



COLLEGE OF HUMAN SERVICES, EDUCATION AND PUBLIC POLICY

Undergraduate Programs

- Academic Enrichment Opportunities
- Dean's Scholar Program
- Teacher Education Programs
- Discovery- and Service-Based Learning Opportunities and Clinical Experiences
- Undergraduate Student Support Services
- Minor in Disabilities Studies
- Consumer Studies
- Education
- Hotel, Restaurant and Institutional Management
- Human Services, Education and Public Policy
- Individual and Family Studies

The College of Human Services, 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 undergraduate degree programs through the School of Education and through the Departments of Consumer Studies; Hotel, Restaurant, and Institutional Management; and Individual 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.

Undergraduates have an unequalled opportunity to gain valuable practical experience that complements their academic studies by participating in internships and practicum experience in schools as well as in projects through CHEP's public service and research centers, which provide research expertise and educational services to hundreds of clients annually.

ACADEMIC ENRICHMENT OPPORTUNITIES

Many special academic opportunities are available to CHEP students. Undergraduates can be admitted to all of the majors in the College through the Honors Program and most academic areas offer an Honors degree. Many CHEP students also become involved in undergraduate research and work closely with faculty members in research apprenticeships. There is also a Summer Scholars Program that pro-

vides a stipend for students pursuing a summer research project. These undergraduate research opportunities may lead to a senior thesis if the student chooses to complete a Degree with Distinction.

For additional information on these special academic opportunities, please contact:

Majors in the School of Education Vickie Lucas
120 Willard Hall (302) 831-2317
vickie@udel.edu

Majors in the Departments of Consumer Studies; Hotel, Restaurant and Institutional Management; and Individual and Family Studies Kim Yackoski
CHEP Student Support Services
106 Alison Hall (302) 831-2301
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 <http://www.udel.edu/provost/acadprog.html> 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 Science; Health and Nursing Sciences; and Human Services, Education and Public Policy. 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

Mr. Richard Bacon
831-1320
jrbacon@udel.edu

COLLEGE OF ARTS AND SCIENCE

English Education

Dr. Susan Goodman
831-2366
sgoodman@udel.edu

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

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

Mathematics Education

Dr. Jinfa Cai
831-1879
jcai@math.udel.edu

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

Dr. Robert Streckfuss
831-6895
rjstreck@udel.edu

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

Dr. Barry Joyce
831-2860

Sciences (Biology Education, Chemistry Education, Earth Science Education, Physics Education)

Dr. Steven Fifield
831-1469
fifield@udel.edu

COLLEGE OF HEALTH AND NURSING SCIENCES

Health and Physical Education

Dr. Janet Smith
831-3538
jansmith@udel.edu

COLLEGE OF HUMAN SERVICES, EDUCATION AND PUBLIC POLICY

Elementary Teacher Education (Special Education and Elementary Education including endorsements in Bilingual Education, English as a Second Language (ESL), Middle School Math, and Middle School Science)

Dr. Gail Rys
831-3534
gailrys@udel.edu

Early Childhood Development and Education (Birth-Kindergarten, Early Childhood Special Education, and Primary Education K-4)

Dr. Michael Ferrari
831-8566
mferrari@udel.edu

Family and Consumer Sciences

Dr. Mary Lou Liprie
831-8558
marylou.liprie@udel.edu

In all its teacher education programs, the University of Delaware is guided by a unified conceptual framework. Programs aim to develop teachers who are reflective practitioners serving diverse communities of learners as scholars, problem solvers, and partners. While the specific course requirements in the programs vary widely, they all support the conceptual framework and adhere to the standard that Delaware-educated teachers shall have mastered the fundamentals of a liberal education, shall have fulfilled the academic requirements of a major in his or her teaching field, shall be literate in the history, philosophy, psychology, sociology and methodology of education, and shall have developed the skills of the teaching profession. All University of Delaware teacher education programs have a general education component of liberal studies, a major field or discipline component in the teaching field, and a professional education component of formal study in the educational foundation disciplines and clinical studies of curriculum design and teaching technique. In addition, all teacher education students benefit from early and graduated "hands on" experiential and instructional opportunities in schools. Information on the University of Delaware's Title II Higher Education Act can be obtained at www.udel.edu/teachered or by calling 302-831-3000.

Student teaching is required of all students who wish to obtain an undergraduate degree in teacher education. To participate in the student teaching program, students must satisfy their program's course prerequisites and criteria for admission to EDUC 400, Student Teaching, including minimum grade point averages. Students must also pass a teacher competency test as established by the University Council on Teacher Education. The appropriate teacher education program advisor (See the *list of advisors for teacher education programs*.) should be consulted for the exact G.P.A. requirements and other policies concerning qualifications for student teaching. Applications for student teaching must be submitted and approved prior to the student teaching semester. Deadlines and procedures for submitting applications for student teaching will be published each year. Students are expected to assume responsibility for their own transportation to and from the schools to which they have been assigned for student teaching.

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 or by the National Association of State Directors for Teacher Education and Certification as having met their standards. Students who complete a University of Delaware Approved Teacher Education Program receive an institutional recommendation for teacher certification. To be certain of the University's recommendation, students must complete the Approved Program in its entirety. Upon receiving the University's recommenda-

tion, 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 <http://www.udel.edu/dcte/>.

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

The **ASPIRE** program encourages minority students to pursue a career in teaching. In addition to recruiting qualified minority applicants, ASPIRE provides students in all the University's teacher education programs with academic support, if needed, and professional development activities.

The **Education Resource Center**, located on the ground floor in the Willard Hall Education Building, is a multimedia, special purpose library that provides both circulating and reserve collections for use by teachers, students, and administrators. In addition, the Resource Center offers courses for school library media specialist certification. For further information, call (302) 831-2335.

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 acase@udel.edu.

The **Office for Coordination of Intercultural Teacher Education** (CITE) promotes overseas study programs, multiculturally oriented field trips, and cross-cultural service learning activities. For further information, call (302) 831-3648, e-mail re.cite@udel.edu, or visit the web site at <http://www.udel.edu/cite/>.

The **Office of Community and School Volunteers** is the center for national service programs on campus and the Delaware Mentoring Council. Programs are open to both undergraduate and graduate students in addition to college graduates who are looking for a service experience. The Americorps VISTA program works with local communities in developing mentoring programs by placing college graduate VISTA members in schools and community settings. First State Mentor Corps Americorps program utilizes undergraduate and graduate students in community settings to mentor and tutor children, and the America Reads Program recruits undergraduates to tutor children K-4 in basic reading skills. The Delaware Mentoring Council provides support and technical assistance to mentoring programs throughout the state. For additional information call OCSV at 831-0520 or email tclover@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:

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) 831-3525.

The College School located in Alison Hall South, provides a school-year program for children, ages 6-14, with learning differences. The curriculum provides individualized and innovative instruction for children who have previously 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, Music, and many other disciplines. For further information, 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, contact Dr. Karen Stein, telephone (302) 831-8714 or e-mail kstein@udel.edu.

Leadership Education at Delaware (LEAD) is an innovative University-wide effort to link the academic and student life components of leadership education. The program draws upon students' experiences, both on campus and in the community, and their academic programs in mutually reinforcing ways, enhancing all three. An undergraduate minor in leadership is available through the Department of Consumer Studies. For more information, contact the program director, Dr. Audrey Helfman, at (302) 831-1708 or e-mail ahelfman@udel.edu.

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 have been initiated by the Holmes Partnership, a national network of universities in partnership with schools, to provide professional training in teacher education, much in the way teaching hospitals serve the medical education. The University of Delaware is working with several elementary and middle schools in the Christina and Milford School Districts. Undergraduate students in elementary education complete their clinical requirements at these sites. For further information, call (302) 424-2573.

The **Reading Studies Program** offers classes for students in grades K-12 who need help with reading, spelling, and writing. Stu-

dents' classroom lessons are supplemented and reinforced with individualized computer programs in the program'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 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 Alice Eyman, Director (302)831-2304 or e-mail: aeyman@udel.edu.

The **Vita Nova/Foodservice Laboratory** is managed by the Hotel, Restaurant and Institutional Management (HRIM) Department and is located on the second floor of the Trabant University Center. The laboratory consists of Vita Nova, a student-operated, 65-seat dining room open to the public; a display kitchen; wine cellar; and a teaching and demonstration kitchen with state-of-the-art video and satellite capabilities. Students in the HRIM program use the facility to understand the challenges and dynamics of operating a business. On a daily basis, students rotate through management and skill-level assignments to learn the details required to exceed guest expectations. For further information, contact Fred DeMicco, Department Chair, (302)831-6077 or e-mail: dlaws@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 Development and Family Policy
- 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
- Institute for Public Administration
- Mathematics & Science Education Resource Center

UNDERGRADUATE STUDENT SUPPORT SERVICES

CHEP is committed to students' success and provides the resources and support services that will enable undergraduate students to fully participate in the opportunities available to them throughout their undergraduate years. CHEP's Office of Student Support Services supports academic advisement, coordinates orientation activities for new students, administers academic policy, and maintains students'

records. In addition, CHEP promotes opportunities for students to enhance their undergraduate experience through the Dean's Scholars Program; undergraduate research; service, leadership and mentoring experiences; and study abroad programs. Students with academic questions and concerns, those interested in becoming involved in special opportunities available to CHEP students, and those experiencing academic difficulties are all encouraged to contact one of the following offices.

(all telephone numbers are area code 302)

Consumer Studies Dept.

211 Alison Hall
831-8713, consumer-studies@udel.edu

Hotel, Restaurant and Institutional Management Dept.

Rextrew House
831-6077, hrim-dept@udel.edu

Individual and Family Studies Dept.

111 Alison Hall
831-8490, ifs-dept@udel.edu

School of Education

120 Willard Hall Education Bldg
831-2317

For additional assistance and information, all CHEP students are also welcome to contact the CHEP Office of Student Support Services, 106 Alison Hall, (302) 831-2301 or e-mail chep-oss@udel.edu.

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. All courses included in the minor must be completed with a grade of C- or better.

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|--|---|
| IFST/PSYC/SOCI 270 Families and Developmental Disabilities | 3 |
| EDUC 230 Introduction to Exceptional Children | 3 |
| HEPP 465 Senior Seminar in Disabilities Studies | 3 |
| Topic Area Courses | 9 |

Information regarding courses recommended in the topic areas and the procedures for completing the minor can be obtained from the Center for Disabilities Studies, 166 Graham Hall, (302) 831-6974.

CONSUMER STUDIES

The Department of Consumer Studies addresses the design, development, analysis, delivery and use of products and services through its three undergraduate major courses of study. The Apparel Design major studies the conceptualization and production of products for apparel-related industries to meet consumer needs. The Leadership and Consumer Economics major and the minor in Leadership emphasize leadership studies and interdisciplinary analysis in examining the interaction between the for-profit, private non-profit, and public marketplaces and consumers. The Fashion Merchandising major addresses the planning, production, promotion and distribution of products in fashion industries to meet consumer demand. An Honors Degree option is available for each major.

An accelerated degree program is available for students majoring in Leadership and Consumer Economics. With careful planning and advisement, Leadership and Consumer Economics majors have the opportunity to earn a Bachelor of Science degree and a Master of Public Administration (M.P.A.) degree in less than the usual six years. Additional information is available from the program office.

Students in all majors can benefit from the Department of Consumer 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 change from another major in the University are advised to contact the Department office regarding selection policies and procedures.

Telephone: (302) 831-8714

E-mail: consumer-studies@udel.edu.

http://www.udel.edu/cnst/

GENERAL EDUCATION COURSES

The following courses have been approved to fulfill humanities and science electives for students in majors offered by the Department of Consumer Studies.

Humanities

Art, Art History, Communication, Comparative Literature, English, Foreign Language (including: ARAB, 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 100, 203, 205, 208, 209, 210, 214, 216, 222, 318, 320, 324, 325, 326, 328, 330, 338, 353, 380, 381, 382, 389, 465, 471, 480), Science and Culture (CSCC 206, 229, 241, 246, 250, 330, 365, 368, 369, 444).

Sciences

Physical and Biological: Anthropology (ANTH 102, 104, 202), Biological Sciences, Animal Science, Chemistry, Entomology, Food Science, Geology, Marine Studies, Plant and Soil Science, Physics and Astronomy, Psychology (PSYC 314), Science.

Natural: Geography (GEOG 101, 152, 206, 220, 230, 235, 236, 250, 255, 320), Mathematics, Statistics (including PSYC 309), Computer and Information Science.

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 | CREDITS |
|--|---------|
| UNIVERSITY REQUIREMENTS | |
| ENGL 110 Critical Reading and Writing (minimum grade C-)..... | 3 |
| Three credits in an approved course or courses stressing..... | 3 |
| multicultural, ethnic, and/or gender-related content (see p. 57) | |
| MAJOR REQUIREMENTS | |
| English Writing course..... | 3 |
| Selected from courses approved for Arts and Science second writing requirement, page 83. | |
| COMM 255 Fundamentals of Communication..... | |
| or | |
| COMM 312 Oral Communication in Business..... | 3 |
| ART 129 Design in Visual Arts..... | |
| or | |
| ART 130 Drawing I: Tools and Techniques..... | 3 |
| Two modern foreign language courses..... | 0-8 |

Students with fewer than two high school years of a particular foreign 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 more than three 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.

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|--|---|
| CHEM 101 General Chemistry..... | 4 |
| CHEM 102 General Chemistry..... | 4 |
| Math 114 or 115, or higher level/equivalent..... | 3 |
| ECON 151 Introduction to Microeconomics: Prices and Markets..... | 3 |
| PSYC 201 General Psychology..... | 3 |
| SOCI 201 Introduction to Sociology..... | 3 |
| History course..... | 3 |
| CNST 114 Clothing in Contemporary Society..... | 3 |
| CNST 215 Fundamentals of Textiles I..... | 3 |
| CNST 211 Apparel Product Development..... | |

Students have an opportunity to test out of this course and complete CNST

221. APD student exempt from CNST 211 can substitute an elective

| | |
|--|---|
| or | |
| CNST 221 Apparel Structures..... | 3 |
| CNST 218 Fashion Merchandising..... | 3 |
| CNST 220 Fundamentals of Textiles II..... | 3 |
| Costume History course..... | 3 |
| CNST 325 Presentation Techniques..... | 3 |
| CNST 365 Fashion Merchandising and Apparel Design Seminar..... | 1 |
| CNST 419 Social-Psychological Aspects of Clothing..... | 3 |
| CNST 455 Trends in the Global Economy..... | 3 |

CORE CURRICULUM COURSE CREDITS TO TOTAL..... 63-71

ADDITIONAL APPAREL DESIGN CURRICULUM

| CURRICULUM | CREDITS |
|--|---------|
| MAJOR REQUIREMENTS | |
| Nine credits selected from Art (ART),..... | 9 |
| Art History (ARTH) and/or Theatre (THEA) | |
| Courses selected from:..... | 6 |
| ACCT 160, 352; BUAD 301, 309, 471, 473, 474 | |
| CNST 221 Apparel Structures..... | 3 |
| Additional Costume History course..... | 3 |
| CNST 233 Fashion Drawing and Rendering..... | 3 |
| CNST 314 Apparel Design by Flat Pattern..... | 3 |
| CNST 324 Apparel Design by Draping..... | 3 |
| CNST 333 Fashion Design and Forecasting..... | 3 |
| CNST 421 Professional Portfolio Development..... | 1 |
| CNST 424 Apparel Collection Development..... | 3 |
| CNST 433 CAD: Mass Market Apparel..... | 3 |
| CNST Elective..... | 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 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 43). Within these requirements, the twelve (12) honors credits earned in courses in the Department of Consumer 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 Consumer Studies.

ADDITIONAL FASHION MERCHANDISING CURRICULUM

MAJOR REQUIREMENTS

| | | |
|----------|--|---|
| ACCT 207 | Accounting I | |
| or | | |
| CNST 217 | Accounting Practice for Merchandise | 3 |
| ACCT 160 | Introduction to Business Information Systems I | 3 |
| ACCT 352 | Law and Social Issues in Business | 3 |
| BUAD 301 | Introduction to Marketing | 3 |
| BUAD 309 | Management and Organizational Behavior | 3 |
| BUAD 471 | Advertising Management | 3 |
| BUAD 474 | Marketing Channels and Retailing | 3 |
| ECON 152 | Introduction to Macroeconomics | 3 |

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|-------------------------|--------------------------------|---|
| CNST 318 | Fashion Merchandising Products | 3 |
| CNST 418 | Advanced Fashion Merchandising | 4 |
| Additional CNST courses | | 6 |

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 43). Within these requirements, the twelve (12) honors credits earned in courses in the Department of Consumer 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 Consumer Studies.

DEGREE: BACHELOR OF SCIENCE

MAJOR: LEADERSHIP AND CONSUMER ECONOMICS

| CURRICULUM | CREDITS |
|------------|---------|
|------------|---------|

UNIVERSITY REQUIREMENTS

| | | |
|--|---|---|
| ENGL 110 | Critical Reading and Writing (minimum grade C-) | 3 |
| Three credits in an approved course or courses stressing | | 3 |
| multicultural, ethnic, and/or gender-related content (see p. 57) | | |

MAJOR REQUIREMENTS

| | |
|---|---|
| English Writing course | 3 |
| Selected from courses approved for Arts and Science second writing requirement, page 83 | |
| COMM 255 Fundamentals of Communication | |
| or | |
| COMM 312 Oral Communications in Business | 3 |
| PHIL 200 Business Ethics | |
| or | |
| PHIL 202 Contemporary Moral Problems | 3 |
| Communications course | |
| or | |
| CNST 325 Presentation Techniques | 3 |
| Humanities elective | 3 |
| Communications course | 3 |
| MATH 201 Introduction to Statistics I | 3 |
| Physical or Biological Science Elective | 3 |
| Math course | 3 |
| Only three credits from any combination of MATH 114, MATH 115, MATH 170, MATH 171 and MATH 172 can count toward graduation. | |
| Statistics course or equivalent | 3 |

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|--------------------------|--|---|
| ECON 151 | Introduction to Microeconomics: Prices and Markets | 3 |
| ECON 152 | Introduction to Macroeconomics: National Economy | 3 |
| PSYC 201 | General Psychology | 3 |
| Sociology course | | 3 |
| Political Science course | | 3 |

| | | |
|----------|--|---|
| ACCT 352 | Law and Social Issues in Business | 3 |
| BUAD 301 | Introduction to Marketing | 3 |
| BUAD 309 | Management and Organizational Behavior | 3 |
| BUAD 473 | Buyer Behavior | 3 |

Business, Economics, Accounting, or Finance courses or any of the following:
POSC 341, POSC 453, POSC 454, POSC 455

| | |
|--|---|
| Computer Applications course selected from | 3 |
| ACCT 160, CISC 105, FREC 135, FREC 435, PSYC 306 | |

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|---|----------------------------------|----|
| CNST 100 | Leadership, Integrity and Change | 3 |
| CNST 200 | Consumer Economics | 3 |
| CNST 304 | Leadership and Power | 3 |
| CNST 404 | Leadership in Organizations | 3 |
| CNST 440 | Decision-making and Leadership | 3 |
| Electives chosen from | | 18 |
| CNST 235, 242, 305, 310, 322, 332, 335, 340, 342, 401, 405, 422, 435, 442, 455 and other courses in Leadership and Consumer Economics | | |

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 AND CONSUMER ECONOMICS

The recipient must complete:

1. All requirements for the Bachelor of Science degree in Leadership and Consumer Economics.
2. All the University's generic requirements for the Honors Baccalaureate Degree (see page 43). Within these requirements, the twelve (12) honors credits earned in courses in the Department of Consumer 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 Consumer Studies.

REQUIREMENTS FOR THE MINOR IN LEADERSHIP

The Department of Consumer Studies administers the minor in Leadership, which 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 institutions. 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.

| | | |
|----------|----------------------------------|---|
| CNST 100 | Leadership, Integrity and Change | 3 |
| CNST 300 | Leadership in Organizations | 3 |

| | |
|-------------------------------------|---|
| CNST 400 Leadership and Power | 3 |
| Restricted electives | 9 |

Admission to the minor is by application. For further information, contact the Department of Consumer Studies, 211 Alison West, (302) 831-8711.

EDUCATION

The School of Education offers undergraduate degree programs in Elementary Teacher Education and Educational Studies. Both majors include 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. The School of Education is also concerned with the assumptions and decisions whose end result is the act of teaching as well as with such fundamental structures of the educational process as evaluation and measurement, curriculum design, and the history, philosophy and sociology of education.

PROGRAM IN ELEMENTARY TEACHER EDUCATION (including Special Education)

The Elementary Teacher Education Program is designed to help students meet the following goals:

- become outstanding general elementary teachers and teachers of exceptional children
- develop a strong background in the academic subjects taught at the elementary level
- develop the employment flexibility and security to become a teacher of exceptional children and/or a regular elementary teacher, with additional options in bilingual education, English as a second language, and middle school mathematics or science
- provide all children, including those with special learning needs, with the best possible education

The current elementary teacher education program has evolved as a result of a determined effort on the part of the faculty to coordinate their efforts with public school personnel in education. Programs of clinical experiences have gradually increased and improved because of the continuing contact with classroom teachers, principals, and administrative officers of local schools. 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 *Discipline* area provides the teacher candidate with an opportunity to select one of the following disciplines: English, foreign languages, general science, mathematics, social studies, or language studies. A list of the specific courses that comprise each of

these areas is available in the School of Education Office. If a student pursues certification in the Discipline area, a grade of C- or better is required in all courses in this area.

The *Professional Studies* area is designed to develop the candidate's teaching skills. The courses place strong emphasis on the development of teachers who can plan and implement appropriate educational experiences for children of varying levels of ability. 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 begin upper-level work must make formal application and satisfy the requirements for Clearance for Upper Division Study.

Students 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.

Telephone: (302) 831-2317

<http://www.udel.edu/educ/>

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

CURRICULUM CREDITS

UNIVERSITY REQUIREMENTS

ENGL 110 Critical Reading and Writing 3

MAJOR REQUIREMENTS

GEOL 113 Earth Science 4

SCEN 102 Physical Science 4

BISC 103/113 General Biology

or
BISC 207 Introductory Biology I 4

MATH 251 Mathematics for the Elementary School I 3

MATH 252 Mathematics for the Elementary School II 3

MATH 253 Mathematics for the Elementary School III 3

HIST 103 World History to 1648

or
HIST 104 World History: 1648 to present 3

HIST 205 United States History

or
HIST 206 United States History 3

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

LING 101 Introduction to Linguistics

or
ENGL 390 English Linguistics 3

One of the following literature courses: 3

ENGL 207 Introduction to Poetry

ENGL 208 Introduction to Drama

ENGL 209 Introduction to the Novel

ENGL 210 Short Story

Art, Art History, Music, or Theatre 6

A list of the specific courses is available in the School of Education Office (Rm 120 Willard Hall)

Eighteen credit hours of study from one of the following discipline areas: 18

English, general science, mathematics, social studies, foreign languages or language studies. A list of the specific courses that comprise each of these areas is available in the School of Education Office (120 Willard Hall)

Students who choose to pursue certification in the discipline area must earn a grade of C- or better in all courses in the discipline.

| | | |
|----------|--|----|
| EDUC 186 | Educational Technology I: Productivity Tools | 1 |
| EDUC 202 | Human Development I: Grades K-4 | 3 |
| EDUC 203 | Human Development II: Grades 5-8 | 3 |
| EDUC 210 | Introduction to Literature and Literacy Learning | 3 |
| EDUC 230 | Introduction to Exceptional Children | 3 |
| EDUC 240 | Professional Issues: Philosophical Perspectives | |
| or | | |
| EDUC 247 | Professional Issues: Historical Perspectives | 3 |
| EDUC 258 | Cultural Diversity, Schooling and the Teacher | 3 |
| | (fulfills University multicultural requirement) | |
| EDUC 286 | Educational Technology II: Professional Tools | 1 |
| EDUC 308 | Curriculum for the Primary Grades and Middle Grades | 2 |
| EDUC 310 | Reading and Writing in the Primary Grades | 3 |
| EDUC 320 | Reading and Writing in the Middle Grades | 3 |
| EDUC 335 | Elementary Curriculum: Mathematics | 3 |
| EDUC 341 | Elementary Curriculum: Science | 3 |
| EDUC 346 | Elementary Curriculum: Social Science | 3 |
| EDUC 386 | Educational Technology III: Literacy and Language Arts Lab | 1 |
| EDUC 390 | Instructional Strategies and Reflective Practice | 3 |
| EDUC 400 | Student Teaching | 12 |
| EDUC 433 | Non-School Factors Affecting Learning in the Classroom | 2 |
| EDUC 436 | Literacy Problems: Assessment and Instruction | 3 |
| EDUC 451 | Educational Assessment | 3 |
| EDUC 486 | Educational Technology IV: Science, Social Studies, & Math Lab | 1 |

The Elementary Teacher Education program requires a certain minimum G.P.A. for enrollment in EDUC 400, Student Teaching, a course required for the degree. An advisor in Rm 120 Willard Hall should be consulted for the exact G.P.A. requirements and other policies concerning qualifications for student teaching.

Students will complete two, nine-week placements in student teaching and will receive 6 credits for each nine-week placement.

For Certification in Special Education, the following courses are added to the core:

| | | |
|----------|---|---|
| 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 |

Students wishing to complete certification in both elementary education and special education must apply for Clearance for Upper Division Study. The criteria for applying for dual certification are available in the School of Education Office (120 Willard Hall Building).

CREDITS TO TOTAL A MINIMUM OF..... 125-135

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.

PROGRAM IN EDUCATIONAL STUDIES

The Bachelor of Arts in Educational Studies program is designed for students who are interested in the subject of education as part of a liberal arts curriculum pursuant to education-related careers that do not directly involve classroom teaching. The degree does not prepare teacher candidates for certification. The program requires students to minor in an Arts and Science field related to education. Application to the program must include a writing sample and a letter indicating specialization interests within the program (normally, the actual or proposed minor). Students are admitted no earlier than their sophomore year and must possess at least a 3.0 cumulative grade point average.

The program features intensive attention and guidance by faculty members, including personal advisement and a year-long research project culminating in a senior thesis. During the thesis process, stu-

dents will intern with an educational researcher (on or off-campus) and will conduct the thesis under the direction of two faculty members. There is significant flexibility regarding the content of the thesis as a function of a student's background and interests. Students may select the program as a single major or as a double major with a field outside of education. An Honors Degree option is also available.

Students may change to the major in Educational Studies from any program in the University. An application form must be completed and submitted to the Coordinator of the Program along with the writing sample and statement of specialization interests.

Telephone: (302) 831-8588

<http://www.udel.edu/educ/>

DEGREE: BACHELOR OF ARTS IN EDUCATIONAL STUDIES MAJOR: EDUCATIONAL STUDIES

CORE 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-II Writing Test will be a satisfactory demonstration of basic writing skills. ENGL 110 must be completed by the time a student has earned 60 credits. Students who transfer into the College of Arts and Science with 45 credits or more must complete this requirement within two semesters. | | |

| | | |
|--|--|---|
| MULTICULTURAL COURSE | | 3 |
| Three credits in an approved course or courses stressing multicultural, ethnic, and/or gender-related content (see p. 57). | | |

BACHELOR OF ARTS

COLLEGE SKILL REQUIREMENTS

| | | |
|---|--|---|
| Writing: (minimum grade C-) | | 3 |
| A second writing course involving significant writing experience including two papers with a combined minimum of 3,000 words to be submitted for extended faculty critique of both composition and content. This course must be taken after completion of 60 credit hours. Appropriate writing courses are designated in the semester's Registration Booklet. (See list of courses approved for second writing requirement, page 83.) | | |

| | | |
|--|--|-----|
| Mathematics: (one of the following) | | 0-4 |
|--|--|-----|

| | | |
|--|------------------------------------|--|
| MATH 113 | Contemporary Mathematics | |
| (designed for students who do not intend to continue the study of mathematics) | | |
| MATH 114 or MATH 170 | College Mathematics and Statistics | |
| (designed for students who do not intend to continue the study of mathematics) | | |
| MATH 115 or MATH 171 | Pre-Calculus | |
| (designed for students who intend to continue the study of mathematics) | | |
| Successful completion of any mathematics course at or above the 200-level except MATH 251, MATH 252, or MATH 266 | | |

Successful performance on a proficiency test in mathematics administered by the Department of Mathematical Sciences through the College of Arts and Science Advisement Center (0 credits awarded)

The math requirement must be completed by the time a student has earned 60 credits. Students who transfer into the College of Arts and Science with 45 credits or more must complete this requirement within two semesters.

| | | |
|--------------------------|--|------|
| Foreign Language: | | 0-12 |
|--------------------------|--|------|

Completion of the intermediate-level course (107 or 112 or 214) in an ancient or modern language. The number of credits needed and initial placement will depend on number of years of high school study of foreign language. Students with four or more years of high school work in a single foreign language may attempt to fulfill the requirement in that language by taking an exemption examination

Breadth Requirements (See page 85)

| | | |
|--|--|----|
| Group A | | 12 |
| Understanding and appreciation of the creative arts and humanities | | |
| Twelve credits representing at least two areas. | | |

| | | |
|--|--|----|
| Group B | | 12 |
| The study of culture and institutions over time. Twelve credits representing at least two areas. | | |

Group C 12
Empirically based study of human beings and their environment. Twelve credits representing at least two areas.

Group D 13
The study of natural phenomena through experiment and analysis. A minimum of thirteen credits representing at least two areas including a minimum of one course with an associated laboratory.

MAJOR REQUIREMENTS

| | | |
|--------------------------------|---|---|
| EDUC 230 | Introduction to Exceptional Children | |
| or | | |
| EDUC 258 | Cultural Diversity, Schooling, and the Teacher | 3 |
| EDUC 240 | Professional Issues: Philosophical Perspectives | 3 |
| EDUC 247 | Professional Issues: Historical Perspectives | 3 |
| EDUC 305 | Educational Psychology: Cognitive Aspects | |
| or | | |
| IFST 201 | Life Span Development | 3 |
| EDUC 360 | Learning in Community Context | 3 |
| EDUC 469 | Research Internship Experience | 3 |
| EDUC 475 | Senior Thesis | 3 |
| EDUC 607 | Educational Research Procedures | 3 |
| EDUC 665 | Elementary Statistics | 3 |
| Upper Division Course Elective | | 3 |

MINOR EQUIVALENT

Specialization equivalent to a minor in a related field 18

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

HONORS BACHELOR OF ARTS: EDUCATIONAL STUDIES

The recipient must complete:

1. All requirements for the Bachelor of Arts degree in Educational Studies.
2. All the University's generic requirements for the Honors Baccalaureate Degree (see Honors Degrees). Nine Honors credits in the major must be at the 400-level or higher, and must include the program seminar.

REQUIREMENTS FOR A MINOR IN EDUCATIONAL STUDIES

The minor requires the 15 credits listed below. A grade of C- or better is required in all courses.

| | | |
|----------|---|---|
| EDST 202 | Human Development I | |
| or | | |
| EDST 304 | Educational Psychology: Social Aspects | 3 |
| EDST 240 | Professional Issues: Philosophical Perspectives | 3 |
| EDST 247 | Professional Issues: Historical Perspectives | 3 |
| EDST 258 | Cultural Diversity, Schooling, and the Teacher (fulfills University multicultural requirement) | 3 |
| EDST 665 | Elementary Statistics | 3 |

HOTEL, RESTAURANT AND INSTITUTIONAL MANAGEMENT

The Hotel, Restaurant and Institutional Management curriculum leads to a Bachelor of Science Degree (including an Honors Degree option) and is based in liberal arts, business and specialized courses in technical applications for the hotel and restaurant industries. Students are provided a foundation in the traditional academic areas to complement the state-of-the-art business and hospitality courses. The curriculum is structured to provide both a practical and a theoretical education. An integral part of the curriculum is the hospitality-related work experience. A documented and paid student work requirement of 800 hours is required prior to graduation. These combined work experiences assist in the preparation of students for the increasingly complex and challenging hospitality industry.

Transfer student applicants and those wishing to change from another major at the University of Delaware are considered on a space available basis. The chief criterion used in selection is academic performance. Applications are reviewed on January 15, March 15, July 15, and October 15.

Students in the Hotel, Restaurant and Institutional Management program also have the opportunity to participate in a 4 + 1 MBA program with the College of Business and Economics. With careful planning academically eligible students can complete both their undergraduate degree in Hotel, Restaurant and Institutional Management and the Master of Business Administration degree in five years.

Telephone: (302) 831-6077

E-Mail: hrim-dept@udel.edu

<http://www.udel.edu/HRIM/>

GENERAL EDUCATION COURSES

The following courses have been approved to fulfill humanities and science electives for students majoring in Hotel, Restaurant and Institutional Management.

Humanities

Art, Art History, Communication, Comparative Literature, English, Foreign Language (including: ARAB, 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 100, 203, 205, 208, 209, 210, 214, 216, 222, 318, 320, 324, 325, 326, 328, 330, 338, 353, 380, 381, 382, 389, 465, 471, 480), Science and Culture (CSCC 206, 229, 241, 246, 250, 330, 365, 368, 369, 444).

Sciences

Physical and Biological: Anthropology (ANTH 102, 104, 202), Biological Sciences, Animal Science, Chemistry, Entomology, Food Science, Geology, Marine Studies, Plant and Soil Science, Physics and Astronomy, Psychology (PSYC 314), Science.

Natural: Geography (GEOG 101, 152, 206, 220, 230, 235, 236, 250, 255, 320), Mathematics, Statistics (including PSYC 309), Computer and Information Science.

DEGREE: BACHELOR OF SCIENCE

MAJOR: HOTEL, RESTAURANT AND INSTITUTIONAL MANAGEMENT

CURRICULUM CREDITS

UNIVERSITY REQUIREMENTS

ENGL 110 Critical Reading and Writing (minimum grade C-) 3
Three credits in an approved course or courses stressing 3
multicultural, ethnic, and/or gender-related content (see p. 57).

MAJOR REQUIREMENTS

ENGL 312 Written Communications in Business 3
Humanities electives 6

MATH 114 or MATH 170 College Mathematics and Statistics
(designed for students who do not intend to continue the study of
mathematics)

or
MATH 115 or MATH 171 Pre-Calculus 3
(designed for students who intend to continue the study of mathematics)

or
Successful performance on the proficiency test in mathematics administered by the Department of Mathematical Sciences.

STAT 200 Basic Statistical Practice

or
MATH 201 Introduction to Statistics 3

BISC 171 Microbiology in Modern Society 3

NTDT 200 Nutrition Concepts (minimum grade C-) 3

Science electives 6

| | | |
|--|---|-----|
| PSYC 201 | General Psychology | 3 |
| ECON 100 | Economic Issues and Policies | |
| or | | |
| ECON 151/152 | Introduction to Microeconomics/Macroeconomics | 3-6 |
| BUAD 309 | Management and Organizational Behavior | 3 |
| Sociology Elective (following course recommended): | | 3 |
| SOCI 201 | Introduction to Sociology | |
| ACCT 160 | Introduction to Business Information Systems I | 3 |
| ACCT 200 | Survey of Accounting | |
| or | | |
| ACCT 207/208 | Accounting I and II | 4-6 |
| ACCT 352 | Law and Social Issues in Business | 3 |
| BUAD 301 | Introduction to Marketing | 3 |
| HRIM 180 | Introduction to Hospitality | 3 |
| HRIM 201 | Food Principles | 2 |
| HRIM 211 | Food Principles Laboratory | 1 |
| HRIM 280 | Property Management | 3 |
| HRIM 320 | Hotel, Restaurant and General Food Service Purchasing | 3 |
| HRIM 321 | Quantity Food Service Management | 2 |
| HRIM 325 | Laboratory in Quantity Food Service Management | 2 |
| HRIM 380 | Management of Lodging Operations | 3 |
| HRIM 381 | Management of Food and Beverage Operations | 3 |
| HRIM 382 | Managerial Accounting and Finance in the Hospitality Industry | 3 |
| HRIM 480 | Human Resources Management in the Hospitality Industry | 3 |
| HRIM 481 | Marketing in the Hospitality Industry | 3 |
| HRIM 482 | Law of Innkeeping | 3 |
| HRIM 487 | Management Systems in the Hospitality Industry | 3 |
| HRIM 488 | HRIM Practicum I | 4 |
| HRIM 489 | HRIM Practicum II | 6 |

All HRIM courses require a minimum grade of C-

The HRIM program requires 800 hours of industry work experience, in two parts:

- 1) 400 hours of documented hospitality work experience is encouraged prior to the junior year.
- 2) a total of 800 or more hours of approved work experience is required for clearance for graduation.

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.) Students are encouraged to develop fluency in a second language.

CREDITS TO TOTAL A MINIMUM OF 120

HONORS DEGREE IN HOTEL, RESTAURANT AND INSTITUTIONAL MANAGEMENT

The recipient must complete:

1. All requirements for the Bachelor of Science degree in Hotel, Restaurant and Institutional Management.
2. All the University's generic requirements for the Honors Degree (see page 43).

HUMAN SERVICES, EDUCATION AND PUBLIC POLICY

The Human Services, Education and Public Policy major combines science, humanities, 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 select a Primary Interest Area of at least twenty-four credit hours from among the Interest Areas offered by the academic units in the College. Students also select a Secondary Interest Area, typically in the form of an existing University minor; however, through advisement, special arrangements can be made to individualize the Secondary Interest Area. The selection of each interest area is

designed to allow students to explore their own personal and career objectives, while investigating the diverse areas within the CHEP College. This major is designed for students who have a broad interest in working within a community setting through public, private and/or nonprofit organizations.

For more information, please contact:

Kristine Ritz
(302) 831-2301
kritz@udel.edu

GENERAL EDUCATION COURSES

Students are required to select courses in the humanities 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 (106 Alison Hall West).

DEGREE: BACHELOR OF SCIENCE

MAJOR: HUMAN SERVICES, EDUCATION AND PUBLIC POLICY

CURRICULUM

CREDITS

UNIVERSITY REQUIREMENTS

| | | |
|--|---|---|
| ENGL 110 | Critical Reading and Writing (minimum grade C-) | 3 |
| Three credits in an approved course or courses stressing multicultural, ethnic, and/or gender-related content (see p. 57). | | |
| May fulfill another degree requirement | | 3 |

MAJOR REQUIREMENTS

| | | |
|--|--|---|
| Three additional credits in an approved course stressing multicultural, ethnic, and/or gender-related content. Students should select one course in U.S. diversity and one in global diversity. May fulfill another degree requirement | | 3 |
|--|--|---|

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 114/170 (or higher) 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 Science (See list of courses approved for second writing requirement, page 83) 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. Certain core courses may also fulfill Pathways requirements; please check with your advisor.

| | | |
|--|---|---|
| HEPP 100 | CHEP Introductory Seminar | 1 |
| Pre-professional Skills Courses: Choose two of the following | | 6 |
| CNST 100 | Leadership, Integrity, and Change | |
| HRIM 140 | Information Technology and Services Management | |
| HRIM 230 | Decision-making Skills and Techniques | |
| HRIM 238 | Assessment, Evaluation, and Communication in Service Delivery Systems | |
| ENGL 312 | Written Communications in Business | |
| CNST 325 | Presentation Techniques | |

CHEP 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 Services. 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

Primary Interest Area 24-25

Students will complete one of the following interest areas of approximately 24 credit hours (see below):

- A: Material Culture of Architecture and Dress
- B: Education and Community Services
- C: Administration of Community Resources
- D: Hospitality Services and Information Technology Management
- E: Family and Consumer Sciences Education

Secondary Interest Area 18

Students are encouraged to complete an approved University minor. Other options may be approved by the program advisor.

HEPP 400 Service Learning Practicum..... 3-6

Students will complete a required Service Learning Experience tied to the College Core or to their Primary 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:

Material Culture of Architecture and Dress

| | | |
|------------------------------------|--|---|
| CNST 110 | Visual World | 4 |
| CNST 213 | 20th Century Design: Ethnic Influence | 3 |
| CNST 214 | Clothing, Design and Production since 1700 | 3 |
| CNST 224 | Costume History Before 1700 | 3 |
| CNST 319 | Dress and Culture | 3 |
| CNST 428 | Issues in Land Use and Environmental Planning | 3 |
| | (cross-listed with UAPP 628) | |
| CNST 429 | Seminar in Historic Preservation (cross-listed with UAPP 629) | 3 |
| Choose one of the following: | | 3 |
| CNST 312 | American Residential Style | |
| CNST 419 | Social Psychological Aspects of Clothing (prerequisite CNST 114) | |
| HRIM 425 | Historic Roadside Architecture | |

Recommended: Chemistry should be taken to fulfill science requirements.

Interest Area B:

Education and Community Services

(Students who have applied to transfer to the Elementary Teacher Education program should follow this interest area.)

| | | |
|--------------|---|---|
| EDUC 202 | Human Development K-4 | 3 |
| or | | |
| IFST 221 | Child Development | |
| EDUC 203 | Human Development 5-8 | 3 |
| or | | |
| IFST 329 | Adolescent Development | |
| EDUC 230 | Introduction to Exceptional Children | 3 |
| EDUC 240/247 | Philosophical/Historical Perspectives | 3 |
| EDUC 258/419 | Cultural Diversity in the Classroom | 3 |
| IFST 101 | Introduction to Community and Family Services | 1 |
| IFST 202 | Foundation of Family Studies | 3 |
| IFST 235 | Survey in Child and Family Services | 3 |
| IFST 346 | Delivery of Human Services | 3 |

Interest Area C:

Administration of Community Resources

| | | |
|--|---|---|
| IFST 101 | Introduction to Family and Community Services | 1 |
| IFST 201 | Life Span Development | 3 |
| or | | |
| IFST 221 | Child Development | |
| IFST 202 | Foundations of Family Studies | 3 |
| IFST 235 | Survey in Child and Family Services | 3 |
| IFST 267 | Culturally Diverse Families | 3 |
| IFST 347 | Human Service Delivery Systems | 3 |
| IFST 440 | Early Childhood Administration, Leadership and Advocacy | 3 |
| or | | |
| IFST 467 | Leadership in Human Services | |
| Choose a minimum of six credits of the following | | 6 |
| CNST 100 | Leadership, Integrity and Change | |
| HRIM 140 | Information Technology and Services Management | |
| HRIM 230 | Decision-making Skills and Techniques | |

| | | |
|----------|---|--|
| HRIM 238 | Assessment, Evaluation, and Communication in Service Delivery Systems | |
| IFST 222 | ECDE Curriculum I | |
| IFST 224 | ECDE Curriculum I-Practicum | |
| IFST 340 | ECDE Curriculum II | |

Interest Area D:

Hospitality Services and Information Technology Management

| | | |
|----------|--|---|
| HRIM 144 | Fundamentals of Information Management, Networks & Systems | 3 |
| HRIM 250 | Hospitality Services Management | 3 |
| HRIM 346 | Hospitality and Industry Web-based Marketing | 3 |
| HRIM 354 | Hospitality Franchise Management | 3 |
| HRIM 442 | Hospitality Computer Based Education | 3 |
| HRIM 448 | Data-mining Analysis in the Hospitality Industry | 3 |
| HRIM 458 | Entrepreneurship in Hospitality | 3 |
| HRIM 487 | Hospitality Systems | 3 |

Interest Area E:

Family and Consumer Sciences Education

Students desiring certification for teaching Family and Consumer Sciences in grades 5-12 in Delaware schools can major in Human Services, Education and Public Policy. As part of their academic program, they will be advised to complete the necessary content and professional course requirements to meet Delaware's licensure requirements. (Note: Under this option, the Primary Interest Area will total more than 24 credit hours, reducing elective credits available. Professional courses are not offered each year. Students must work with their academic advisor to determine availability.) Detailed information on current requirements for certification is available from the Department of Individual and Family Studies. Student teaching requires a cumulative index of 2.50, a major field index of 2.75, and C-grades in required courses. Additional information is available from the program coordinator.

A student who has already received a bachelor's degree from an accredited college (which includes a general studies component) can fulfill the requirements for certification in Family and Consumer Sciences below and apply for certification. For details, see Teacher Education Programs in the beginning of this chapter.

| | | |
|--------------|--|---|
| IFST 201 | Issues in Life Span Development | 3 |
| IFST 202 | Foundations of Family Studies | 3 |
| IFST 221 | Child Development | 3 |
| IFST 329 | Adolescent Development | 3 |
| IFST 339 | Adult Development and Aging | |
| or | | |
| IFST 405 | Impact of Aging on the Family | 3 |
| CNST 114 | Clothing in Contemporary Society | 3 |
| CNST 200 | Consumer Economics | 3 |
| CNST 211 | Apparel Product Development | 3 |
| or | | |
| CNST 221 | Apparel Studies | |
| CNST 235 | Family Resource Management | 3 |
| CNST 310 | Housing | 3 |
| NTDT 200 | Nutrition Concepts | 3 |
| NTDT 305 | Nutrition in the Lifespan | 3 |
| NTDT 201/211 | Food Principles & Laboratory | 3 |
| IFST 364 | Field Experiences in IFST | 4 |
| IFST 380 | Instructional Methods in Family and Consumer Studies | 3 |
| IFST 381 | Curriculum and Evaluation | 3 |
| EDUC 230 | Introduction to Exceptional Children | 3 |
| EDUC 258 | Cultural Diversity, Schooling, and the Teacher | 3 |
| EDUC 400 | Student Teaching | 9 |
| EDUC 420 | Reading in the Content Areas | 1 |

INDIVIDUAL AND FAMILY STUDIES

The Department of Individual and Family Studies offers undergraduate majors in Early Childhood Development and Education and in Family and Community Services, both with Honors Degree options. The curricula prepare students for challenging careers with individuals and families throughout the lifespan. Graduates become leaders in early education, family support, and human service programs, with many students pursuing advanced study.

The major in Early Childhood Development and Education is designed for students who plan on working with young children in school, family, and institutional settings. Certification options allow students to pursue careers as teachers and early interventionists. Cer-

tification requirements for state approved early childhood programs can be met by completing the identified course work for each certification option. The program emphasizes developmentally appropriate, family-centered practices to meet the needs of all children, including those with disabilities.

Students in the Family and Community Services major choose one of two concentrations. The Human Services Concentration is designed for students wishing to work within public and private agencies serving clients, infants through the aged, and their families. Combining course work and clinical experiences, the program of study prepares graduates for positions in direct client services and/or management and administration in a variety of institutional and community settings.

The Family Research Concentration is designed for students with broad interdisciplinary interests and whose career plans may require subsequent graduate education. Students undertake a substantial research experience and develop an area of interest in a related field. Individualized programs prepare students for careers in government work, policy, advocacy, health, and social services.

Selection and retention policies for the Early Childhood Development and Education and Family and Community Services majors have been established and must be followed. In addition, there are limitations on the number of students that can be enrolled in each major. Students are responsible for travel arrangements and costs for clinical/internship experiences.

Telephone: (302) 831-8490

E-Mail: ifs-dept@udel.edu

http://www.udel.edu/ifs/

GENERAL EDUCATION COURSES

The following courses have been approved to fulfill humanities, science and social science electives for students in majors offered by the Department of Individual and Family Studies.

Humanities

Art, Art History, Comparative Literature, English, Foreign Language (including: ARAB, 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 100, 203, 205, 208, 209, 210, 214, 216, 222, 318, 320, 324, 325, 326, 328, 330, 338, 353, 380, 381, 382, 389, 465, 471, 480), Science and Culture (CSCC 206, 229, 241, 246, 250, 330, 365, 368, 369, 444).

Sciences

Physical and Biological: Anthropology (ANTH 102, 104, 202), Biological Sciences, Animal Science, Chemistry, Entomology, Food Science, Geology, Marine Studies, Plant and Soil Science, Physics and Astronomy, Psychology (PSYC 314), Science.

Natural: Geography (GEOG 101, 152, 206, 220, 230, 235, 236, 250, 255, 320), Mathematics, Statistics (including PSYC 309), Computer and Information Science.

Social Science

American Studies, Anthropology (cultural/social, all except ANTH 102, 104, 202), Black American Studies, Business Administration (BUAD 309), Criminal Justice, Economics (including FREC 150), Geography (economic and social, including: GEOG 102, 120, 203, 210, 225, 226, 227, 236, 240, 310, 325, 328, 330, 340), History, Political Science, Psychology (except PSYC 309 and 314), Sociology, Women's Studies (WOMS 201, 202, 204, 206, 207, 211, 212, 213, 233, 240, 290, 291, 297, 298, 299, 300, 305, 323, 333, 335, 350, 363, 407, 409, 413, 415, 430, 436, 460, 473, 498), Science and Culture (CSCC 233, 242, 243, 271, 310, 311, 355, 382, 385).

DEGREE: BACHELOR OF SCIENCE

MAJOR: EARLY CHILDHOOD DEVELOPMENT AND EDUCATION

CURRICULUM CREDITS

UNIVERSITY REQUIREMENTS

ENGL 110 Critical Reading and Writing (minimum grade C-) 3

MAJOR REQUIREMENTS

Literature course 3

Writing course 3

(select from courses approved for Arts and Sciences second writing requirement, page 83)

Fine Arts/Humanities courses 6

(selected from art, art history, theater, music, or foreign language)

BISC 105 Human Heredity and Development 3

BISC 115 Human Heredity and Development Laboratory 1

Earth Science course 3-4

(either Earth Science or Physical Science course must include a lab)

Physical Science course 3-4

MATH 251 Mathematics for Elementary School I 3

MATH 252 Mathematics for Elementary School II 3

Mathematics elective 3

Those seeking dual O-K/K-4 certification must complete MATH 253.

Sociology course 3

PSYC 201 General Psychology 3

American history course 3

Geography course 3

History elective (World/Non-western/Multicultural) 3

EDUC 210 Introduction to Literature and Literacy Learning 3

EDUC 306 Emerging Literacy: Young Children Learn to Read and Write 3

EDUC 230 Introduction to Exceptional Children 3

MUED 390 Music in Elementary Schools 3

Certification Electives 12

Determined in consultation with academic advisor. Students seeking Early Care and Education certification complete 12 credits from the list of certification electives appropriate for working with children 0-K and their families. Students seeking Early Childhood Special Education certification complete IFST 463-Atypical Infant and Toddler, IFST 470-Families and Children at Risk, before student teaching, and six additional credits from the list of certification electives. Qualified students who seek an additional certification in Primary Education (K-4) must complete all requirements for the certification in Early Care and Education (0-K). For this dual certification (0-K and K-4), students must complete 12 credits of approved elementary methods courses as their certification electives. Enrollment in these courses is limited. An additional field experience is also required. Students seeking dual certification must have a major field index of 3 00 after 60 credit hours.

EDUC 400 Student Teaching 9-12

(12 credits for dual certification)

Prerequisites for EDUC 400 Student Teaching: a cumulative index 2 50 and a major field index of 2 75 (Information on courses designated in major field is available from Department Office) and a minimum grade of C- in all IFST courses, EDUC 306, and certification electives. Students seeking certification in one area will complete one 9-week placement of full days and one 9-week placement of half days for a total of 18 weeks and 9 credits. Students seeking certification in two areas will complete two full day 9 week placements for a total of 18 weeks and 12 credits.

NTDT 200 Nutrition Concepts

or

CNST Course 3

IFST 101 Introduction to Community and Family Services 1

IFST 201 Life Span Development 3

IFST 202 Foundations of Family Studies 3

(fulfills University multicultural requirement)

IFST 221 Child Development 3

IFST 222 Early Childhood Curriculum I 2

IFST 224 Early Childhood Curriculum I: Practicum 2

IFST 225 Professional Issues in ECDE 3

IFST 236 Infants and Toddlers: Development and Programs 3

IFST 340 Early Childhood Curriculum II 3

IFST 435 Early Childhood Programs for Children with Exceptionalities 4

IFST 445 Family, School, and Community Partnerships 2

IFST 450 Technology in Early Childhood 3

IFST 452 Assessment of Young Children 3

IFST 465 Seminar 2

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 129**HONORS BACHELOR OF SCIENCE:
EARLY CHILDHOOD DEVELOPMENT AND EDUCATION**

The recipient must complete:

1. All requirements for the Bachelor of Science degree in Early Childhood Development and Education.
2. All of the University's generic requirements for the Honors Baccalaureate Degree. (see page 43 of this catalog.)
3. These additional requirements:
 - a. Senior Seminar (IFST 465) must be taken as an Honors section.
 - b. Achieve a 3.4 GPA in major.

**DEGREE: BACHELOR OF SCIENCE
MAJOR: FAMILY AND COMMUNITY SERVICES
CONCENTRATION: HUMAN SERVICES**

CURRICULUM CREDITS

UNIVERSITY REQUIREMENTS

ENGL 110 Critical Reading and Writing (minimum grade C-) 3

MAJOR REQUIREMENTS

English course 3

Communication course 3

Humanities electives 6

NTDT 200 Nutrition Concepts 3

Science electives 12

(One science elective must be a laboratory science and at least six credits must be in Physical or Biological Sciences.)

SOCI 201 Introduction to Sociology 3

PSYC 201 General Psychology 3

CNST Course 3

(May be chosen from: CNST 200, 235, 305, 310, and 335.)

Social Science electives 6

IFST 332 Counseling Theories 3

IFST 334 Experiential Education 3

IFST 101 Introduction to Community and Family Services 1

IFST 201 Life Span Development 3

IFST 202 Foundations of Family Studies 3

(fulfills University multicultural requirement)

IFST 230 Emerging Life Styles 3

IFST 235 Survey in Child and Family Services 3

IFST 328 Introduction to the Research Process 3

IFST 346 Delivery of Human Services 3

IFST 347 Human Services Delivery Systems 3

IFST 422 Family Relationships 3

Two developmental electives chosen from: 6

IFST 221 Child Development 3

IFST 236 Infants and Toddlers: Development and Programs 3

IFST 329 Adolescent Development 3

IFST 339 Adult Development and Aging 3

IFST 403 Concepts in Gerontology 3

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

IFST 465 Seminar 3

IFST 449 Internship in Community Services 9

Prerequisite for IFST 449 Internship: cumulative index of 2.50 and major field index of 2.75 with a minimum grade of C- in all IFST courses, restricted electives, and IFST 332, and 334.

Restricted electives determined in consultation with advisor 18

upon completion of IFST 235. Twelve credits restricted electives must be completed prior to senior internship.

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**DEGREE: BACHELOR OF SCIENCE
MAJOR: FAMILY AND COMMUNITY SERVICES
CONCENTRATION: FAMILY RESEARCH**

CURRICULUM CREDITS

UNIVERSITY REQUIREMENTS

ENGL 110 Critical Reading and Writing (minimum grade C-) 3

MAJOR REQUIREMENTS

English course 3

Communication course 3

Humanities electives 6

MATH or CISC course 3

NTDT 200 Nutrition Concepts 3

Science electives 3

SOCI 201 Introduction to Sociology 3

PSYC 201 General Psychology 3

CNST Course 3

(May be chosen from: CNST 200, 235, 305, 310, and 335.)

Social Science electives 6

Two courses chosen from: 6

IFST 332 Counseling Theories 3

IFST 334 Experiential Education 3

IFST 601 Development through the Lifespan 3

IFST 621 Family Studies 3

IFST 101 Introduction to Community and Family Services 1

IFST 201 Life Span Development 3

IFST 202 Foundations of Family Studies 3

(fulfills University multicultural requirement)

IFST 230 Emerging Life Styles 3

IFST 235 Survey in Child and Family Services 3

IFST 328 Introduction to the Research Process 3

IFST 346 Delivery of Human Services 3

IFST 347 Human Services Delivery Systems 3

IFST 422 Family Relationships 3

IFST 428 Research Issues in Human Services

or

IFST 615 Research Methods 3

Two developmental electives chosen from the following five: 6

courses; one developmental elective must be related to the

"area of interest" and approved by the advisor:

IFST 221 Child Development 3

IFST 236 Infants and Toddlers: Development and Programs 3

IFST 329 Adolescent Development 3

IFST 339 Adult Development and Aging 3

IFST 403 Concepts in Gerontology 3

IFST 665 Seminar 1

IFST 466 Independent Study 3

or

UNIV 401/402 Senior Thesis 6

Prerequisite for IFST 466 Independent Study: cumulative index of 2.50 and major field index of 2.75 with a minimum grade of C- in all IFST courses, restricted electives, and IFST 332 and 334 or IFST 601 and 621.

Restricted electives determined in consultation with advisor 18

upon completion of IFST 235. Twelve credits restricted electives must be completed prior to senior research including PSYC 309 or SOCI 301.

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:
FAMILY AND COMMUNITY SERVICES**

The recipient must complete:

1. All requirements for the Bachelor of Science degree in Family and Community Services.
2. All of the University's generic requirements for the Honors Baccalaureate Degree. (see page 43)
3. These additional requirements:
 - a. Senior Seminar (IFST 465) must be taken as an Honors section.
 - b. Achieve a 3.4 GPA in major.