences
- Minor in Disabilities Studies

The undergraduate programs of the College of Human Services, Education and Public Policy (CHEP) prepare students to enhance human development across the life span, to strengthen educational policies and practices, to improve the quality and delivery of consumer goods and services, and to encourage effective policies and management in public, private and nonprofit organizations.

CHEP offers undergraduate degree programs through the Schools of Education, and of Urban Affairs and Public Policy and through the Departments of Fashion and Apparel Studies and Human Development and Family Studies. In addition, an interdisciplinary major in Human Services, Education and Public Policy is available, as well as three minors: Disabilities Studies, Educational Studies, and Leadership.

ADVISEMENT AND ACADEMIC ENRICHMENT OPPORTUNITIES

CHEP is committed to students’ success and provides the resources and support services that will enable students to fully participate in the opportunities available throughout their undergraduate years. Undergraduates have an unequaled opportunity to gain valuable practical experience that complements their academic studies by participating in internships and practicum experience in schools as well as projects through CHEP’s public service and research centers. CHEP also promotes opportunities for students to enhance their undergraduate experience through the Dean’s Scholars Program; the CHEP Summer Scholars Program; service, leadership and mentoring experiences; undergraduate research; and study abroad opportunities. Most academic areas offer an Honors degree including research opportunities leading to a senior thesis for the Honors Degree with Distinction or the Degree with Distinction.

The CHEP Office of Student Support Services coordinates orientation activities for new students, supports academic advisement, administers academic policy, and maintains students’ records. Students with academic questions or concerns, those interested in becoming involved in special opportunities available to CHEP students, and those experiencing academic difficulties are all encouraged to contact their assigned faculty or professional advisor. For additional assistance and information, CHEP students are welcome to contact the CHEP Office of Student Support Services, 105 Pearson Hall, (302) 831-2301, visit www.udel.edu/chep/oss or email chep-oss@udel.edu.

DEAN’S SCHOLAR PROGRAM

The Dean’s Scholar Program exists to serve the needs of students whose clearly defined educational goals cannot be effectively achieved by pursuing the standard curricula for all existing majors, minors, and interdepartmental majors sponsored by the University. Driven by an overarching passion or curiosity that transcends typical disciplinary bounds and curricula, a Dean’s Scholar’s intellectual interests may lead to broad interdisciplinary explorations of an issue or to more intense, in-depth studies in a single field at a level akin to graduate work. In consultation with faculty advisors and the Associate or Assistant Dean of their college, Dean’s Scholars design an imaginative and rigorous individual plan of study to meet the total credit hours required for graduation. Contact the Assistant/Associate Dean in the college or go to www.udel.edu/deansscholar for more information and the application.

TEACHER EDUCATION PROGRAMS

Responsibility for the coordination of the teacher education programs rests with the University Council on Teacher Education (UCTE). Teacher education programs in specific areas are administered by the Colleges of Agriculture and Natural Resources; Arts and Sciences; Health Sciences; Human Services, Education and Public Policy; and Marine and Earth Studies. For more information on teacher education programs, students who wish to prepare themselves to be certified teachers should consult the teacher education web site at www.udel.edu/teachered or the faculty advisor for the specific area of certification sought, as follows:
(all telephone numbers are area code 302)

**COLLEGE OF AGRICULTURE AND NATURAL RESOURCES**

**Agricultural Education**

**General Information**  
Dr. Patricia Barber  
831-4232  
pbarber@udel.edu

**Student Teaching**

Dr. Arba Henry  
831-1320  
alhenry@udel.edu

**COLLEGE OF ARTS AND SCIENCES**

**English Education**

**General Information**

Dr. Deborah Alvarez  
831-2297  
dmalva@udel.edu

**Student Teaching**

Dr. Deborah Bieler  
831-1973  
deb@udel.edu

**Foreign Languages** (French Education, German Education, Italian Education, Latin Education, Spanish Education)

**General Information**

Dr. Bonnie Robb  
831-6141  
brobb@udel.edu

**Student Teaching**

Dr. Cynthia Lees  
831-2595  
clees@udel.edu

**Mathematics Education**

Dr. Alfinio Flores  
831-1864  
alfinio@math.udel.edu

**Music** (Music Education/Instrumental, Music Education/General Choral, Piano and Voice)

http://music.udel.edu/musiced

Dr. Suzanne Burton  
831-0390  
siburton@udel.edu

**Social Studies** (Anthropology Education, Economics Education, Geography Education, History Education, Political Science Education, Psychology Education, Sociology Education)

www.udel.edu/socialstudiesed

Dr. Barry Joyce  
831-2860  
bjoyce@udel.edu

**Sciences** (Biology Education, Chemistry Education, Physics Education)

Professor Barbara Butler  
831-8467  
bmbutler@udel.edu

**COLLEGE OF HEALTH SCIENCES**

**Health and Physical Education**

Dr. Stephen Goodwin  
831-4451  
goody@udel.edu

**COLLEGE OF HUMAN SERVICES, EDUCATION AND PUBLIC POLICY**

**Elementary Teacher Education**

(Special Education, Elementary Education, Middle School Math, Middle School Science, Middle School Social Studies, and Middle School English)

Ms. Vickie Lucas  
831-2317  
vickie@udel.edu

**Early Childhood Education**

(Early Childhood Education and Early Childhood Special Education)

Dr. Lynn Worden  
831-6500  
worden@udel.edu

**FIELD EXPERIENCES (INCLUDING STUDENT TEACHING)** are required of all students who wish to obtain an undergraduate degree in teacher education. To participate in the field experiences, including student teaching, students must satisfy their program’s course prerequisites, meet minimum GPA requirements, pass required competency tests, and satisfy other criteria as designated by their program, e.g., testing for tuberculosis, criminal background check, child abuse clearance, etc. Consult the appropriate teacher education program advisor (see the list of advisors for teacher education programs) for the exact GPA requirements and other policies concerning qualifications for field experiences. Applications for student teaching must be submitted and approved prior to the student teaching semester. Deadlines, prerequisites, corequisites, and procedures for submitting applications for student teaching are published each year.

**CERTIFICATION.** The professional education unit of the University of Delaware is accredited by the National Council for the Accreditation of Teacher Education (NCATE). The individual teacher education programs have received State Approved Program status and have been recognized by national specialty organizations as having met their standards. Students who complete a University of Delaware Approved Teacher Education Program and who demonstrate competency in the appropriate academic content knowledge by taking the Praxis II test required by the State of Delaware for certification receive an institutional recommendation for teacher certification. Upon receiving the University’s recommendation, students must apply for certification through the individual state’s Department of Education. Most states require that students pass a standardized test to qualify for teacher certification. The Delaware Center for Teacher Education has information available to students on the testing requirements and the certification procedures.
DELAWARE CENTER FOR TEACHER EDUCATION

The Delaware Center for Teacher Education (DCTE) strengthens both pre-service and in-service teacher education, improves access for the education community to the University’s teacher education and professional development programs, and supports the state’s efforts to enhance teacher and professional development in line with new state content standards and accountability requirements. For further information about DCTE generally, call (302) 831-3000 or visit the web site at www.udel.edu/dcete/.

Of the programs and services within DCTE, the following are of particular interest to undergraduates.

The America Reads program recruits undergraduates to tutor young children in basic reading skills. For information, call 831-0722 or e-mail cmevans@udel.edu.

The ASPIRE program encourages students from underrepresented groups to pursue a career in teaching. In addition to recruiting qualified applicants, ASPIRE provides students in all the University’s teacher education programs with academic support, if needed, and professional development activities. For more information, call 831-3000.

The Delaware Mentoring Council provides support and technical assistance to mentoring programs throughout the state. For additional information, call 831-2946 or e-mail cerullo@udel.edu.

The Teacher Quality Enhancement Grant provides support to undergraduate students interested in becoming special education teachers to build their content knowledge so that they meet the federal government’s “highly qualified” status requirements.

The Education Resource Center (ERC) is a multimedia, special purpose curriculum materials center that provides both circulating and reserve collections for use by teachers, students, and administrators. The ERC operates a Book Examination Site, receiving review copies of newly released books for youth from over 100 publishers. It also houses a site of the Delaware Teacher Center for constructing learning materials for use in classrooms with K-12 students. In addition, the Resource Center coordinates the school library media specialist program. For further information, call (302) 831-2335 or visit the website at: http://www.erc.udel.edu.

The Office of Clinical Studies assists faculty in implementing a program of field-based professional practice that includes several sequential phases of increasing involvement and responsibility and in placing students in appropriate clinical settings. For further information, call (302) 831-2319 or e-mail hartmanj@udel.edu.

DISCOVERY- AND SERVICE-BASED LEARNING OPPORTUNITIES AND CLINICAL EXPERIENCES

As a professional, service-oriented college, CHEP stresses opportunities for learning through experiences that require students to apply their academic training and encourage them to develop their newly acquired skills and knowledge. CHEP has a unique combination of facilities that provide a wide range of practical experience settings, and CHEP offers special programs that encourage personal and professional development. Undergraduate students can also learn from valuable practical experience that complements their academic studies by working with faculty, staff and graduate students in CHEP’s public service and research centers. CHEP receives funding from the Delaware General Assembly to support undergraduates who are working on projects that benefit the people of Delaware.

The following units offer special opportunities for undergraduate student participation:

The College School located in Alison Hall (ALS), provides a school-year program for children, grades 1-8, with learning differences. The school provides individualized and innovative instruction for children who have had unsuccessful school experiences, with the goal of returning these students to more traditional classroom settings within an average of two to three years. The College School also serves as a research and clinical site for students and faculty in Education, School Psychology, Clinical Psychology, Nursing, Physical Education, Nutrition, and many other disciplines. For further information: www.udel.edu/collegeschool or call (302) 831-1097.

The Design Laboratories provide applied learning opportunities for apparel design and fashion merchandising students. The Computer-aided Design Laboratory builds skills in graphic and pattern design, pattern grading and marker-making systems used in the apparel industry. Students can use the Historic Costume and Textile Collection, with 2,500 historic textiles and apparel pieces, for design inspiration. For further information, call (302) 831-8713 or visit http://www.udel.edu/fash.

The Legislative Fellows Program is a unique opportunity for especially qualified undergraduates and graduate students to work directly with members of the Delaware General Assembly. Fellows provide timely, nonpartisan research assistance on complex public policy issues while gaining a thorough knowledge of the legislative process that will be useful in a wide variety of careers. In addition, Fellows become acquainted with state and local elected officials, agency directors, business heads, and community leaders. Selected through a competitive process, Fellows work in Dover for twenty hours per week from January to June and earn a stipend comparable to a research assistantship. For more information contact Lisa Moreland at (302) 831-4955 or e-mail lisakm@udel.edu.

Professional Development Schools provide professional training in teacher education much in the way teaching hospitals serve medical education. Elementary Teacher Education students in Milford, Delaware participate in an innovative teacher education program where they take classes in a Professional Development School that serves a rural population.

The University of Delaware Laboratory Preschool is a NAEYC accredited model preschool program, provides appropriate developmental programs for children with and without disabilities; teaches University students to work with young children through classroom practicum experiences; provides opportunities for students, faculty and professionals to observe exemplary preschool programs and teacher role models; enables students to observe children ages two through six so the students can better understand developmental progression; and provides a research site for students and faculty. For further information, contact Peg Bradley, director, at (302)831-2304 or e-mail: pbradley@udel.edu.

CHEP UNDERGRADUATE INTERNSHIPS AND RESEARCH ASSISTANTSHIPS

CHEP offers students many opportunities for public and community service research assistantships and internships through its research and public service units. Undergraduates are able to work closely with faculty, staff and graduate students on key issues involving children, families, schools, communities, the environment, consumers and service institutions, and public policies. The following CHEP research and public service centers, profiled in detail in the chapter “Research Centers, Institutes, and Special Facilities,” offer public and community research assistantships and internship opportunities:

- Center for Applied Demography and Survey Research
- Center for Community Research and Service
- Center for Disabilities Studies
- Center for Energy and Environmental Policy
- Center for Historic Architecture and Design
- Delaware Center for Teacher Education
- Delaware Education Research and Development Center
- Early Learning Center
- English Language Institute
- Institute for Public Administration
- Mathematics & Science Education Resource Center
- Office of Educational Technology

MINOR IN DISABILITIES STUDIES
The College of Human Services, Education and Public Policy offers a minor in Disabilities Studies, with courses taught by an interdisciplinary team of faculty associated with the Center for Disabilities Studies. The minor in Disabilities Studies requires 18 credit hours, distributed as follows: all core courses listed below (9 credits) and three additional courses (9 credits) selected in consultation with and approved by the student’s minor advisor. These courses shall be chosen from each of the following topic areas: Human Development, Social Systems, and Service Delivery Methods. At least one of these courses must be from outside the requirements of the student’s major and outside his or her major department. Additional course restrictions apply to students in the CHEP or ETE major. All courses included in the minor must be completed with a grade of C- or better.

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<tr>
<th>Topic Area Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IFST/PSYC/SOCI 270 Families and Developmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 230 Introduction to Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>HEPP 465 Senior Seminar in Disabilities Studies</td>
<td>3</td>
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<td>9</td>
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Information regarding courses recommended in the topic areas and the procedures for completing the minor can be obtained from the Center for Disabilities Studies, http://www.udel.edu/cds/disabilities_minor.html

EDUCATION
http://www.udel.edu/educ
Faculty Listing: http://www.udel.edu/educ/people.html

The School of Education offers an undergraduate degree program in Elementary Teacher Education. The major includes an Honors Degree option. The School’s exemplary teacher education and specialist programs produce skilled professional educators who are able to work with today’s diverse learners. Through their coursework and field experiences, undergraduate teacher education candidates become skilled in developmentally and educationally effective approaches to instruction. With reflective practice as a guiding principle, the School prepares candidates to become scholars who are grounded in the knowledge of their discipline and pedagogy: problem solvers who are able to design effective instruction and address challenges; and partners who can support the development of the children with whom they work.

PROGRAM IN ELEMENTARY TEACHER EDUCATION (INCLUDING MIDDLE SCHOOL AND SPECIAL EDUCATION)
Telephone: (302) 831-2317

The Elementary Teacher Education Program is designed to help students meet the following goals:
1. become outstanding general elementary teachers, middle school teachers and teachers of exceptional children
2. develop a strong background in the academic subjects taught in the elementary level
3. develop the employment flexibility and security to become an elementary teacher, a middle-school teacher in English, mathematics, science or social studies and/or a teacher of exceptional children
4. provide all children, including those with special learning needs, with the best possible education

The program curriculum is designed to provide students with a range of practicum experiences in a variety of settings. These practicum experiences begin with observation and tutoring of children in the freshman year and culminate with student teaching in the senior year. These direct experiences in actual classroom settings give the teacher candidate important opportunities to apply the knowledge gained in college courses to his or her work with children and to gain critical on-the-job training.

The program is divided into three general areas.

The General Studies area includes courses in the following subject areas: natural sciences, mathematics, social sciences, English/linguistics, and fine arts. A grade of C- or better is required in all of the courses in this area.

The K-6 licensure area provides the teacher candidate with an opportunity to select a second certification area: middle-school English, middle-school mathematics, middle-school science, middle-school social studies or special education. A list of the specific courses that comprise each of these areas is available in the School of Education’s Office of Undergraduate Services. A grade of C- or better is required in all of the courses in this area.

The 2nd licensure area provides the teacher candidate with an opportunity to select a second certification area: middle-school English, middle-school mathematics, middle-school science, middle-school social studies or special education. A list of the specific courses that comprise each of these areas is available in the School of Education’s Office of Undergraduate Services. A grade of C- or better is required in all of the courses in this area.

APPLICATION FOR CLEARANCE FOR UPPER DIVISION STUDY IN TEACHER EDUCATION

Students enrolled in the Elementary Teacher Education major wishing to pursue teaching as a professional goal should secure a copy of clearance requirements from the School of Education Office, (Room 120, Willard Hall). Students will be notified of deadline dates for making application for clearance.

The purpose of clearance is to assure that each student is satisfying requirements in the major and is prepared to undertake junior-level work including in-school clinical experiences. Students not meeting criteria are provided support services including study skills assistance, vocational counseling, and academic planning.

DEGREE: BACHELOR OF SCIENCE IN EDUCATION
MAJOR: ELEMENTARY TEACHER EDUCATION

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<tr>
<th>CURRICULUM</th>
<th>CREDITS</th>
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<tr>
<th>UNIVERSITY REQUIREMENTS</th>
<th>CREDITS</th>
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<tr>
<td>ENGL 110 Critical Reading and Writing</td>
<td>3</td>
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<tr>
<td>First Year Experience (see page 68)</td>
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<tr>
<td>Discovery Learning Experience (see page 68)</td>
<td>3</td>
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<tr>
<td>Three credits in an approved course or courses stressing multicultural, ethnic, and/or gender-related course content [see pages 69-71]</td>
<td>3</td>
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<tr>
<th>MAJOR REQUIREMENTS</th>
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<tr>
<td>GENERAL STUDIES (45 credits)</td>
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<tr>
<td>GEOG 113 Earth Science</td>
<td>4</td>
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<tr>
<td>SCEN 102 Physical Science</td>
<td>4</td>
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<tr>
<td>BISC 104 General Biology</td>
<td>4</td>
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<tr>
<td>or BISC 207 Introductory Biology I.</td>
<td>4</td>
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MATH 251 Mathematics for K-8 Teachers: Number & Operations 3
MATH 252 Mathematics for K-8 Teachers: Rational Numbers & Probability 3
MATH 253 Mathematics for K-8 Teachers: Geom., Algebra & Measurement 3

One of the following History courses: 3
HIST 103 World History I
HIST 104 World History II
HIST 205 United States History
HIST 206 United States History

One of the following Geography courses: 3
GEOG 102 Human Geography
GEOG 120 World Regional Geography
GEOG 203 Introduction to Cultural Geography
GEOG 210 Economic Geography

POSC 150 American Political System 3
or
POSC 102 Civics and Economics for Teachers 3
or
ECON 100 Economic Issues and Policies 3
or
ECON 151 Introduction to Microeconomics 3
or
ECON 102 Civics and Economics for Teachers 3

LING 101 Introduction to Linguistics 3

One of the following literature courses: 3

Students in the Middle School English concentration:
ENGL 101 Tools of Textual Analysis

Students not in the Middle School English concentration:
ENGL 202 Biblical and Classical Literature
ENGL 280 Approaches to Literature for Non-Majors
ENGL 281 British Literature to 1700 for Non-Majors
ENGL 282 British Literature 1700-Present for Non-Majors
ENGL 283 American Literature for Non-Majors
ENGL 284 Shakespeare for Non-Majors
ENGL 285 Introduction to Poetry for Non-Majors
ENGL 286 Introduction to Drama for Non-Majors
ENGL 287 Introduction to Short Story for Non-Majors
ENGL 288 Introduction to Novel for Non-Majors
ENGL 289 Studies in Film for Non-Majors
ENGL 290 Studies in Literature for Non-Majors

Art, Art History, Music, Music Education or Theater 3

K-6 LICENSURE (47 credits)

EDUC 100 Introduction to Elementary and Middle School Education 1
(Satisfies First Year Experience)
EDUC 205 Human Development: Grades K-8 3
EDUC 210 Beginning Literacy Instruction 3
EDUC 230 Introduction to Exceptional Children 3
EDUC 240 Professional Issues: Philosophical and Legal Perspectives 3
or
EDUC 247 Professional Issues: Historical Perspectives 3
EDUC 258 Cultural Diversity, Schooling and the Teacher 3
or
EDUC 259 Cultural Diversity in Community Contexts 3
EDUC 266 Educational Technology: Professional Tools 1
EDUC 310 Reading and Writing in Elementary School 3
EDUC 335 Elementary Curriculum: Mathematics 3
EDUC 341 Elementary Curriculum: Science 3
EDUC 346 Elementary Curriculum: Social Studies 3
EDUC 387 Integrating Technology in Education 2
EDUC 390 Building Communities of Learners 3
EDUC 400 Student Teaching (K-6) 5
EDUC 433 Non-school Factors Affecting Learning in the Classroom 2
EDUC 436 Literacy Problems: Assessment and Instruction 3
or
EDUC 437 Diagnosis and Instruction: Literacy 3
(Special Education Licensure only)
EDUC 451 Educational Assessment for Classroom Teachers 3

2nd LICENSURE

For students seeking licensure in Middle-School English, in addition to the 9 General Studies English and Linguistics credits (including ENGL 110) taken for K-6 licensure, students will take the following 21 credits of English for a total of 30 credits in English as well as a middle-school reading/writing course and student teaching.

ENGL 294 English Language: Grammar and Usage 3
EDUC 403/ENGL 403 Literature for Adolescents: Multimedia Texts 3
ENGL 204 American Literature 3
ENGL 205 British Literature I 3
ENGL 206 British Literature II 3
Writing course 3
ENGL Diversity elective 3
EDUC 320 Reading and Writing in the Middle Grades 3
EDUC 400 Student Teaching: Middle-School English 5

TOTAL CREDITS FOR K-6 LICENSURE WITH MIDDLE SCHOOL ENGLISH 121

Students not in the Middle School Mathematics concentration:

MATH 211 Calculus I 3
or
MATH 241 Analytic Geometry and Calculus A 3

MATH 222 Calculus II 3
or
MATH 242 Analytic Geometry and Calculus B 3

MATH 210 Discrete Mathematics 3
MATH 230 Finite Math with Applications 3

STAT 200 Basic Statistical Practice 3
or
MATH 201 Introduction to Statistical Methods I 3
MATH 240 Geometry and Measurement for Middle School Teachers 3
MATH 217 Algebra for Middle School Teachers 3
EDUC 336 Middle School Mathematics Curriculum and Methods 3
EDUC 400 Student Teaching: Middle School Mathematics 5

TOTAL CREDITS FOR K-6 LICENSURE WITH MIDDLE SCHOOL MATHEMATICS 121-123

For students seeking licensure in Middle-School Science, in addition to the 12 General Studies science credits taken for K-6 licensure, students will take 18 credits of science courses for a total of 30 credits in science, as well as a middle-school science teaching course and student teaching. Of the 18 credits, students must take the following: 6 credits in biology, 6 credits in physical science, 3 credits in earth science and 3 credits in environmental science. SCEN 650 is required, and will substitute for 3 credits in one of the following areas, depending on the course content for a particular semester: Earth Science, Biology, or Physical Science. A list of approved courses can be obtained from an advisor in WHL 120.

Biology courses 6
Physical science courses 6
Earth science course 3
SCEN 650 (will substitute for one of the above) 3
Environmental science course 3
EDUC 443 Teaching Science in the Middle School 3
EDUC 400 Student teaching: Middle School Science 5
Free elective from any department 3

TOTAL CREDITS FOR K-6 LICENSURE WITH MIDDLE SCHOOL SCIENCE 121

For licensure in Middle-School Social Studies, in addition to the 12 General Studies social studies credits taken for K-6 licensure, students will take 18 additional credits of social studies courses for a total of 30 credits in the social studies area. A list of approved courses can be obtained from an advisor in WHL 120.

US History 205 or 206
World History 103 or 104 (whichever was not taken for general studies) 3
POSC 240 Introduction to International Relations 3
POSC 270 Comparative Politics 3
Economics elective* ................................................. 3
Geography elective* ............................................. 3
History, Geography, Political Science or Economics* .................. 6
(*Six of the above 12 credits must be at the 300 level or higher.)
EDUC 348 Investigating Social Studies in Middle School Communities .................. 3
EDUC 400 Student Teaching, Middle School Social Studies ............. 5
Free elective from any department .................................. 3

TOTAL CREDITS FOR K-6 LICENSURE WITH MIDDLE SCHOOL SOCIAL STUDIES .......... 121

For students seeking licensure in Special Education, the following courses are added to the K-6 requirements:
EDUC 410 Assistive Technology ...................................... 1
EDUC 431 Applied Behavior Analysis .................................. 3
EDUC 432 Curriculum for School-aged Exceptional Children .................. 3
EDUC 435 Educational Evaluation for Exceptional Children ............... 3
EDUC 400 Student Teaching: Special Education ......................... 5

In addition, students will be required to complete the Disabilities Studies Minor (15 credits) or a content area in science, mathematics, social studies, or English (15-21 credits). See list of courses in 120 Willard Hall.

TOTAL CREDITS FOR K-6 LICENSURE WITH SPECIAL EDUCATION .......................... 122-128

Praxis Test Requirements

Praxis I: Passing scores on the Praxis I test, all three subtests (reading, writing, and mathematics), are required prior to enrollment in upper division professional education coursework.

Praxis II: Proof of having taken an appropriate academic CONTENT area test (e.g., Praxis II in English, Praxis II in Elementary Content Knowledge or Fundamental Subject Area Test). A copy of the official score report must be submitted to the Delaware Center for Teacher Education, during enrollment in EDUC 400 Student Teaching or no later than November 1 for January graduates and May 1 for June or summer graduates. An institutional recommendation for certification will not be issued until the candidate has presented the official score report.

HONORS BACHELOR OF SCIENCE: ELEMENTARY TEACHER EDUCATION

The recipient must complete:
1. All requirements for the Bachelor of Science degree in Elementary Teacher Education.
2. All the University's generic requirements for the Honors Baccalaureate Degree (see page 52).

SOUTHERN DELAWARE ELEMENTARY TEACHER AND SPECIAL EDUCATION

DEGREE: BACHELOR OF SCIENCE IN EDUCATION
MAJOR: ELEMENTARY TEACHER EDUCATION/
SPECIAL EDUCATION

University and major requirements are the same as for the Elementary Teacher Education program. However, this program differs in that students are required to seek dual certification in Special Education and discipline area requirements are selected for an integrated discipline area rather than a single discipline area. This program also includes more K-6 school-based requirements that are designed in cooperation with the Milford School District. All requirements for this program may be met at the University of Delaware campus in Georgetown and the Milford Professional Development School located on the grounds of the Milford School District. For additional information, please contact Laurie Palmer at (302) 424-6461.

ASSOCIATE IN ARTS DEGREE IN EDUCATION

The Associate in Arts (AA) in Education degree is designed for students enrolled in the AA Program in Georgetown who have an interest in the field of elementary education. This degree represents the first two years of the Elementary Teacher Education program. Upon successful completion of this degree and passing the Praxis I exam, students wishing to complete their BSED degree may apply for admission to the UD/Milford Professional Development School located at 310 Lovers Lane, Milford, DE 19963 or transfer to the ETE program in Newark. Information regarding admission requirements may be found in the Undergraduate

Admission section of this catalog. Academic advisement is available in Suite 172 of the Jason Technology Center in Georgetown or by contacting Laurie Palmer at the UD/Milford PDS at (302) 424-6461.

CURRICULUM CREDITS

UNIVERSITY REQUIREMENTS

ENGL 110 Critical Reading and Writing (minimum grade C) .......................... 3
ENGL 110 will be taken by all students as freshmen, except by students who have otherwise demonstrated the skills taught in that course. A score of 710 or higher on the SAT Reading Test will qualify students for exemption from ENGL 110. ENGL 110 must be completed by the time a student has earned 60 credits. Students who transfer into the College of Arts and Sciences with 45 credits or more must complete this requirement within two semesters.

MINOR IN EDUCATIONAL STUDIES

The minor requires the 15 credits listed below. A grade of C- or better is required in all courses.
EDUC 240 Professional Issues: Philosophical and Legal Perspectives ........ 3
EDUC 247 Professional Issues: Historical Perspectives ......................... 3
EDUC 205 Human Development: K-8 or EDUC 230 Introduction to Exceptional Children
EDUC 414 Teaching Exceptional Adolescents ..................................... 3
EDUC 258 Cultural Diversity, Schooling, and the Teacher (fulfills University multicultural requirement) or EDUC 259 Diversity in Community Context
EDUC 419 Diversity in Secondary Education .................................... 3
EDUC 665 Elementary Statistics .............................................. 3
PSYC 209 Measurement and Statistics ........................................... 3

FASHION AND APPAREL STUDIES

Telephone: (302) 831-8714
E- mail: fashion-studies@udel.edu
http://www.udel.edu/fash

The Department of Fashion and Apparel Studies (FASH) prepares students to thrive in the fast paced field of fashion. Relevant curriculums address the conceptualization, design, pre-production, planning, promotion and distribution of apparel and related products through two undergraduate major courses of study. Examining the social, psychological, historical and cultural influences on fashion, as well as providing a basic understanding of textile materials and production enriches our academic programs. An industry-oriented approach is emphasized.

The Apparel Design major focuses on trend research, conceptualization and pre-production of products for apparel-related industries that meet the functional, expressive, and aesthetic needs and desires of the consumer.

The Fashion Merchandising major addresses the planning, production, promotion and distribution of products in fashion industries to meet consumer need and demand. An Honors Degree option is available for each major.

Students in both majors can benefit from the Department of Fashion and Apparel Studies’ collaboration with the Center for Historic Architecture and Design. Opportunities are available for students interested in material culture and preservation as they relate
to apparel design, historic costume, dress and culture, and contemporary consumer behavior.

Students who wish to transfer from another major in the University are advised to contact the Department office regarding application policies and procedures.

**DEGREE: BACHELOR OF SCIENCE**

**MAJORS:** APPAREL DESIGN (APD) or FASHION MERCHANDISING (FM)

Both the APD and FM curricula consist of a core supplemented by courses specific to each major, facilitating a double major or transfer from either major to the other.

### CURRICULUM

#### UNIVERSITY REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110</td>
<td>Critical Reading and Writing (minimum grade C)</td>
<td>3</td>
</tr>
<tr>
<td>First Year Experience (see page 68)</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Discovery Learning Experience (see page 68)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASH 455</td>
<td>Textiles and Apparel in the Global Economy</td>
<td>3</td>
</tr>
<tr>
<td>FASH 419</td>
<td>Social-Psychological Aspects of Clothing</td>
<td>3</td>
</tr>
<tr>
<td>FASH 365</td>
<td>Fashion Merchandising and Apparel Design Seminar</td>
<td>1</td>
</tr>
<tr>
<td>FASH 325</td>
<td>Presentation Techniques</td>
<td>3</td>
</tr>
<tr>
<td>FASH 220</td>
<td>Apparel Product Assembly</td>
<td>3</td>
</tr>
<tr>
<td>FASH 211</td>
<td>Apparel Structures</td>
<td>3</td>
</tr>
<tr>
<td>FASH 222</td>
<td>Apparel Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FASH 233</td>
<td>Additional Costume History course</td>
<td>3</td>
</tr>
<tr>
<td>FASH 314</td>
<td>Apparel Design by Flat Pattern</td>
<td>3</td>
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<tr>
<td>FASH 324</td>
<td>Apparel Design by Draping</td>
<td>3</td>
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<tr>
<td>FASH 333</td>
<td>Fashion Forecasting and Design</td>
<td>3</td>
</tr>
<tr>
<td>FASH 421</td>
<td>Professional Portfolio Development</td>
<td>1</td>
</tr>
<tr>
<td>FASH 424</td>
<td>Apparel Collection Development</td>
<td>3</td>
</tr>
<tr>
<td>FASH 433</td>
<td>Product Development &amp; Management Studio</td>
<td>3</td>
</tr>
<tr>
<td>Math 114 or 115, or higher level/equivalent</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHEM 102</td>
<td>General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Arts and Sciences Group B elective</td>
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<tr>
<td>COMM 255</td>
<td>Fundamentals of Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 212</td>
<td>Oral Communication in Business</td>
<td>3</td>
</tr>
<tr>
<td>ART 129</td>
<td>Design in Visual Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

Two Modern foreign language courses. 4-8

Students with two or three years of a particular language will be placed in a 105 language course and will then take 105-106. Students with two or three years of a particular language will be placed in a 106 language course and will then take 106-107. Students with four or more years will be placed in a 107 language course and, upon completing 107, will be advised, but not required, to take a 200-level language course. Students with four or more high school years of a foreign language may attempt to fulfill the requirement by taking an exemption examination and will then be advised, but not required, to take a 200-level language course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>CHEM 101</td>
<td>General Chemistry</td>
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<tr>
<td>CHEM 102</td>
<td>General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Math 114 or 115, or higher level/equivalent</td>
<td>3</td>
<td></td>
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<tr>
<td>ECON 151</td>
<td>Introduction to Microeconomics: Prices and Markets</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 201</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>FASH 110</td>
<td>Seeing and Being in a Visual World</td>
<td>3</td>
</tr>
<tr>
<td>FASH 114</td>
<td>Fashion Style and Culture</td>
<td>3</td>
</tr>
<tr>
<td>FASH 215</td>
<td>Fundamentals of Textiles I</td>
<td>3</td>
</tr>
<tr>
<td>FASH 218</td>
<td>Fashion Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>FASH 220</td>
<td>Fundamentals of Textiles II</td>
<td>3</td>
</tr>
<tr>
<td>Costume History course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FASH 325</td>
<td>Presentation Techniques</td>
<td>3</td>
</tr>
<tr>
<td>FASH 365</td>
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<tr>
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</tr>
<tr>
<td>FASH 455</td>
<td>Textiles and Apparel in the Global Economy</td>
<td>3</td>
</tr>
</tbody>
</table>

### ADDITIONAL APPAREL DESIGN CURRICULUM

**MAJOR REQUIREMENTS**

Nine credits selected from Art (ART) Art History (ARTH) and/or Theatre (THEA). 9

Courses selected from: 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISY 160, ACCT 352, BUAD 301, 309, 471, 473, 474, ECON 152</td>
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<td></td>
</tr>
</tbody>
</table>

### ADDITIONAL FASHION MERCHANDISING CURRICULUM

**MAJOR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 207</td>
<td>Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>FASH 217</td>
<td>Accounting Practice for Merchandise</td>
<td>3</td>
</tr>
<tr>
<td>MISY 160</td>
<td>Introduction to Business Information Systems I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 352</td>
<td>Law and Social Issues in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 301</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 309</td>
<td>Management and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 471</td>
<td>Advertising Management</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 474</td>
<td>Marketing Channels and Retailing</td>
<td>3</td>
</tr>
<tr>
<td>ECON 152</td>
<td>Introduction to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FASH 222</td>
<td>Apparel Product Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FASH 122</td>
<td>Apparel Product Assembly</td>
<td>3</td>
</tr>
<tr>
<td>FASH 318</td>
<td>Fashion Merchandising Products</td>
<td>3</td>
</tr>
<tr>
<td>FASH 418</td>
<td>Merchandise Planning</td>
<td>4</td>
</tr>
<tr>
<td>FASH 420</td>
<td>Assortment Planning and Buying Studio</td>
<td>2</td>
</tr>
<tr>
<td>FASH 430</td>
<td>Topics in Fashion Marketing and Promotion</td>
<td>3</td>
</tr>
</tbody>
</table>

### ELECTIVES

After required courses are completed, sufficient elective credits must be taken to meet the minimum credits required for the degree.

May include Military Science, Music, or Physical Education (Only two credits of activity-type Physical Education and four credits of Music ensemble and four credits of 100- and 200-level courses in Military Science/Air Force may be counted toward the degree).

### CREDITS TO TOTAL A MINIMUM OF 120

### HONORS BACHELOR OF SCIENCE:

**APPAREL DESIGN**

The recipient must complete:

1. All requirements for the Bachelor of Science degree in Apparel Design.
2. All the University’s generic requirements for the Honors Baccalaureate Degree (see page 52). Within these requirements, the twelve (12) honors credits earned in courses in the Department of Fashion and Apparel Studies or in closely related areas outside the Department must be approved by the student’s advisor. Of these, a minimum of six (6) credits must be taken in the Department of Fashion and Apparel Studies.

### ADDITIONAL FASHION MERCHANDISING CURRICULUM

**MAJOR REQUIREMENTS**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ACCT 207</td>
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</tr>
<tr>
<td>FASH 217</td>
<td>Accounting Practice for Merchandise</td>
<td>3</td>
</tr>
<tr>
<td>MISY 160</td>
<td>Introduction to Business Information Systems I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 352</td>
<td>Law and Social Issues in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 301</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 309</td>
<td>Management and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 471</td>
<td>Advertising Management</td>
<td>3</td>
</tr>
<tr>
<td>BUAD 474</td>
<td>Marketing Channels and Retailing</td>
<td>3</td>
</tr>
<tr>
<td>ECON 152</td>
<td>Introduction to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FASH 222</td>
<td>Apparel Product Analysis</td>
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<td>FASH 122</td>
<td>Apparel Product Assembly</td>
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</tr>
<tr>
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<td>Fashion Merchandising Products</td>
<td>3</td>
</tr>
<tr>
<td>FASH 418</td>
<td>Merchandise Planning</td>
<td>4</td>
</tr>
<tr>
<td>FASH 420</td>
<td>Assortment Planning and Buying Studio</td>
<td>2</td>
</tr>
<tr>
<td>FASH 430</td>
<td>Topics in Fashion Marketing and Promotion</td>
<td>3</td>
</tr>
</tbody>
</table>

### ELECTIVES

After required courses are completed, sufficient elective credits must be taken to meet the minimum credits required for the degree.

May include Military Science, Music, or Physical Education (Only two credits of activity-type Physical Education and four credits of Music ensemble and four credits of 100- and 200-level courses in Military Science/Air Force may be counted toward the degree).

### CREDITS TO TOTAL A MINIMUM OF 120

### HONORS BACHELOR OF SCIENCE:

**FASHION MERCHANDISING**

The recipient must complete:

1. All requirements for the Bachelor of Science degree in Fashion Merchandising.
2. All the University’s generic requirements for the Honors Baccalaureate Degree (see page 52). Within these requirements, the twelve (12) honors credits earned in courses in the Department of Fashion and Apparel Studies or in closely related areas outside the Department must be approved by the student’s advisor. Of these, a minimum of six (6) credits must be taken in the Department of Fashion and Apparel Studies.
### Degree: Bachelor of Science in Early Childhood Education

#### Curriculum Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110</td>
<td>Critical Reading and Writing (minimum grade C)</td>
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</tr>
<tr>
<td></td>
<td>First Year Experience (see page 68)</td>
<td>0.4</td>
</tr>
<tr>
<td></td>
<td>Discovery Learning Experience (see page 68)</td>
<td>3</td>
</tr>
</tbody>
</table>

Three credits in an approved course or courses stressing multi-cultural, ethnic, and/or gender-related courses content (see pages 69-71).

#### Major Requirements

| Literature course                                      | 3
| History elective (World/Non-western)                  | 3
| American Political System                             | 3
| Praxis I: Passing scores on the Praxis I test, all three subtests (reading, passing score = 175; writing, passing score = 173; and mathematics, passing score = 174), prior to enrollment in IFST 306. | 3
| Praxis II: Proof of having taken an appropriate academic CONTENT area test (e.g., Praxis II in Elementary Content Knowledge or Fundamental Subject Area Test) or a state-designated academic content knowledge test (e.g., New York State test in the appropriate area, like the Elementary Multiple Subjects Test). A copy of the official score report must be submitted to the Delaware Center for the Teacher Education. | 3
| American history course                              | 3
| American political system                            | 3
| INTR 111: Introduction to Linguistics                 | 3
| EDUC 210: Literature and Literacy for Young Children  | 3
| EDUC 220: Pracculm in Inclusive Education: Birth to Grade 2 | 3
| IFST 200: Life Span Development                        | 3
| IFST 202: Foundations of Family Studies                | 3
| IFST 220: Child Development I: Prenatal to Age 3       | 3
| IFST 221: Child Development II: 3-8 years              | 3
| IFST 222: Inclusive Curriculum: Birth to Grade 2       | 3
| IFST 224: Practicum in Inclusive Education: Birth to Grade 2 | 3
| IFST 230: Introduction to Exceptional Children         | 3
| IFST 231: Field Experience: Kindergarten               | 3
| IFST 232: Field Experience: Preschool – Kindergarten   | 3
| IFST 233: Field Experience: Kindergarten – Grade 2     | 3
| IFST 235: Technology & Assistive Technology in Early Childhood Educ. | 3
| IFST 237: Professional Issues in ECDE                 | 3
| IFST 241: Inclusive Curriculum: Birth - Preschool      | 3
| IFST 242: Field Experience: Preschool – Kindergarten   | 3
| IFST 243: Field Experience: Kindergarten – Grade 2     | 3
| IFST 290: Music in the Elementary School              | 3
| LING 101: Introduction to Linguistics                  | 3
| POSC 130: American Political System                    | 3
| POSC 150: American Political System                    | 3
| MATH 251: K-8 Math: Numbers and Operations             | 3
| MATH 252: K-8 Math: Rationals and Probability          | 3
| MATH 253: K-8 Math: Geom., Alg., & Measurement         | 3

#### Additional Requirements

- **Literature courses**
- **History elective (World/Non-western)**
- **American Political System**
- **Praxis I: Passing scores on the Praxis I test, all three subtests (reading, passing score = 175; writing, passing score = 173; and mathematics, passing score = 174), prior to enrollment in IFST 306.**
- **Praxis II: Proof of having taken an appropriate academic CONTENT area test (e.g., Praxis II in Elementary Content Knowledge or Fundamental Subject Area Test) or a state-designated academic content knowledge test (e.g., New York State test in the appropriate area, like the Elementary Multiple Subjects Test). A copy of the official score report must be submitted to the Delaware Center for the Teacher Education.**

Selection and retention policies for the Early Childhood Education, and Human Services majors have been established and must be followed. In addition, there are limitations on the number of students who can be enrolled in each major. Students are responsible for travel arrangements and costs for clinical/internship experiences.
ELECTIVES
After required courses are completed, sufficient elective credits must be taken to
meet the minimum credits required for the degree.

Only four credits of Music ensemble and four credits of 100-200 level courses in
Military Science/Army ROTC may be counted toward the degree.

CREDITS TO TOTAL A MINIMUM OF .................. 124

HONORS BACHELOR OF SCIENCE:
EARLY CHILDHOOD EDUCATION

The recipient must complete:
1. All requirements for the Bachelor of Science degree in Early Childhood
   Education.
2. All of the University's generic requirements for the Honors Baccalaureate
   Degree. (see page 52 of this catalog.)
3. These additional requirements:
   a. Student Teaching Seminar must be taken as an Honors course (IFST 481).
   b. Achieve a 3.4 GPA in major.

DEGREE: BACHELOR OF SCIENCE
MAJOR: HUMAN SERVICES
CONCENTRATION: CLINICAL SERVICES

CURRICULUM CREDITS

UNIVERSITY REQUIREMENTS
ENGL 110 Critical Reading and Writing
(minimum grade C) ........................................... 3
First Year Experience (see page 68) ........................................... 0.4
Discovery Learning Experience (see page 68) ........................................... 3
Three credits in an approved course or courses stressing multi-cultural, ethnic,
and/or gender-related courses content (see pages 69-71) ........................... 3

MAJOR REQUIREMENTS

Six credits of courses fulfilling Group A or Group B Arts and Sciences College
Breadth Requirements or six credits in Foreign Language Courses (including:
CHIN, FREN, GREK, GRMN, HEBR, ITAL, JAPN, LATN, PORT, RUSS, SPAN) .. 6

Twelve credits of courses fulfilling Group D Arts and Sciences College Breadth
Requirements (one science elective must be a laboratory science) .................. 12

IFST 101 Human Services and Cultural Competence ...................... 1
IFST 201 Life Span Development ........................................... 3
IFST 202 Foundations of Family Studies .................................. 3
IFST 230 Families and Their Communities ................................ 3
IFST 235 Survey in Child and Family Services ............................. 3
IFST 328 Introduction to the Research Process ............................ 3
IFST 332 Counseling Theories ............................................. 3
IFST 334 Experiential Education ........................................... 3
(IFST 334 requires a 50 hour field placement. Placements need approval of
instructor before class begins.)
IFST 346 Topics in Individual & Family Studies or
IFST 472 Substance Abuse and the family ................................... 3
One "Individuals and Families at Risk" course chosen from .......... 3
IFST 270 Families and Developmental Disabilities

IFST 233 Child Development II: Pre Natal to Age 3
IFST 231 Child Development II: 3-8 years
IFST 310 Parenting Through the Lifespan
IFST 329 Adolescent Development
IFST 339 Adult Development and Aging
IFST 403 Concepts in Gerontology
IFST 405 Aging and the Family

The developmental elective must be related to the "area of interest" and approved
by the advisor.

Curriculum CREDITS

DEGREE: BACHELOR OF SCIENCE
MAJOR: HUMAN SERVICES
CONCENTRATION: ADMINISTRATION AND FAMILY
POLICY

CURRICULUM CREDITS

UNIVERSITY REQUIREMENTS
ENGL 110 Critical Reading and Writing
(minimum grade C) ........................................... 3
First Year Experience (see page 68) ........................................... 0.4
Discovery Learning Experience (see page 68) ........................................... 3
Three credits in an approved course or courses stressing multi-cultural, ethnic,
and/or gender-related courses content (see pages 69-71) ........................... 3

MAJOR REQUIREMENTS

Six credits of courses fulfilling Group A or Group B Arts and Sciences College
Breadth Requirements (one science elective must be a laboratory science) .................. 12

Six credits of courses fulfilling Group C Arts and Sciences College Breadth
Requirements ............................................. 6

IFST 101 Human Services and Cultural Competence ...................... 1
IFST 201 Life Span Development ........................................... 3
IFST 202 Foundations of Family Studies .................................. 3
IFST 230 Families and Their Communities ................................ 3
IFST 235 Survey in Child and Family Services ............................. 3
IFST 328 Introduction to the Research Process ............................ 3
IFST 334 Experiential Education ........................................... 3
(IFST 334 requires a 50 hour field placement. Placements need approval of
instructor before class begins.)
IFST 346 Delivery of Human Services ..................................... 3
IFST 347 Program Development and Evaluation .......................... 3
IFST 402 Family and Child Policy ......................................... 3
IFST 422 Family Relationships ............................................. 3
IFST 475 Topics in Individual and Family Studies, or IFST 472,
### HUMAN SERVICES, EDUCATION AND PUBLIC POLICY

#### UNDERGRADUATE

<table>
<thead>
<tr>
<th>Substance Abuse and the Family</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>IFST 270 Families and Developmental Disabilities</td>
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</tr>
<tr>
<td>IFST 331 Youth-at-Risk</td>
<td>3</td>
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<tr>
<td>IFST 470 Families and Children at Risk</td>
<td>3</td>
</tr>
</tbody>
</table>

Two developmental electives chosen from: ........................................ 6

- IFST 220 Child Development I: Prenatal to Age 3
- IFST 221 Child Development II: 3-8 years
- IFST 310 Parenting Through the Lifespan
- IFST 329 Adolescent Development
- IFST 339 Adult Development and Aging
- IFST 403 Concepts in Gerontology
- IFST 405 Aging and the Family

One developmental elective must be related to the “area of interest” and approved by the advisor.

### ELECTIONS

Restricted electives ................................................................. 18

- May be fulfilled with a minor. Minors may include, but are not limited to, legal studies, public policy, criminal justice, disability studies, leadership, women’s studies, public administration; related electives may be necessary to complete 18 credits. Restricted electives may also have an applied family research emphasis, and may include, but are not limited to, IFST 466, IFST 615, and UNIV 401/402

Senior Thesis:

Electives:

After required courses are completed, sufficient elective credits must be taken to meet the minimum credits required for the degree.

Only four credits of Music ensemble and four credits of 100- and 200-level courses in Military Science/Army ROTC may be counted toward the degree.

### CREDITS TO TOTAL A MINIMUM OF ..................... 120

#### HONORS BACHELOR OF SCIENCE: HUMAN SERVICES

The recipient must complete:

1. All requirements for the Bachelor of Science degree in Human Services.
2. All of the University’s generic requirements for the Honors Baccalaureate Degree. (See page 52)
3. Three additional requirements:
   a. Senior Seminar (IFST 465) must be taken as an Honors section for the Clinical Services Concentration.
   b. Achieve a 3.4 GPA in major.
   c. IFST 422 (Honors section) only serves as the capstone course if taken in senior year.

#### HUMAN SERVICES, EDUCATION AND PUBLIC POLICY

The Human Services, Education, and Public Policy major combines humanities, science, and social science requirements with a breadth of courses from the College of Human Services, Education, and Public Policy. In addition to the core requirements, which represent the interdisciplinary nature and service-learning focus of the College, students will complete a Primary Interest Area (Education and Community Services) of twenty-five credits. This core curriculum draws from the academic disciplines of education and human services. Students also select a Secondary Interest Area, typically in the form of an existing University minor; however, there is an option to individualize the Secondary Interest Area with prior approval from the CHEP Faculty Committee. The completion of each interest area is designed to allow students to explore their own personal and career objectives, while exploring the diverse areas within the CHEP College.

Students who wish to change from another major in the University are encouraged to contact the CHEP Office of Student Support Services (105 Pearson Hall). For additional information on the CHEP major, please contact:

Butch Patrick
(302) 831-2301
butch@udel.edu

www.udel.edu/chep/osss

### BREADTH REQUIREMENTS

Students are required to select courses in the humanities, social sciences and sciences as indicated below, including two multicultural courses and a second writing requirement. A list of courses that may be used to satisfy the program’s requirements may be obtained from the CHEP Office of Student Support Services (105 Pearson Hall).

#### DEGREE: BACHELOR OF SCIENCE

#### MAJOR: HUMAN SERVICES, EDUCATION AND PUBLIC POLICY

#### CURRICULUM

<table>
<thead>
<tr>
<th>UNIVERSITY REQUIREMENTS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110 Critical Reading and Writing</td>
<td>(minimum grade C)</td>
</tr>
<tr>
<td>First Year Experience (see page 68)</td>
<td>0-4</td>
</tr>
<tr>
<td>Discovery Learning Experience (see page 68)</td>
<td>3</td>
</tr>
<tr>
<td>Three credits in an approved course or courses stressing multi-cultural, ethnic, and/or gender-related courses content (see pages 69-71)</td>
<td>(May fulfill another degree requirement.)</td>
</tr>
</tbody>
</table>

#### MAJOR REQUIREMENTS

Three additional credits in an approved course stressing multi-cultural, ethnic, and/or gender-related content.

- Students should select one course in U.S. diversity and one in global diversity. A list of courses that may be used to satisfy the multicultural requirements may be obtained from the CHEP Office of Student Support Services (105 Pearson Hall).
- May fulfill another degree requirement.

#### Humanities

- English Literature Elective; English 312; or Communications Elective | 3 |
- Foreign Language or Humanities Electives | 6-8 |
- Fine Arts Elective | 3 |

#### Mathematics and Science

- MATH 114 or MATH 251 | 3 |
- Science Elective with Laboratory | 4 |
- Science Elective | 3 |
- Science, Mathematics or Statistics Elective | 3 |

#### Social Sciences

- History or Economics Elective | 3 |
- History or Sociology Elective | 3 |
- Psychology Elective | 3 |
- Social Science Elective or ACCT 160 | 3 |
- Social Science Elective | 3 |

A second writing course is also required. It should be selected from the courses approved for Arts and Sciences second writing requirement and can be used to fulfill another degree requirement.

#### COLLEGE CORE REQUIREMENTS

(minimum grade C- in each course)

The College Core includes courses from the various CHEP Departments and Schools and reflects the interdisciplinary intent of this major.

HEPP 100 CHEP Introductory Seminar | 1 |

#### Pre-professional Skills Courses:

Choose two of the following | 6 |

- LEAD 100 Leadership, Integrity, and Change
- HRIM 140 Information Technology and Services Management
- HRIM 230 Executive Presentations and Problem Solving
- HRIM 238 Assessment, Evaluation, and Communication in Service Delivery Systems
- ENGL 312 Written Communications in Business
- LEAD 209 Presentation Strategies

#### Interdisciplinary Courses:

Select 9 hours of CHEP Special Topics (HEPP 160, 260, 360, 460) or other interdisciplinary courses from a restricted list, available from the CHEP Office of Student Support Services, 105 Pearson Hall | 9 |

Special Topics courses vary each semester and are at various levels, from freshman to senior-level offering. Topics may include the following: Learning Across the Lifespan; The Family; The Physical and Emotional Wellness of American Youth; Communities and the Environment; Current Policy Issues; The Dignity of Service; Professional Autonomy and Public Accountability.

224
Primary Interest Area .................................................. 25
Students will complete the following interest areas of approximately 25 credit hours [see below]:

   A: Education and Community Services

Secondary Interest Area .................................................. 18
Students are encouraged to complete an approved University minor. Other options may be approved by the CHEP Faculty Committee.

HEPP 400 Service Learning Practicum ................................ 3-6
Students will complete a required Service Learning Experience connected to their Primary Interest Area and/or Secondary Interest Area.

ELECTIVES
After required courses are completed, sufficient elective credits must be taken to meet the minimum credits required for the degree.

CREDITS TO TOTAL A MINIMUM OF ......................... 120

INTEREST AREA A:
EDUCATION AND COMMUNITY SERVICES

EDUC 205 Human Development K-8 or
IFST 220 Child Development I: Prenatal to Age 3 .......... 3
IFST 329 Adolescent Development ....................... 3
EDUC 230 Introduction to Exceptional Children .......... 3
EDUC 240/247 Philosophical and Legal/Historical Perspectives .... 3
EDUC 258/419 Cultural Diversity in the Classroom ........... 3
IFST 101 Human Services and Cultural Competence ...... 1
IFST 202 Foundations of Family Studies .................... 3
IFST 235 Survey in Child and Family Services ............. 3
IFST 346 Delivery of Human Services .................... 3

INTEREST AREA B*:
HOSPITALITY SERVICES AND INFORMATION TECHNOLOGY
MANAGEMENT

HRIM 144 Fundamentals of Information Management Networks & Systems .......... 3
HRIM 180 Introduction to Hospitality ....................... 3
HRIM 187 Introduction to Hospitality Information Management ................................................. 3
HRIM 346 Hospitality Web-based Marketing ............. 3
HRIM 380 Management of Lodging Operations .......... 3
HRIM 442 Hospitality Computer Based Education .......... 3
HRIM 448 Data-mining Analysis in the Hospitality Industry ...... 3
HRIM 450 Managing Hospitality Information Systems .......... 3
HRIM 488 Hotel, Restaurant and Institutional Management Practicum 1

*HRIM Interest Area is currently under review and is not accepting applicants at this time.

LEADERSHIP

Telephone: (302) 831-8711
Email: leadership-studies@udel.edu

The School of Urban Affairs and Public Policy offers an undergraduate degree in Leadership. The Leadership major and minor educates students to provide leadership for socially responsible strategies, programs and policies that improve quality of life and minimize harmful effects on consumers. Students are encouraged to blend their knowledge of leadership, consumer behavior and consumer policy with a personal set of values and ethics to mobilize change. The strong interdisciplinary curriculum provides students with knowledge applicable to a variety of workplace settings. The major also prepares students with a set of skills that will give them an active voice and confidence in their endeavors: team work; effective communication; decision-making skills; and synergistic and creative approaches to problem solving. With careful planning and advisement, Leadership majors have the opportunity to earn a Bachelor of Science degree and a Master of Public Administration (MPA) degree in less than the usual six years. An Honors Degree option is available. Additional information is available from the program office.

Students who wish to change from another major in the University are advised to contact the program office regarding selection policies and procedures.

BREADTH REQUIREMENTS

The following courses have been approved to fulfill humanities and science electives for students in the Leadership major.

**Humanities**
Art, Art History, Communication, Comparative Literature, English, Foreign Language (including: CHIN, FREN, GREK, GRMN, HEBR, ITAL, JAPN, LATN, PORT, RUSS, SPAN), Foreign Languages and Literatures, Jewish Studies, Linguistics, Museum Studies, Music, Philosophy, Theater, Women’s Studies (WOMS 203, 205, 210, 216, 222, 318, 320, 326, 328, 330, 353, 380, 381, 382, 389, 465, 480).

**Sciences**

DEGREE: BACHELOR OF SCIENCE
MAJOR: LEADERSHIP

CURRICULUM

http://www.udel.edu/suapp/faculty/facultylist.htm

UNIVERSITY REQUIREMENTS

<table>
<thead>
<tr>
<th>CURRICULUM</th>
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<tbody>
<tr>
<td>CREDITS</td>
</tr>
<tr>
<td>ENGL 110 Critical Reading and Writing (minimum grade C)</td>
</tr>
<tr>
<td>First Year Experience [see page 68]</td>
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<tr>
<td>Discovery Learning Experience [see page 68]</td>
</tr>
<tr>
<td>Three credits in an approved course or courses stressing multi-cultural, ethnic, and/or gender-related course content [see pages 69-71]</td>
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</table>

MAJOR REQUIREMENTS

Three credits chosen from courses designated in the Registration Booklet as satisfying the Arts and Sciences Second Writing Course requirement. This requirement may be fulfilled through a course taken to complete other course requirements | 3 |

<table>
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<tr>
<th>CURRICULUM</th>
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<tbody>
<tr>
<td>CREDITS</td>
</tr>
<tr>
<td>COMM 255 Fundamentals of Communication</td>
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<tr>
<td>or</td>
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<tr>
<td>COMM 212 Oral Communications in Business</td>
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<td>or</td>
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<tr>
<td>PHIL 200 Business Ethics</td>
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<td>or</td>
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<tr>
<td>PHIL 202 Contemporary Moral Problems</td>
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<tr>
<td>Modern Foreign Language course</td>
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<tr>
<td>Humanities elective</td>
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<tr>
<td>Communications course</td>
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<tr>
<td>MATH 201 Introduction to Statistics I</td>
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<tr>
<td>or</td>
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<tr>
<td>MATH 201 Introduction to Statistics I</td>
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<tr>
<td>Physical or Biological Science Elective</td>
</tr>
<tr>
<td>Math course</td>
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<tr>
<td>Only three credits from any combination of MATH 114 and MATH 115 can count toward graduation</td>
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<tr>
<td>Statistics course or equivalent</td>
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<tr>
<td>ECON 151 Introduction to Microeconomics: Prices and Markets</td>
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<tr>
<td>ECON 152 Introduction to Macroeconomics: National Economy</td>
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<tr>
<td>PSYC 100 General Psychology</td>
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<tr>
<td>Sociology course</td>
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<tr>
<td>Political Science course</td>
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<tr>
<td>ACCT 352 Law and Social Issues in Business</td>
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<tr>
<td>or</td>
</tr>
<tr>
<td>BUAD 301 Introduction to Marketing</td>
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<tr>
<td>or</td>
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<tr>
<td>BUAD 309 Management and Organizational Behavior</td>
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</tbody>
</table>
BUAD 473  Buyer Behavior .................................................. 3
Business, Economics, Accounting, or Finance courses or any of the following:
POSC 341, POSC 453, POSC 454, POSC 455 ........................... 6
ACCT 200 or ACCT 207 or FASH 217 ................................. 3
Computer Applications course selected from .......................... 3
CISC 101, CISC 103, CISC 105, FREC 135, MISY 160
FASH 110  Seeing and Being in a Visual World ....................... 3
LEAD 100  Leadership, Integrity and Change ......................... 3
LEAD 101  Understanding Consumers ................................... 3
LEAD 110  Perspectives on Leadership .................................. 1
LEAD 201  Introduction to Consumer Policy ......................... 3
LEAD 205  Leadership in Consumer Voice and Customer Service .... 3
LEAD 209  Presentation Strategies .................................... 3
LEAD 304  Leadership, Power, and Social Responsibility .......... 3
LEAD 311  Topics in Consumer Resource Management .............. 3
LEAD 341  Decision-Making and Leadership ........................... 3
LEAD 401  Topics in Consumer Policy ....................................
LEAD 404  Leadership in Organizations ............................... 3
LEAD 411  Topics in Leadership Dynamics ............................ 3
LEAD 490  Senior Capstone .............................................. 3

ELECTIVES
After required courses are completed, sufficient elective credits must be taken to
meet the minimum credits required for the degree.

May include Military Science, Music, or Physical Education. (Only two credits of
activity-type Physical Education and four credits of Music ensemble and four credits
100- and 200-level courses in Military Science/Air Force may be counted toward
the degree).

CREDITS TO TOTAL A MINIMUM OF ............... 120

HONORS BACHELOR OF SCIENCE:
LEADERSHIP

The recipient must complete:
1. All requirements for the Bachelor of Science degree in Leadership.
2. All the University’s generic requirements for the Honors Baccalaureate
   Degree (see page 52). Within these requirements, the twelve (12) honors
   credits earned in leadership courses or in closely related areas outside the
   program must be approved by the student’s advisor. Of these, a minimum of
   six (6) credits must be taken in the Leadership Program.

MINOR IN LEADERSHIP

The Leadership minor provides an opportunity for students from a variety of
disciplines to gain a substantive introduction to the concept of leadership and the
application of leadership to designing, managing, and evaluating change in our
public, private, and non-profit organizations. The hallmark of the minor is a focus
on how vision, integrity, change, communication, decision-making, and evaluation
influence leadership and shape change in organizations and in the community.

The minor in Leadership requires 18 credit hours, distributed as follows: all core
courses listed below (9 credits) and three additional courses of restricted electives
(9 credits) selected in consultation with and approved by the student’s minor
advisor. One of these restricted electives must be selected from approved COMM
courses. The remaining 6 credits must be selected from outside the student’s major
field of study, and must be chosen from the following topic areas: Leadership in
Context; Integrity/Ethics; and/or Leadership Competencies. All courses included in
the minor must be completed with a grade of C- or better.

LEAD 100  Leadership, Integrity and Change ......................... 3
LEAD 304  Leadership, Power, and Social Responsibility .......... 3
LEAD 404  Leadership in Organizations ............................... 3
Restricted electives ............................................. 9

Admission to the minor is by application. For further information, contact the
Leadership Program, 182 Graham Hall, (302) 831-8711, leadership-
studies@udel.edu.