



COLLEGE OF HUMAN RESOURCES, EDUCATION AND PUBLIC POLICY

Graduate Programs

- **Counselor Education**
 - College Counseling (M.Ed.)**
 - Student Affairs Practice in Higher Education (M.Ed.)**
- **Education**
 - Applied Human Development (M.A., Ph.D.)**
 - Cognition and Instruction (M.A., Ph.D.)**
 - Curriculum and Instruction (M.Ed., Ph.D.)**
 - Educational Leadership (M.Ed., Ed.D.)**
 - Educational Policy (M.A., Ph.D.)**
 - ESL/Bilingualism (M.A.)**
 - Exceptional Children (M.Ed.)**
 - Instruction (M.I.)**
 - Measurement, Statistics, and Evaluation (M.A., Ph.D.)**
- **School Counseling (M.Ed.)**
- **School Psychology (M.A.)**
- **Secondary Education (M.Ed.)**
- **Individual and Family Studies**
 - Individual and Family Studies (M.S.)**
 - Applied Family Studies**
 - Early Childhood Development and Education**
 - Family Studies (Ph.D.)**
- **Urban Affairs and Public Policy**
 - Public Administration (M.P.A.)**
 - Urban Affairs and Public Policy (M.A., Ph.D.)**
 - Environmental and Energy Policy (M.S., Ph.D.)**

The College of Human Resources, Education and Public Policy (CHEP) is an interdisciplinary, professional, service-oriented college that addresses some of the central intellectual and social challenges of our time—those affecting children, families, schools, communities, the environment, consumers and service institutions, and public policies. CHEP offers graduate degree programs through its Counselor Education program, Department of Individual and Family Studies, School of Education, and School of Urban Affairs and Public Policy.

CHEP graduate instruction, research and outreach programs enhance human systems and development, strengthen educational practices and policies, and encourage effective policies and management in public, private and nonprofit organizations.

CHEP graduate students have unequalled opportunities to participate in research and public service as well as internships in a variety of organizational settings and practicum experiences in schools. Many graduate students affiliate with one of CHEP's nationally renowned research and public service centers.

CHEP RESEARCH AND PUBLIC SERVICE CENTERS

In addition to the extensive scholarly research and public service conducted by individual faculty and staff, CHEP's research and pub-

lic service centers provide research expertise and educational services to hundreds of clients annually, including national and international groups and agencies as well as regional, state and local organizations. Students work with faculty and staff on virtually all these efforts: designing research projects, developing training programs, gathering and analyzing data, organizing conferences, and writing and presenting research reports, scholarly papers and journal articles.

The CHEP research and service centers listed below are profiled in detail in the chapter "Research Centers, Institutes, and Special Facilities."

- Center for Applied Demography and Survey Research
- Center for Community Development and Family Policy
- Center for Disabilities Studies
- Center for Educational Leadership and Policy
- Center for Energy and Environmental Policy
- Center for Historic Architecture and Design
- Delaware Center for Teacher Education
- Delaware Education Research and Development Center
- Institute for Public Administration
- Mathematics & Science Education Resource Center

OTHER CHEP FACILITIES

As a professional service-oriented college, CHEP has a unique combination of other facilities that provide a wide range of clinical experience and research settings for graduate students and faculty:

Assistive Technology Laboratory is operated by the School of Education to advance the preparation of preservice and inservice teachers, school psychologists, and speech therapists. A secondary mission is to promote research on the uses of technology to enhance learning, increase independence, and improve productivity in students with and without special needs. The center maintains a reference collection containing more than 3,000 books, articles, and reports in an on-line catalog that permits electronic searches, as well as a collection of educational software, assistive devices, communication aids, and multimedia technology. Also included is a computer laboratory for class instruction and individual student use. For further information call Joanne Jennings at (302) 831-6405, Al Cavalier at (302) 831-6309 or visit the web site at <http://www.udel.edu/educ/cait>.

Clearinghouse for Abuse and Neglect of the Elderly, a public service unit housed in the Department of Consumer Studies, contains the nation's largest computerized collection of materials and resources related to elder abuse. The Clearinghouse offers technical assistance to professional and community agencies and organizations delivering services to abused and neglected elders. Opportunities are available for undergraduate and graduate students to participate in the delivery of technical assistance, as well as to engage in interdisciplinary research. For further information, call (302) 831-8714 or (302) 831-8713.

The College School, located in the Willard Hall Education Building, provides a school-year program for children, ages 5-12, with learning differences. The school's curriculum provides individualized and innovative instruction for children who have previously had unsuccessful school experiences, with the goal of resuming these children to more traditional educational environments within an average of two years. The school also serves as an observation, research, and clinical site for undergraduate and graduate students and faculty. For further information, call (302) 831-1097.

The **Legislative Fellows Program** is a unique opportunity for qualified undergraduates and graduate students to work directly with members of the Delaware General Assembly. Fellows provide timely, nonpartisan research assistance 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 leaders throughout the state including elected representatives, agency directors, municipal officials, business heads and community activists. Selected through a competitive process, fellows work in Dover twenty hours per week from January thru June and earn a stipend comparable to a research assistantship. For more information contact Dr. James Flynn at (302) 831-4658 or e-mail jflynn@udel.edu.

Professional Development Schools. The Holmes Partnership, a national network of universities in partnership with schools, has initiated professional development schools to provide professional training in teacher education, much the way teaching hospitals service medical education. The University of Delaware is working with two schools—the Thurgood Marshall Elementary School in the Christina School District and the Ross Elementary School in the Milford School District. Students may complete part of their clinical requirements at these sites. For further information, call (302) 831-2557.

Reading Studies Program offers classes for students in grades K-12 who need help with reading, spelling, and writing. Students' classroom lessons are supplemented and reinforced with individualized computer programs in the center's computer lab. The center also provides remedial tutorials for students in secondary schools

throughout the Christina School District funded by a grant from the district. Training in the remedial method used by the center is available for teachers, student teachers, and parents during the summer in Intensive Literacy Instruction (EDST 524). For further information, call (302) 831-2307.

The University of Delaware Laboratory Preschool is administered by the Department of Individual and Family Studies. The Laboratory Preschool, a model preschool program, provides appropriate developmental programs for normal and mainstreamed exceptional children; 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 Alice Eyman, Director (302) 831-2304 or e-mail: alice.eyman@mvs.udel.edu.

COUNSELOR EDUCATION

Telephone: (302) 831-3051

John B. Bishop, Coordinator (Telephone: 302-831-8107)

The Department of Individual and Family Studies administers Master of Education degree programs in college counseling and student affairs practice in higher education.

College Counseling

The purpose of the concentration in college counseling is to prepare candidates as counselors or as counseling interns in college or university counseling centers, junior or community colleges, state or federal agencies, or similar mental health settings. The program is not designed to meet certification requirements of public school elementary and secondary guidance workers.

The concentration in college counseling provides training and practice in short-term educational, vocational, and personal counseling of adolescents, young adults, and other students in higher education. Emphasis is placed on theory and practice in counseling. Graduates are trained to counsel those who (1) are having some temporary difficulty in adjusting to the college learning situation, (2) need help in exploring which educational direction or career is most consistent with their abilities, interests, values and aspirations, or (3) need help dealing with personal, emotional, and developmental problems. Graduates are expected to be competent to administer and interpret psychological tests and inventories used in counseling. Although graduates of this program are not trained to counsel individuals with severe emotional problems, they are trained to recognize problems requiring long-term counseling and to make appropriate referrals.

Student Affairs Practice in Higher Education

The purpose of the concentration in student affairs practice in higher education is to prepare candidates for positions in colleges or universities in such areas as academic advisement, student activities, residence life, admissions, financial aid, career planning and placement or other student development areas. Skills in counseling and human relations are considered to be an important basis for student affairs work. Emphasis is also placed upon principles of management, especially as related to the field of higher education.

Graduates are trained to work with individual students and as advisors to groups in the planning and implementation of activities and programs for students. They are expected to be competent to accept responsibilities for administrative and managerial duties in student affairs programs.

ADMISSION REQUIREMENTS:

1. Graduate Record Examination scores (verbal and quantitative) of 1050 or higher are usually required.
2. Undergraduate grade point average of 2.5 or higher is usually required.
3. Graduate grade point average of 3.0 or higher, if such courses have been taken.
4. Three strong letters of recommendation.
5. Personal interview.
6. A score of 550 or higher on the TOEFL examination if the applicant's first language is not English.

Admission to this program is selective and competitive based on the number of well-qualified applicants and the limits of available faculty and facilities. Those who meet stated minimum academic requirements are not guaranteed admission, nor are those who fail to meet those requirements necessarily precluded from admission if they offer other appropriate strengths. See the Graduate Admission chapter in this catalog for additional information.

PROGRAM REQUIREMENTS:

1. Core courses (36 credit hours): EDST 607, EDST 660, EDST 663, EDCE 640, EDCE 645, EDCE 647, EDCE 650, EDCE 651, EDCE 659, EDCE 664 (2 semesters).
2. Elective specialty courses (12 credit hours) chosen from: EDCE 641, EDCE 642, EDCE 643, EDCE 644, EDCE 649, or other graduate courses, as approved by an academic advisor.
3. Comprehensive examination.

EDUCATION

Telephone: (302) 831-2573

The School of Education offers several graduate programs at both the doctoral and master's levels. The professional development programs at the University prepare candidates to be reflective practitioners, serving diverse communities of learners as scholars, problem-solvers and partners. Admission to these programs is selective and competitive based on the number of well-qualified applicants and the limits of available faculty and facilities. Those who meet stated minimum academic requirements are not guaranteed admission, nor are those who fail to meet those requirements necessarily precluded from admission if they offer other appropriate strengths. Interested persons must request regulatory policies and procedures for the concentration in which they are interested.

DOCTOR OF PHILOSOPHY DEGREE PROGRAM

The School offers interdisciplinary doctoral studies preparing students to conduct research in academic or applied settings and to teach, with specialization in five major areas:

1. **Cognition, Development and Instruction.** This program is designed to equip students with a knowledge of the theoretical background and research methodologies in cognition and human development, and to blend this knowledge with issues of instruction and schooling. (302) 831-1165.
2. **Curriculum and Instruction.** This area of study offers specializations in Curriculum Design and Evaluation; Literacy; Social Studies; Mathematics and Science Education. (302) 831-1165.
3. **Exceptionality.** This area of study offers specializations in School Psychology and in Special Education. (302) 831-1165.

4. **Measurement, Statistics, and Evaluation.** This area emphasizes theoretical and applied training in educational statistics, psychometric theory, and evaluation. (302) 831-1165.
5. **Educational Policy.** This area examines the array of programs, laws, regulations, and court decisions that shape, and in turn are reshaped by, the work of teachers and administration. (302) 831-1165.

Requirements for Admission to the Ph.D. Program

1. Graduate Record Examination minimum test scores of 1050 on the combined verbal and quantitative tests are normally expected.
2. A score of at least 600 on the Test of English as a Foreign Language (TOEFL) from applicants whose first language is not English.
3. An undergraduate cumulative index no lower than 3.0 (B).

Requirements for the Ph.D. Degree

1. Course Work: A set of core courses is required for all programs.
2. Supervised Research and Portfolio: Consists of a minimum requirement of a research paper and a paper presented at a regional or national professional meeting.
3. Residency: One year in residence (one year continuous academic year—9 credit hours per semester—must be attained).
4. Examination: A qualifying exam is required. Further examination may be required by individual programs.
5. Dissertation proposal: A written proposal that is defended before one's dissertation committee.
6. Dissertation and defense: An original work of scholarship, meeting School, University and professional requirements, plus an oral defense of the work.

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

(302) 831-1165

The School of Education offers doctoral studies in Educational Leadership for practitioners at all levels of education. The program offers two concentrations: Administration and Policy, and Curriculum and Instruction. Candidates should be employed or function in a leadership position, either administrative or instructional, such as principal, team leader, central office specialist, coordinator, or higher education manager.

Requirements for Admission to the Ed.D. Program

Admissions are made once each year in the Curriculum and Instruction concentration (application materials are due by the end of February). Admissions are made twice a year in the Administration and Policy concentration (application materials are due the end of October or the end of February). To be admitted to the Ed.D. program in Educational Leadership, candidates must satisfy the following requirements:

1. Possession of a master's degree from a regionally accredited institution. Complete transcripts of prior undergraduate and graduate work must be submitted.
2. Submission of a comprehensive application for admission.
3. Submission of three letters of reference, and satisfactory completion of preliminary written examination.

Requirements for the Ed.D. Degree

1. Completion of 54 credit hours including 12 hours of research and writing.
2. Successful advancement to candidacy.
3. Development and successful defense of three executive position papers.

MASTER OF ARTS DEGREE PROGRAM

(302) 831-1643

This is an inter-disciplinary program that includes specialization in: (1) Educational Policy, (2) Measurement, Statistics and Evaluation, and (3) English as a Second Language (ESL)/Bilingualism. The ESL/Bilingualism program prepares students for teaching in ESL or bilingual classrooms, and also provides training for teaching English as a second language in colleges and language institutes in the U.S. and abroad. The other two specializations are designed for students who wish to prepare themselves for careers as educational researchers and theorists and for those who may wish to continue studies in the doctoral program.

Requirements for Admission to the M.A. Program

1. A minimum undergraduate cumulative index of 3.0 (B).
2. A minimum graduate cumulative index of 3.5 for all graduate courses completed.
3. Graduate Record Examination quantitative and verbal tests scores.
4. A TOEFL must be submitted by applicants whose primary language is not English. (ESL TOEFL requirement is 575).
5. Three letters of recommendation from individuals able to assess the applicant's academic potential.

Requirements for the M.A. Degree

1. Core Courses (12-15 hours)
2. Specialization Courses (12-15 hours)
3. Research Project (6 hours)

MASTER OF ARTS PROGRAM/SPECIALIST CERTIFICATION PROGRAM IN SCHOOL PSYCHOLOGY

(302) 831-1643

The School of Education offers a comprehensive master's/specialist program to prepare graduates for professional certification in school psychology. The program trains students in (1) psychoeducational evaluation of children, using a variety of assessment and diagnostic approaches, (2) short-term counseling and classroom intervention, (3) consultation with parents, teachers, and school administrators, and (4) evaluation and research in school settings. The program is approved by the National Association of School Psychologists. Therefore, students completing the program will qualify for school psychology certification in Delaware and most other states.

Requirements for Admission to the M.A./Specialist Certification Program

1. A minimum undergraduate cumulative index of 3.0.
2. A minimum graduate cumulative index of 3.0.
3. Graduate Record Examination Quantitative and Verbal Test scores.
4. Three letters of recommendation.
5. Interview.

Students who have already earned an M.A. in a related field may apply for admission to the Specialist Certification portion of the program. To qualify for direct admission to the Specialist Certificate Program (bypassing the M.A.), the applicant must have a master's degree in a related field (e.g., Counseling, Special Education, Psychology) and 15 or more graduate credits corresponding to required courses in the School Psychology curriculum. Students admitted directly to the Specialist Certificate program must complete all other M.A. requirements not completed as part of the previous master's degree and pass the M.A. comprehensive examination within one year of admission.

Requirements for the M.A./Specialist Certification Program

Program requirements total 66 graduate semester credit hours. These include a one-year (30 hours) Master of Arts degree, followed by additional graduate studies leading to the Specialist Certificate in School Psychology. For the overall sequence, course work and associated field work account for 54 credit hours, the equivalent of approximately two year of full-time study. The remaining 12 credit hours are devoted to a supervised 1,200-hour internship. Full-time study is encouraged.

MASTER OF EDUCATION DEGREE IN CURRICULUM & INSTRUCTION AND IN EDUCATIONAL LEADERSHIP

The School of Education offers master's degree programs in curriculum and instruction (curriculum design and evaluation, literacy education, mathematics, science, social studies, technology, and in educational leadership (telephone (302) 831-1643).

Requirements for Admission to the M.Ed. Program

1. A 1050 minimum combined score on the verbal and quantitative tests of the Graduate Record Examination (except GRE not required for Educational Leadership program).
2. A minimum 600 score on the TOEFL examination if the applicant's first language is not English.
3. Three letters of recommendation.

Additional Requirements for M.Ed. in Curriculum & Instruction

1. 2.75 undergraduate index.
2. 18 credit hours in candidate's area of curriculum specialization.
3. Eligibility for teaching certification or appropriate background experience.
4. Any other requirements specific to area of specialization or established by the School or University.

Additional Requirements for M.Ed. Educational Leadership

1. 2.75 undergraduate index.
2. 3.0 graduate index.
3. Evidence of at least one year's employment after receiving the baccalaureate.

MASTER OF EDUCATION IN EXCEPTIONAL CHILDREN PROGRAM

(302) 831-1643

The master's in exceptional children program is a unique noncategorical program that provides advanced training for teachers, education consultants, educational diagnosticians, and technology specialists. Areas of specialization are: (1) Elementary Special Education, (2) Secondary Special Education, (3) Special Education Technology, (4) Severe Disabilities, and (5) Educational Diagnosis.

Requirements for Admission to the M.Ed. Program

1. A minimum undergraduate cumulative index of 3.0.
2. A minimum graduate cumulative index of 3.5.
3. Three letters of recommendation from professors or supervisors.

Applicants are encouraged to submit additional information in support of their application, such as documentation of volunteer activities, scores on the Miller Analogies Test (MAT), or other evidence of abilities and professional commitment. Interested persons should request a copy of the "Guidelines for the Master of Education in Exceptional Children and Youth" from the School office (302-831-

2573). Due dates for receipt of completed applications are April 1 for admission in the subsequent Fall semester, and November 1 for admission in the subsequent Spring semester.

Requirements for the M.Ed. Degree

1. Core courses (18 hours).
2. Specialization courses (15 hours).
3. A culminating measure of professional competence (see Guidelines).

MASTER OF EDUCATION DEGREE PROGRAM IN SCHOOL COUNSELING

(302) 831-1643

This program is designed for those whose career objective is elementary or secondary school counseling. Candidates learn to create and implement comprehensive school counseling programs by using proactive, developmental, skill building activities and reactive, responsive, crisis intervention strategies. Individual and group counseling skills essential to working with a school-aged population and competencies in developmental guidance techniques are critical areas of concentration. Candidates are taught interventions and strategies that focus on school-based problems but embrace and emphasize collaborative approaches to working with parents, community agencies and other concerned parties. Likewise, working with diverse populations and understanding children in their contexts of family, school, and society is an area of intense focus. Identifying and assessing needs of both the students and the school is highlighted as part of learning about how to coordinate activities and strategies that meet the needs of students. Candidates learn how to serve as consultants to parents, teachers and administrators.

The two-year program is best accomplished on a full-time basis; however, it is possible to divide the first year's curriculum into two years, completing the degree in three years. Students must complete all program requirements to be recommended for certification.

Requirements for Admission to the M.Ed. Program

1. Graduate Record Exam scores (verbal & quantitative).
2. TOEFL scores are required for international students.
3. Grade Point Average of 3.0 or higher in all undergraduate courses.
4. Grade Point Average of 3.0 or higher in all graduate courses (if graduate courses have been taken).
5. Three strong letters of recommendation.
6. Appropriate statement of objectives.
7. Personal interview.

Requirements for the M.Ed. Degree

1. Core courses (39 hours).
2. Practica and Internship
3. Comprehensive Examination.

MASTER OF INSTRUCTION DEGREE

(302) 831-1643

The School of Education offers master's level studies for classroom practitioners striving to improve the quality of instruction in the classroom. A specialization in Educational Technology is available.

Requirements for Admission to the M.I. Program

1. Evidence of current employment as a teacher.
2. Three letters of recommendation. These must include an evaluation of the applicant's instructional competencies, personal characteristics, and attitudes toward teaching.

3. A statement of professional goals with a supervisor's signature indicating that the supervisor agrees that the goals specified are reasonable for this applicant and will improve the quality of instruction in the applicant's classroom.
4. A 2.5 undergraduate index.

Requirements for the M.I. Degree

Candidates for the degree must complete 12 hours of study in the core areas of Study of Teaching: Academic and Behavioral Assessment; Behavior Management, Motivation, and Discipline; Models of Instruction; and 19 hours of study in areas selected by the candidate and his or her adviser designed to fulfill teaching needs identified by the candidate. The exit requirement is a portfolio for which the candidate receives one credit.

INDIVIDUAL AND FAMILY STUDIES

Mary Lou Liprie, Ph.D. Coordinator; Telephone: (302) 831-8558

The Department of Individual and Family Studies offers programs leading to the Master of Science and Doctor of Philosophy degrees. The goal of the IFS graduate programs is for students to obtain a broad interdisciplinary understanding of individual and family development as well as expertise in an area of professional and research interest. The Master of Science in Individual and Family Studies provides for specialization in applied family studies, or early childhood development and education. The Ph.D. in Family Studies emphasizes individual and family adjustments, development, and relationships in a changing society. The objective is to prepare scholars, researchers, teachers and administrators for positions in universities, other educational institutions, human service agencies, business, and industry. A strong background in research or evaluation methods is encouraged.

REQUIREMENTS FOR ADMISSION

All applicants will be considered on an individual basis within the general guidelines enumerated; factors such as work experience, change in careers, and years since completion of the undergraduate degree will be weighed. In general, applicants are expected to have an undergraduate cumulative average of at least 3.0 and a major cumulative average of at least 3.25. The cumulative average of prior graduate study is expected to be at least 3.5. GRE scores in the 1050 (Math + Verbal) range or above are expected. All admissions are competitive and determined by the number of available vacancies as well as by the qualifications of the applicants. See the Graduate Admissions chapter in this catalog for additional information.

In special cases, provisional admission may be offered for these programs with specific requirements necessary to receive regular standing articulated in advance of the student's provisional admission.

Applicants who want to be considered for financial support must submit all application materials by February 1 for admission to the program beginning in the Fall of the following academic year. Applicants not requesting financial support must apply by May 15 for admission to the program beginning in the Fall of the following academic year. Similarly, a deadline of October 15 exists for those seeking admission the following Spring semester without financial support.

REQUIREMENTS FOR THE DEGREES

The minimum total credits for the M.S. in Individual and Family Studies is 37. The Ph.D. in Family Studies requires a minimum of 72 credits beyond the baccalaureate degree. All programs in Individual and Family Studies require courses in research methods and statistics, and all require a final scholarly product, either a thesis, field project, theoretical paper, or dissertation.

M.S. IN INDIVIDUAL AND FAMILY STUDIES

The M.S. program in Individual and Family Studies includes specializations in Applied Family and Community Studies, and in Early Childhood Development and Education. Core requirements are listed below. Consult with the program on specialty courses.

IFST 601	Development through the Lifespan	3 credits
IFST 621	Dynamics of Family Development	3 credits
IFST 615	Research Methods	3 credits
600 level	Statistics OR Research Methods	3 credits
IFST 665	Seminar	1 credit
600/800 level	IFST Courses	9 credits
600/800 level	Electives	9 credits
IFST 869	Thesis or Theoretical Paper or Field Project	6 credits
TOTAL		37 credits

PH.D. IN FAMILY STUDIES

The Ph.D. program in Family Studies focuses on the interdisciplinary nature of problems, issues, and the development of individuals and families over the life span. Emphasis is placed on life course transitions and family systems.

IFST 815	Research Issues and Designs	3 credits
600/800 level	Research Methods	3 credits
800 level	Statistics	3 credits
600/800 level	Statistics OR Measurements	3 credits
IFST 865	Advanced Seminar in Family Studies	1 credit
600/800 level	IFST Courses	12 credits
600/800 level	Electives	6 credits
IFST 969	Dissertation/Research	9 credits
TOTAL		40 credits

IFST courses and electives should be selected in consultation with the student's committee in planning a program of study. A written and oral comprehensive examination is required covering three areas of concentration: family studies, research methodology and statistics, and an area of specialization as determined by the student and advisory committee. All plans of study are developed on an individual basis to meet the specific needs of the student.

URBAN AFFAIRS AND PUBLIC POLICY

The School of Urban Affairs and Public Policy offers opportunities for graduate work in urban affairs, public policy, public administration, and environmental and energy policy. Five degree programs are available: Master of Arts and Doctor of Philosophy in Urban Affairs and Public Policy, Master of Public Administration, offered in conjunction with the Department of Political Science and International Relations, Doctor of Philosophy and Master of Environmental and Energy Policy, offered with the Colleges of Agriculture and Natural Resources, Arts and Science, Engineering, and Marine Studies.

Course work in the School is organized on a multidisciplinary and policy-oriented basis. Faculty members are drawn from political science, economics, sociology, geography, public administration, planning, and related fields. In addition, students have numerous opportunities to work on community and policy-related research and service projects undertaken by the school through its various centers. Students may also work in public and voluntary agencies through the school's internship program. The School is nationally recognized for its integration of theory and practice – "The Delaware Model" of public affairs education.

Telephone: (302) 831-1687

REQUIREMENTS FOR ADMISSION

The admission policy of the School of Urban Affairs and Public Policy seeks to foster a heterogeneous student body in terms of age, sex, race and cultural background. The School, therefore, uses several criteria in assessing a prospective student's motivation, interests, and ability to perform successfully in its graduate programs. The qualifications of each applicant are considered in the context of the student's unique background, accomplishments, and interests. While the five degree programs are aimed at students with different career goals, the admissions committees consider these criteria when evaluating all applicants:

- Genuine interest in and motivation to undertake academic work in urban affairs, public policy, environmental and energy policy, or public administration, as evidenced by application material and, if possible, an interview with the program director, or a member of the program admissions committee.
- The ability to complete a graduate degree program successfully, as reflected in prior academic work, and letters of recommendation from faculty, Graduate Record Examination General Test scores, and examples of academic or professional written work of the candidate.
- Ability to apply previously acquired competencies to problem areas, community, or organizational needs as measured by contributions in and the nature of professional work experience, volunteer service and/or internships with assessments by faculty, professionals, and/or community leaders. Indicators of the quality and extent of previous professional work experience suggestive of the capability for a public service career are particularly important with regard to admission to the M.P.A. program.
- For students whose first language is not English, a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) is required. In the Environmental and Energy Policy Program a minimum score of 600 is required.

In addition, admission to the Ph.D. programs requires completion of a master's degree. Generally those admitted to the Ph.D. program of Urban Affairs and Public Policy have combined scores on the quantitative and verbal aptitude portions of the GRE above 1100. In the Environmental and Energy Policy Program, the combined scores on the quantitative and verbal aptitude portions of the GRE are generally above 1150. Academic performance at the master's level, potential for professional achievement, and compatibility of student interests with areas of research specialization in the program are key criteria for admission to the Ph.D. program.

Admission is selective and competitive based on the number of well-qualified applicants and the limits of available faculty and facilities. Those who meet stated minimum academic requirements are not guaranteed admission, nor are those who fail to meet those requirements necessarily precluded from admission if they offer other appropriate strengths.

URBAN AFFAIRS AND PUBLIC POLICY DEGREE PROGRAMS

Telephone: (302) 831-1687

Ph.D. Program in Urban Affairs and Public Policy

The degree of Doctor of Philosophy is conferred in recognition of breadth of scholarly attainment and of demonstrated power to investigate problems independently and effectively. In approaching the problems of an urban society, students are expected to develop theoretical and substantive skills. The doctoral program is interdisciplinary and seeks to prepare students for research, teaching, and public policy problem-solving careers.

The structure of the program includes theoretical, policy, and methodological core courses, intensive study in an area of research and specialization, and the completion of a dissertation demonstrating the student's capacity for independent research.

During the first year, students enroll in the 15-credit core curriculum that includes theory and policy proseminars in governance, planning and management, technology, environment and society, social and urban policy, and courses in research methods. In the second semester, students are also required to take a seminar, *Processes of Social Inquiry* (3 credits), which examines issues of evidence, inference, and measurement in the social sciences and encourages critical perspectives toward social science methodology.

Upon completion of the first-year theory and policy core requirements, students must pass a qualifying examination covering the proseminar areas and the methodological work in the first-year courses. This testing procedure places emphasis on the interconnected nature of the core and establishes a means to measure competency in basic theory and methodology.

During the second year of study, the student concentrates on the research specialization. Areas of specialization in the Ph.D. program reflect research concentrations in the school, and programs of study in each area are tailored to meet student interests and research objectives. The primary areas of specialization are (1) technology, environment and society and (2) governance, planning and management and (3) social and urban policy. These areas contain a number of sub-specializations which may become the focus of student work. Upon approval of a doctoral research paper, the student is admitted to doctoral candidacy and begins work on a dissertation.

Master of Arts Program in Urban Affairs and Public Policy

The M.A. program has an emphasis on planning and policy analysis, incorporating a strong basis in analytical research methods. The coursework provides a solid grounding for careers in policy analysis and planning. The 36-credit-hour program can be pursued full or part time. Students can select from three concentrations: energy and environmental policy, historic preservation, and community development and nonprofit leadership, or students may specialize in a particular policy area of their choice such as urban and regional planning, housing policy, and nonprofit leadership. Each student completes an analytical paper or thesis in his or her area of specialization.

MASTER OF PUBLIC ADMINISTRATION PROGRAM

Telephone: (302) 831-1687

The program in public administration is jointly offered by the School of Urban Affairs and Public Policy and the Department of Political Science and International Relations. The Master of Public Administration degree focuses on preparation for career positions in government and nonprofit organizations. The objectives of the program are (1) to foster a professional focus and approach to public administration; (2) to provide graduates with specific competencies for public management; and (3) to contribute to the effectiveness of public service through the development of close professional relationships between local, state, federal, and nonprofit agencies and the University of Delaware.

The curriculum of the 42-credit Master of Public Administration degree is divided into core subjects, area of specialization, and an internship and writing requirement. Areas of specialization include state and local management, fiscal and resource management, human resources management, international and development administration, community development and nonprofit leadership, health policy and management, and environmental and energy management. The core curriculum deals with ideas and concepts related to public

administration, human resources management, public financial management, management decision making, organizational theory and administration, public economics, and public management statistics. All M.P.A. candidates are expected to complete an internship (unless it is waived by the Internship Coordinator and the M.P.A. Director) and to prepare and defend an analytical paper which is ordinarily based on the internship experience. Typical internships are in local, regional, and state agencies, in community organizations, in nonprofit institutions, and as assistants to public officials in the state and region. Upon approval of the faculty, students may pursue a thesis in lieu of an internship.

ENVIRONMENTAL AND ENERGY POLICY DEGREE PROGRAMS

The graduate program in Environmental and Energy Policy prepares students to contribute to the improvement of environmental and energy policy through the development of an interdisciplinary understanding of the interactions of society, resources, and the environment. The program is administered by the College of Human Resources, Education and Public Policy with the support of its Center for Energy and Environmental Policy and interested faculty and research centers of the Colleges of Agriculture and Natural Resources, Arts and Science, Engineering, and Marine Studies.

Two graduate degree programs are offered: the Doctor of Philosophy in Environmental and Energy Policy and the Master of Environmental and Energy Policy.

Master of Environmental and Energy Policy Program

The 36-credit hour Master of Environmental and Energy Policy (M.E.E.P.) program can be pursued full or part time. The M.E.E.P. degree program prepares graduates to assume positions in policy analysis, planning and administration in the public, private, and nonprofit sectors or to move on to continue graduate study in the environmental and energy policy field at the doctoral level.

Students may choose among 5 concentrations offered through the M.E.E.P. program: Sustainable Development; Political Economy of Energy and Environment; Disasters and Public Policy; Energy Policy; and Environmental Policy.

M.E.E.P. students complete 21 credits of required courses including two policy courses (taken in the first year), two methods courses, a six-credit social science requirement, and a three-credit science and public policy requirement. Students take an additional 15 credits of concentration or specialization electives, including the three-credit analytical paper or six-credit master's thesis.

Ph.D. Program in Environmental and Energy Policy

The Ph.D. degree in Environmental and Energy Policy is a research degree intended to advance interdisciplinary theory and analysis on society-environment-resource relationships and to improve the quality of research informing policy decisions in this field. Graduates of the Ph.D. program will be prepared to assume positions in academic, research and policy institutions and to provide leadership on questions of theory, analysis and research in the field.

Students may choose among 5 concentrations offered through the Ph.D. program: Sustainable Development; Political Economy of Energy and Environment; Disasters and Public Policy; Energy Policy; and Environmental Policy. All Ph.D. students complete a 21-credit core course curriculum. This includes six credits of advanced theory, six credits of methodological course work, a six-credit social science requirement, and three credits in science, engineering and public policy. In addition, students in the Ph.D. normally take 15 credit hours in their area of concentration or specialization, including the 3-credit Doctoral Research Paper, and enroll for 9 credits of doctoral dissertation. All Ph.D. students must successfully pass a Qualifying Examination administered at the end of the first year of doctoral study.

In the first year, students complete two 3-credit seminars in advanced theory. In addition, during the first year students fulfill a social science requirement by completing two courses selected from a list of 45 graduate courses ranging from environmental ethics to electricity policy and planning. Students also complete a 3-credit science, engineering and public policy requirement. Or students may substitute a 3-credit graduate course (including a tutorial course) in a natural science- or engineering-related topic to meet the science, engineering and public policy requirement.

Qualifying Examinations in Theory, Methodology and Policy Analysis will be conducted in June and also during the Winter Term. Students who have completed all first-year required courses take the next available Qualifying Examination. The examination emphasizes the interconnected nature of theory, methods and policy analysis and serves as a diagnostic of the student's preparedness to develop doctoral-level, interdisciplinary research advancing the field of energy and environmental policy.

The second year of the Ph.D. program is devoted to course work that prepares the student to conduct doctoral-level research in their intended area of research concentration or specialization. Students are responsible, in consultation with their Guidance Committee, for selection of an area of research concentration or specialization (15 credit hours). Upon approval of the doctoral research paper, the student is admitted to doctoral candidacy and begins work on a dissertation.