



# COLLEGE OF HUMAN SERVICES, EDUCATION AND PUBLIC POLICY

- **Research and Public Service Centers**
- **Education**
- **Environmental and Energy Policy**

With an interdisciplinary approach that integrates instruction with research and service, graduate programs of the College of Human Services, Education and Public Policy (CHEP) prepare students to enhance human systems and development, strengthen educational practices and policies, and encourage effective policies and management in public, private and nonprofit organizations.

CHEP offers graduate degree programs through the School of Education, the Departments of Hotel, Restaurant and Institutional Management and of Individual and Family Studies, and the School of Urban Affairs and Public Policy.

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. For more information, please see <http://www.udel.edu/chep>.

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## RESEARCH AND PUBLIC SERVICE CENTERS

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In addition to the extensive scholarly research and public service conducted by individual faculty and staff, CHEP's research and public 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 Research and Service
- Center for Disabilities Studies
- Center for Energy and Environmental Policy
- Center for Historic Architecture and Design
- Delaware Center for Teacher Education
- Delaware Education Research and Development Center
- Early Learning Center
- English Language Institute
- Institute for Public Administration
- Mathematics & Science Education Resource Center

- **Hotel, Restaurant and Institutional Management**
- **Individual and Family Studies**
- **Urban Affairs and Public Policy**

## 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:

*The College School*, located in Alison Hall (ALS), provides a school-year program for children, ages 6-14, with learning differences. The school provides individualized and innovative instruction for children who have previously had unsuccessful school experiences, with the goal of returning these students to more traditional educational environments within an average of 2-3 years. The school also serves as an observation, research, and clinical site for undergraduate and graduate students and faculty. For further information: [www.udel.edu/collegeschool](http://www.udel.edu/collegeschool), or call (302) 831-1097.

The *Courtyard Newark at the University of Delaware* is operated by the Shaner Hotel Group and provides on-campus lodging for alumni, parents, guests and conference attendees. It also provides enhanced educational experiences in the Marriott Center for Hospitality and Tourism for students in the Department of Hotel, Restaurant and Institutional Management by offering opportunities to gain hundreds of hours of practical experience in a teaching and research laboratory located in a hotel setting. Students gain valuable experience in sales, marketing, revenue management, hotel engineering, and housekeeping. For further information, contact Fred DeMico, Department Chair, (302) 831-6077 or email [dlaws@udel.edu](mailto:dlaws@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 on complex public policy issues while gaining a thorough knowledge of the legislative process that will be useful in a wide variety of careers. In addition, Fellows become acquainted with state and local elected officials, agency directors, business heads, and community leaders. Selected through a competitive process, Fellows work in Dover for twenty hours per week from January to June and earn a stipend comparable to a research assistantship. For more information contact Lisa Moreland at (302) 831-4955 or e-mail: [lisamk@udel.edu](mailto:lisamk@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 serve medical education. The University of Delaware is working with several elementary and middle schools in the Christina and Milford School District. Some students complete their clinical requirements at these sites.

The *University Of Delaware Laboratory Preschool* is administered by the Department of Individual and Family Studies. The Laboratory Preschool, an NAEYC-accredited model preschool program, provides appropriate developmental programs for children with and without disabilities; teaches University students to work with young children through classroom practicum experiences; provides opportunities for students, faculty and professionals to observe exemplary preschool programs and teacher role models; enables students to observe children ages two through six so the students can better understand developmental progression; and provides a research site for students and faculty. For further information, contact Alice Eyman, Director (302) 831-2304 or e-mail: [aeyma@udel.edu](mailto:aeyma@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; the Copeland Vinotek wine cellar; the Darden Bistro; 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](mailto:dlaws@udel.edu).

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## EDUCATION

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Telephone: (302) 831-2573

For more information, please visit the school web site at <http://www.udel.edu/educ>

### PROGRAM OVERVIEW

The School of Education offers graduate programs at both the doctoral and master's levels. Our graduate programs prepare students for careers devoted to the solution of important educational problems – either through basic or applied research. Students in the Ph.D. program work closely with leading scholars in education and gradually develop their own lines of investigation. Students in the Ed.D. program develop knowledge and skills related to the exercise of effective leadership in areas of policy, administration, technology, and instruction. Students in the master's programs develop knowledge and skills in academic content areas, teaching, educational technology, and administration. The professional education programs have received the State of Delaware approved program status. In addition, they have been recognized for meeting the standards of the national educational specialty organization in their field. The University of Delaware is an NCATE accredited institution.

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## DOCTOR OF PHILOSOPHY DEGREE PROGRAM

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Telephone: (302) 831-1165

The Doctor of Philosophy degree represents the highest level of achievement in formal education. As such, this degree signifies the attainment of an advanced level of scholarship and the possession of scholarly dispositions and habits. Individuals awarded the Ph.D. in Education by the School of Education at the University of Delaware are prepared to make significant contributions to the field of education, and they do this, first and foremost, by conducting research that answers important questions about the nature of education.

The Ph.D. program includes core coursework in two Proseminars that introduce first year students to the breadth of educational topics and inquiry, and three courses that introduce students to quantitative, qualitative, and epistemological approaches to educational research. Intensive coursework from a specialized area of knowledge provides the student with a depth of understanding that is situated in a series of research projects and studies. Through the Colloquium course and lecture series, distinguished visiting scholars provide students with the opportunity to discuss current topics and research.

Students may earn an M.A. in Education degree by successfully completing the doctoral core coursework, twelve credit hours of specialization coursework, three credits of Colloquium and passing the Proseminar Assessment.

### REQUIREMENTS FOR ADMISSION TO THE PH.D. PROGRAM

Applications for admission must be received by February 1 to be considered for acceptance for the following fall semester. The specialization area to be pursued must be indicated at the time of admission as the faculty within each specialization area collectively make a recommendation regarding admission. Full-time study is strongly recommended.

1. Official report of GRE scores taken within the past three years. Although there is not a minimum GRE requirement, it is expected that applicants will attain a 1050 or above on the combined verbal and quantitative sections of the exam.
2. Official report of TOEFL scores is required for international students or students whose first language is not English. A TOEFL score of 600 or higher (paper-based test) or 250 (computer-based test) must be achieved.
3. An official copy of the applicant's undergraduate transcript must be submitted.
4. An official copy of the applicant's graduate transcripts must be submitted if applicable.
5. Three letters of recommendation.
6. A statement from the applicant describing professional objectives and plans for accomplishing them.

It is expected that applicants will have a minimum undergraduate GPA of 3.0 (and, if applicable, a graduate GPA of 3.5). Applicants are urged to submit additional material that attests to their ability to carry out and benefit from graduate work. Those materials may include term papers, laboratory reports, publications, theses, or other examples of academic work.

### PROGRAM REQUIREMENTS FOR THE PH.D. DEGREE

1. **Course Work:** Doctoral Core coursework includes two Proseminars (EDUC 805, EDUC 806) that students take in the first two semesters of their program, and three methodology courses (EDUC 856, EDUC 850, EDUC 852) taken in the first three semesters of their program. This 17 credit hour sequence comprises the Doctoral Core.

Students must also complete a minimum of 21 credit hours of specialization are coursework from one of the following areas: cognition, development and instruction; curriculum inquiry; literacy education; mathematics education; research methodology and evaluation; school psychology; science education; social studies education; or special education.

The research colloquia expose students to some of the foremost thinkers and researchers in the field of education. Guest scholars are invited to share their research findings with doctoral students and faculty in a setting that encourages collegiality and familiarizes students with a number of scholarly presentation styles and content areas. A one-credit course (EDUC 840) is offered each semester in conjunction with the colloquium series and students must complete a minimum of 4 credits of colloquium.

Nine hours of dissertation credit (EDUC 969) is required of all Ph.D. students, and additional coursework may be specified by a student's advisory committee as part of the student's Individual Program Plan. A minimum of 51 credit hours is required to complete the Ph.D. program.

2. **Scholarly Apprenticeship Requirements** consist of the following activities and requirements: participation in an annual SOE Research Forum; supervised university teaching experience; submission of a publication to a peer-reviewed journal; submission of a dissertation support grant; and presentation at a national conference in the student's area of expertise.
3. **Residency Requirement:** One year in residence (one continuous academic year—9 credit hours per semester) must be completed. Students are strongly encouraged to complete this requirement in the first year.
4. **Examinations:** All students must pass an assessment based on the work completed in the Proseminars at the end of the first year. Students must successfully pass the Proseminar Assessment before they are allowed to enroll in second year courses. Additionally, a Specialization Area Examination may be required in some specialization areas. This examination would take place after the student has passed all the required coursework for that specialization, but prior to the defense of the dissertation proposal.
5. **Dissertation proposal:** A written proposal that is defended before one's advisory committee.
6. **Dissertation and defense:** An original work of scholarship, meeting School, University and professional requirements, plus an oral defense of the work.

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## DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Telephone: (302) 831-1165

The School of Education offers doctoral studies in Educational Leadership for practitioners at all levels of education. This part-time program offers two concentrations: Administration and Policy; and Curriculum, Technology and Higher Education. Candidates are ordinarily employed in administrative positions or other positions involving leadership in both K-12 and higher education (e.g., principal, department chair, curriculum coordinator, personnel or human resources director, superintendent, central office specialist, higher education program administrator, student services manager). The coursework in the Administration and Policy concentration is aligned with the professional standards of the Interstate School Leadership Licensure Consortium (ISLLC).

### REQUIREMENTS FOR ADMISSION TO THE ED.D. PROGRAM

Students are admitted once a year to the Ed.D. program and applications for admission must be received by February 28 to be considered for acceptance for the following fall semester. 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 an accredited institution.
2. Complete transcripts of prior undergraduate and graduate work must be submitted. A minimum 2.75 undergraduate gpa is expected as well as a 3.00 minimum graduate gpa.
3. Complete program application with supporting materials.
4. Submission of three letters of reference from individuals who are able to assess the applicant's academic potential and leadership ability.
5. Submission of a current vita.
6. Highly qualified applicants will be invited to participate in an on-site writing assessment.

### PROGRAM REQUIREMENTS FOR THE ED.D. DEGREE

1. **Course work:** A total of 54 credit hours of course work is required for the Ed.D. Students in both concentrations take 9 credit hours of Core Coursework (EDUC 824, 863, and 891) and 12 credit hours of dissertation study (EDUC 969) in fulfillment of the Executive Position Paper (EPP). Additionally, students in Administration and Policy take 21 credits of concentration coursework (EDUC 809, 810, 827, 828, 839, 890, 896), a 3 credit independent study with their advisor (EDUC 866) in preparation for their EPP proposal, and 9 credits of restricted electives. Students in Curriculum, Technology and Higher Education take 12 credits of concentration coursework (EDUC 665, 818, 850, 860) and 21 credits of restricted electives in the student's area of content knowledge expertise or area of employment responsibilities/expertise.
2. Advancement to doctoral candidacy, including the successful defense of the EPP proposal.
3. Development and successful oral defense of the Executive Position Paper.

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## MASTER OF ARTS DEGREES (M.A.)

Telephone: (302) 831-1165

### MAJOR IN TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

The M.A. in Teaching English as a Second Language (TESL) program prepares students for teaching in ESL classrooms, and also provides training for teaching English as a second language in colleges and language institutes in the U.S. and abroad. Students are strongly encouraged to pursue the degree as full-time students, and all students will complete either a practicum or a student teaching experience.

### REQUIREMENTS FOR ADMISSION TO THE TESL PROGRAM

Applicants are admitted to this cohort-based program once a year, with completed applications due by April 1 for the following fall semester. If unusual circumstances exist, a student may petition to have his/her application reviewed for spring semester admittance by contacting Dr. Scott Stevens (sstevens@udel.edu) by October 1. If the petition is approved, the completed application must be received by November 1.

1. Complete program application including a statement of goals and objectives.
2. A minimum undergraduate cumulative index of 3.0.
3. A minimum graduate cumulative index of 3.5 for all graduate courses completed.
4. GRE quantitative and verbal tests scores must be submitted. Although there is not a minimum GRE requirement, it is expected that applicants will attain a 1050 or above on the combined verbal and quantitative sections of the exam.
5. A score of at least 600 (paper-based test) or 250 (computer-based test) on the Test of English as a Foreign Language (TOEFL) from applicants whose first language is not English.
6. Three letters of recommendation from individuals who are able to assess the applicant's academic potential

### PROGRAM REQUIREMENTS FOR THE M.A. IN TESL DEGREE

This M.A. program requires 33 credit hours of course work, including:

1. **Education Core Courses (12 hours):** EDUC 613, EDUC 619, EDUC 627, and EDUC 740.
2. **Linguistics and TESL Courses (18 hours):** LING 676, LING 677, FLLT 622, FLLT 624, EDUC 698, and EDUC 647.

3. **Teaching Practicum** (EDUC 742 - 3 credits) for students not seeking certification; OR **Student Teaching** (EDUC 400 - 9 credits) plus EDUC 430 (1 credit) plus Elective (3 credits) for students seeking certification as a classroom teacher. All students must take the Praxis II exam in TESL prior to being allowed to begin their Practicum or Student Teaching. Students may select their elective course from the following list: LING 604, 617, 680, 697, 699, EDUC 614, 631, 632, 633, 658. Additionally, students seeking certification to teach in U.S. schools must take the Praxis I exam as a pre-requisite to Student Teaching.

### MAJOR IN SCHOOL PSYCHOLOGY/ED.S. IN SCHOOL PSYCHOLOGY

Telephone: (302) 831-1165

The School of Education offers a comprehensive master's/educational specialist degree program to prepare graduates for professional certification in school psychology. The program trains students in (1) direct intervention skills, including counseling and applied behavioral analysis, (2) psychoeducational evaluation of children, using a variety of assessment and diagnostic approaches, (3) prevention, (4) consultation with parents, teachers, and school administrators, and (5) evaluation and research in school settings. The program is approved by the National Association of School Psychologists (NASP). Therefore, students completing the program will qualify for school psychology certification in Delaware and most other states.

### REQUIREMENTS FOR ADMISSION TO THE SCHOOL PSYCHOLOGY PROGRAM

Admissions are made once each year in the School Psychology Program, with application materials due by February 1.

1. A minimum undergraduate cumulative index of 3.0.
2. A minimum graduate cumulative index of 3.5.
3. GRE Quantitative and Verbal Test scores must be submitted. Although there is not a minimum GRE requirement, it is expected that applicants will attain a 1050 or above on the combined verbal and quantitative sections of the exam.
4. Three letters of recommendation from individuals who are able to assess the applicant's academic potential.
5. Complete program application including a written goal statement and interview with program faculty in which dispositions consistent with the goals of the program are assessed

### PROGRAM REQUIREMENTS FOR THE M.A. AND ED.S. IN SCHOOL PSYCHOLOGY

Program requirements total 60 graduate credit hours. These include a one-year (30 hours) Master of Arts degree, followed by additional 30 credits leading to the Educational Specialist Degree in School Psychology. For the overall sequence, course work and associated field work account for 54 credit hours, the equivalent of approximately two years of full-time study. The remaining 6 credit hours are devoted to a supervised 1,200-hour internship. Full-time study is required.

Required coursework includes the following:

1. **Coursework required for the M.A. degree (30 cr. hrs.):** EDUC 618, 623, 660, 663, 671, 679, 680, 681 or 658, 814, and 817.
2. **Coursework required for the Ed.S. degree (30 cr. hrs.):** EDUC 651, 671 (6 cr. hrs.), 691, 813, 830, 831, 870, plus Internship in School Psychology (EDUC 688) (6 cr. hrs.).

### MASTER OF EDUCATION DEGREES (M.Ed.)

Telephone: (302) 831-1165

The School offers a Master of Education (M.Ed.) degree program with majors in Curriculum and Instruction (curriculum design, mathematics education, secondary mathematics education, elementary science, secondary science, and social studies); Educational Leadership; Educational Technology; Exceptional Children and Youth; and Reading.

### MAJOR IN CURRICULUM AND INSTRUCTION

The Master of Education in Curriculum and Instruction is a program designed for teachers and researchers who want to focus on the intersection of research and instruction in the context of schools. Certification in secondary science and middle school mathematics are possible through this program.

### REQUIREMENTS FOR ADMISSION TO THE M.ED. PROGRAM IN CURRICULUM AND INSTRUCTION

Students are admitted to this major twice a year with an application deadline of November 1 for spring semester admission and April 1 for fall semester admission.

1. A complete program application including a written statement of goals and objectives.
2. A bachelor's degree in a field relevant to the applicant's proposed program. The concentration in secondary science education certification requires a bachelor's degree in a natural science. The concentration in mathematics education requires a minimum of 15 credit hours in mathematics including a college course in Calculus for students interested in middle school mathematics. The concentration in secondary mathematics education requires a minimum of 30 credit hours in mathematics including a college course in Calculus. The specialization in social studies requires a minimum of 18 credit hours in the undergraduate social studies courses.
3. Official report of GRE scores taken within the past three years. Although there is not a minimum GRE requirement, it is expected that applicants will attain a 1050 or above on the combined verbal and quantitative sections of the exam.
4. A minimum score of 600 on the TOEFL (paper-based test) or 250 (computer-based test) from applicants whose first language is not English.
5. Three letters of recommendation testifying to the applicant's academic abilities.
6. A minimum 2.75 cumulative undergraduate GPA.

### PROGRAM REQUIREMENTS FOR THE M.ED. IN CURRICULUM AND INSTRUCTION

1. **Core courses** (6-9 credits) including courses in curriculum theory (EDUC 640) and research (EDUC 600, 607, or 660).
2. **Coursework consistent with program concentration.** The mathematics education concentration requires EDUC 672 or MATH 585, EDUC 634, EDUC 635 or MATH 584, EDUC 636, and 15 credits in mathematics or mathematics education selected with the approval of their faculty advisor. The secondary mathematics education concentration requires EDUC 636, MATH 518, MATH 581, MATH 583, MATH 584, MATH 585, MATH 586, and 6 credits in mathematics or mathematics education selected with the approval of their faculty advisor. The social studies concentration requires EDUC 645 and 24 credits in social studies, ethnic studies, or multicultural education selected with the approval of their faculty advisor. The science education concentration requires EDUC 641, EDUC 642 and 9-

18 credits of physical and/or natural science courses. Additional coursework in addition to the 33 credit hours required for the M.Ed. is required for students seeking initial certification in secondary science or middle school mathematics. Additionally, Student Teaching (EDUC 400) and Classroom Management (EDUC 430) are required for students seeking initial certification.

3. **Master's Comprehensive Examination OR Master's Thesis** depending upon the concentration. The Praxis II exam is required after 27 credits of coursework for students in the mathematics education and secondary mathematics education concentrations.

### MAJOR IN EDUCATIONAL LEADERSHIP

This program is for individuals seeking professional advancement and leadership development in an educational environment and/or for individuals seeking Delaware certification as a principal or assistant principal. This part-time, evening/weekend degree program is designed for people who are employed full-time. The curriculum draws upon candidates' work experience to integrate theory and practice as it prepares them for positions of leadership in educational settings. There are two specializations within the program: School Administration (which may include Delaware Principal's certification), and Adult and Postsecondary Education Administration. **The specialization in Adult and Postsecondary Education is not accepting applications for admission for the 2005-2006 year.** Coursework in the School Administration specialization of this program is approved by the Educational Leadership Constituent Council (ELCC). Therefore, students who complete the program will qualify for School Leader I certification.

### REQUIREMENTS FOR ADMISSION TO THE M.ED. PROGRAM IN EDUCATIONAL LEADERSHIP

1. Evidence of at least one year's employment in teaching after receiving the baccalaureate.
2. A complete program application including a written statement of goals and objectives.
3. A minimum score of 600 on the TOEFL (paper-based test) or 250 (computer-based test) from applicants whose first language is not English.
4. Three letters of recommendation from people qualified to assess the applicant's leadership abilities and academic potential.
5. A minimum 2.75 cumulative undergraduate index.
6. A minimum 3.00 cumulative graduate index.

### PROGRAM REQUIREMENTS FOR THE M.ED. IN EDUCATIONAL LEADERSHIP

This program requires 33 credits of course work, including:

1. **General Core Courses (15 hours):** EDUC 664, EDUC 678, EDUC 694, EDUC 695 and EDUC 863.
2. Research Core Course (3 credits): EDUC 600, 607, OR 665.
3. Internship Requirement (3 credits): EDUC 879
4. Specialization Courses (12 credits): Students in the School Administration specialization take the following courses: EDUC 640, 661, 693, and 689 or 690. Students in the Adult and Postsecondary Education Administration specialization take the following courses: EDUC 662, 699, 883, and 642 or 670 or 698

### MAJOR IN EDUCATIONAL TECHNOLOGY

The Master of Education in Educational Technology is a degree program designed for individuals who seek both a theoretical and a practical grounding in educational technology methods and techniques, emphasizing theories of teaching and learning that support these methods. Based on the assumption that new media and the Internet can have a positive effect on teaching and learning, this program is designed for individuals who want to use technology to

make a positive impact on the future of schooling. Those interested in applying to the program must provide the School of Education faculty with evidence of a strong academic background representing both breadth and depth in their content area and experience with technology. Due dates for receipt of completed applications are April 1 for admission for the Fall semester, and November 1 for admission for the Spring semester.

### REQUIREMENTS FOR ADMISSION TO THE M.ED. IN EDUCATIONAL TECHNOLOGY

1. A bachelor's degree in a field relevant to the applicant's proposed program.
2. An undergraduate GPA of 3.0 or higher.
3. A minimum score of 600 on the TOEFL (paper-based test) or 250 (computer-based test) from applicants whose first language is not English.
4. Three letters of recommendation testifying to the applicant's academic abilities.
5. A complete program application including a written statement of goals and objectives.

### PROGRAM REQUIREMENTS FOR THE M.ED. IN EDUCATIONAL TECHNOLOGY

1. **Core courses** (6-9 credits) including courses in curriculum theory (EDUC 640) and research (EDUC 600 or 607).
2. **Specialization courses** (9 credits) in educational technology: EDUC 639, Technology and Cognition; EDUC 685, Multimedia Literacy; and EDUC 639, Learning Technology across the Curriculum.
3. **Restricted electives** (12-18 credits) in educational technology. For specific requirements in this area please see <http://www.udel.edu/fth/masters/edtechmed.html>
4. Students complete a **Master's Comprehensive Examination** or a **research paper** or a **Master's Thesis** to graduate from this program. This decision is made in consultation with the student's faculty advisor.

### MAJOR IN EXCEPTIONAL CHILDREN AND YOUTH

This 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. This program is recognized for meeting the standards established by the Council for Exceptional Children (CEC). Therefore, students who complete this program are eligible for certification as a teacher of exceptional children.

Applicants are encouraged to submit additional information in support of their application, such as documentation of volunteer activities or other evidence of abilities and professional commitment. Due dates for receipt of completed applications are April 1 for admission to the subsequent Fall semester, and November 1 for admission to the subsequent Spring semester.

### REQUIREMENTS FOR ADMISSION TO THE M.ED. IN EXCEPTIONAL CHILDREN AND YOUTH

1. A minimum undergraduate cumulative index of 3.0.
2. A minimum graduate cumulative index of 3.5.
3. A minimum score of 600 on the TOEFL (paper-based test) or 250 (computer-based test) from applicants whose first language is not English.
4. Uncertified applicants must submit passing scores on the Praxis I exam consistent with the Delaware Department Of Education requirements.
5. Three strong letters of recommendation from professors or supervisors attesting to the applicant's academic ability.

6. A completed program application including a statement of professional objectives.
7. A 500 word essay on a special education topic. For more information on this admission requirement please see <http://www.udel.edu/educ/graduate/masters/exceptional/index.html>.

### PROGRAM REQUIREMENTS FOR THE M.ED. IN EXCEPTIONAL CHILDREN AND YOUTH

Program Requirements for persons who enter the program with teaching certification in special education include:

1. **Required Core Courses (18 credit hours):** EDUC 607, EDUC 623, EDUC 679, EDUC 680, EDUC 681, and EDUC 682.
2. **Specialization Area Coursework (15 credit hours):** Students will complete 15 credit hours of specialization coursework in one of the following areas: Elementary, Secondary, Special Education Technology, Severe Disabilities, or Educational Diagnosis. Specialization courses are selected jointly by the student and her/his advisor.
3. **Final Paper or Thesis:** In addition to coursework, students will pursue either a Final Paper or a Master's Thesis as a final demonstration of learning.

Persons who enter the program **without** teaching certification in special education must meet four additional program requirements in order to be eligible for certification:

1. Complete background courses in addition to the 33 graduate credits. Depending upon the student's prior academic program, these courses generally include courses in literacy/reading, mathematics, and education of the exceptional child;
2. Choose to specialize in either Elementary Special Education or Secondary Education and complete their 15 credits of specialization courses in one of these two areas;
3. Students seeking initial certification must show evidence of having taken a state-designated content areas knowledge test (e.g., Praxis II) no later than when they have completed 27 credit hours in the program; and
4. Complete student teaching.

For more information about specific course requirements as well as information about the Final Paper and Masters Thesis, please consult the Program Guidelines on the web at:

<http://www.udel.edu/educ/graduate/masters/exceptional/index.html> or by calling (302) 831-1165.

### MAJOR IN READING

The Master of Education in Reading leads to state certification as a Reading Specialist. It is designed for teachers with initial licensure and at least 3 years teaching experience by the time they graduate. Candidates completing this program will be granted certification by the State of Delaware Department of Education and 30+ other states with which the state holds reciprocity agreements. The program was developed in accordance with the International Reading Association Standards for Literacy Professionals and the State Standards of Delaware and is nationally accredited through NCATE. It focuses on classroom teaching, intervention with students who struggle with reading, and the management and assessment of reading programs. The program includes three supervised practica in assessment and instruction of students with difficulties with literacy. Due dates for receipt of completed applications are February 1 for admission in the subsequent Summer Session, May 1 for admission in the subsequent Fall semester, and November 1 for admission in the subsequent Spring semester.

### REQUIREMENTS FOR ADMISSION TO THE M.ED. PROGRAM IN READING

1. A bachelor's degree from an accredited college or university.
2. An undergraduate GPA of 3.0 or higher.
3. A minimum score of 600 on the TOEFL (paper-based test) or 250 (computer-based test) from applicants whose first language is not English.
4. Three letters of recommendation testifying to the applicant's academic abilities.
5. A complete program application including a written statement that clearly identifies the applicant's goals within the program.
6. Demonstrated knowledge of the teaching of oral language, reading, and writing through previous coursework and teaching.

### PROGRAM REQUIREMENTS FOR THE M.ED. IN READING

1. **Coursework:** The M.Ed. in Reading requires a minimum of 33 credits of graduate-level coursework. The required coursework includes: EDUC 600, EDUC 601, EDUC 602 or EDUC 603, EDUC 604, EDUC 608, EDUC 609, EDUC 622, EDUC 630, EDUC 631, EDUC 668, and either EDUC 649 or EDUC 617. There are no elective courses in this program.

Candidates must complete the following courses, and the course-embedded projects, in the prescribed order: EDUC 608, EDUC 609, EDUC 668, EDUC 630. Other required courses and embedded projects may be completed in any order, with the exception that EDUC 617 or 649 must be taken within the last six credit hours of the program.

2. **Examinations:** Prior to exit from the program, all candidates are required to provide evidence of their competence through the completion of a comprehensive examination.
3. **Projects and portfolio:** At two designated points in the program, candidates must submit course projects and portfolio requirements in accordance with program guidelines. Detailed information on this requirement will be given to all candidates at the time of admission to the program.

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### MASTER OF INSTRUCTION DEGREE (M.I.)

Telephone: (302) 831-1165

The Masters of Instruction degree is a 31 credit hour program for practicing teachers with a portfolio capstone experience. The program strengthens teachers' capacity to study and improve their own practice and supports application for National Board Certification. A concentration in School Library Media and a specialization in Educational Technology are available through this program by completing designated coursework in either of these areas.

### 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 complete program application including 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 GPA.

### PROGRAM REQUIREMENTS FOR THE M.I. PROGRAM

This M.I. program requires 31 credits of course work, including:

1. **General Core Courses (12 hours):**  
*Study of Teaching (3 cr.):* EDUC 600 or EDUC 629

*Academic Assessment (3 cr.):* EDUC 605 or EDUC 680

*Classroom Management and Motivation (3 cr.):*

EDUC 658 or EDUC 681

*Models of Instruction (3 cr.):* EDUC 627 or EDUC 640

2. **Specialization/Individualized Courses (18 credits):** Students take 18 credit hours of coursework, selected with the assistance of their faculty advisor, to address the specific program goals identified by the applicant at the time of admission. A concentration in School Library Media (SLM) may be obtained through selected coursework in this area. Courses required for the SLM concentration include: EDUC 602, EDUC 603, EDLM 621, EDLM 622, EDLM 625, and EDLM 628. Additionally, a specialization in Educational Technology may be obtained through selected coursework in this area. For more information on this specialization area coursework, please see <http://www.udel.edu/fth/masters/edtechmi.html>
3. **Masters Portfolio (1 cr.):** EDUC 648.

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### ENVIRONMENTAL AND ENERGY POLICY DEGREE PROGRAMS

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Telephone: (302) 831-8405

For more information, please visit <http://www.ceep.udel.edu/>.

#### PROGRAM OVERVIEW

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 Services, Education and Public Policy through its Center for Energy and Environmental Policy and is supported by faculty and research centers of the Colleges of Agriculture and Natural Resources, Arts and Sciences, 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.

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### MASTER OF ENVIRONMENTAL AND ENERGY POLICY PROGRAM (M.E.E.P.)

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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 non-profit 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.

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### PH.D. PROGRAM IN ENVIRONMENTAL AND ENERGY POLICY

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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 are prepared to assume positions in academic, research and policy institutions and to provide leadership on questions of theory, analysis and research in the field. Prior completion of a master's degree in a related field is required for admission to the doctoral program.

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 are 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.

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### HOTEL, RESTAURANT, AND INSTITUTIONAL MANAGEMENT

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Fred DeMicco, Ph.D., Department Chair

Francis Kwansa, Ph.D., Director of Graduate Studies

Telephone: (302) 831-6077

For more information, please visit the department web site at <http://www.udel.edu/HRIM/masters.html>

#### PROGRAM OVERVIEW

The Department of Hotel, Restaurant, and Institutional Management offers a program leading to a Master of Science in Hospitality Information Management. The goal of the program is first to develop students for successful careers as corporate hospitality information managers, consultants, and hospitality systems implementation professionals, and second to offer high-quality, professional-level instruction for current hospitality managers seeking to further their education by applying technology solutions in operational settings. It is also designed to provide students interested in future doctoral work in hospitality and tourism management a sound foundation toward that goal.



## REQUIREMENTS FOR ADMISSION

Admission to the program is selective and competitive based on the number of applicants and 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. Prospective full-time candidates are admitted for the fall semester only. Part-time candidates may begin in the fall or spring semester.

Candidates for admission need not have majored in HRIM previously, but they will be expected to possess:

1. Strong written and oral communication skills
2. Mathematical ability (a minimum level of math equivalent to MATH 114)
3. An understanding of computer systems and basic applications, such as word processing and spreadsheets (equivalent to CISC 101, CISC 105 or ACCT 160)
4. Knowledge of network terminology and typology (equivalent to HRIM 144)

*Appropriate credit and non-credit courses are available at UD to students with deficiency in any of these areas.*

Specific admission requirements are:

1. A minimum combined verbal and quantitative score of 1050 on the GRE (GMAT scores are also acceptable)
2. A minimum overall undergraduate GPA of 3.0 (out of 4.0)
3. A Bachelor's degree from an accredited college or university
4. Acceptable evaluation of three (3) letters or recommendation
5. Students whose first language is not English must achieve a minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

In special cases, provisional admission to the program may be offered with specific requirements necessary to receive regular standing articulated in advance of the student's provisional admission. See the "Graduate Admissions" chapter in this catalog for additional information, particularly for application procedures and dates.

## REQUIREMENTS FOR THE DEGREES

The program, which offers both a non-thesis option and a thesis option, requires 36-credit hours. All M.S. students complete the following list of courses required for the degree.

HRIM 601	Advanced Hospitality & Tourism Product Management	3 credits
HRIM 602	International Hospitality and Service Management	3 credits
HRIM 603	Strategic Management in the Hospitality Industry	3 credits
HRIM 604	Issues in Hospitality Financial Management	3 credits
HRIM 605	Issues in Hospitality Information Technology	3 credits
HRIM 642	Hospitality Computer-Based Training	3 credits
HRIM 648	Data-Mining Analysis in the Hospitality Industry	3 credits
HRIM 687	Hospitality Systems	3 credits
EDUC 685	Multimedia Literacy or equivalent	3 credits
UAPP 800	Research Design and Methodologies or equivalent	3 credits
<b>TOTAL</b>		<b>30 CREDITS</b>

### Non-Thesis Option

In addition to the above list of courses, those who select the non-thesis option are required to complete the following two courses.

HRIM 664	Hospitality Technology Internship	3 credits
HRIM 668	Hospitality Industry Project	3 credits

As part of the Hospitality Industry Project course, non-thesis candidates are expected to compile a portfolio of their completed projects and make an oral presentation before a panel of two faculty and three - four members of the HRIM Information Technology Advisory Board or other hospitality technology professionals.

### Thesis Option

Those students who select the thesis option enroll for six thesis credits (HRIM 869). Degree completion also requires: 1) presentation of thesis research results in seminar format to department faculty, 2) submission of manuscript draft for publication, and 3) satisfactory performance on the final oral defense of their Masters' thesis.

## INDIVIDUAL AND FAMILY STUDIES

Telephone: (302) 831-6500

For more information, please visit the department web site at <http://www.udel.edu/ifst/students/>

The Department of Individual and Family Studies offers programs leading to the Master of Science, Master of Arts, and Doctor of Philosophy degrees in Human Development and Family Studies. All IFS graduate programs offer a strong interdisciplinary background with an emphasis on risk, resiliency, and relationships in a changing society. All programs provide background in family systems and the relationship of the family and its members to other systems across the life course.

At the Master's level, students choose one of the three concentrations. Students who want to focus on research and evaluation in applied human development and family services, as well as those who want to continue on into a doctoral level program would specialize in the Family and Human Development Research concentration. This concentration requires the completion of a thesis or theoretical paper. Students who seek a more professional orientation can specialize in either Applied Family and Community Studies, Risk and Disabilities, or in Early Childhood Development and Inclusive Education. Course work in the Applied Family and Community Studies concentration is designed to increase leadership skills, understanding of program and evaluation research, and an understanding of the relationship of the service system to the family. Students who are in the Early Childhood Development and Inclusive Education concentration focus on the context of early childhood examining the relationship of children to their family, peers, teachers and learning environments. Most students with this professional emphasis complete a portfolio as their final scholarly product.

The doctoral program is designed to prepare scholars for positions as researchers, professors, or leaders in human service fields. This program has a strong emphasis on understanding theory and research as it relates to individuals and their families.

In addition to the above, the Department of Individual and Family Studies administers the Master of Arts degree programs in Counseling in Higher Education.

## REQUIREMENTS FOR ADMISSION

The qualifications of each applicant are weighed against the Department's general criteria and on the particular program or concentration to which the applicant has applied. All admissions are competitive and determined by the number of available vacancies, the qualifications of applicants, and availability of faculty. In special cases, provisional admission to these programs may be offered with specific requirements needing to be met prior to receiving regular standing. Applicants are advised to submit all application materials by February 1 for admission to the program beginning in the Fall of the following academic year. See the Graduate Admission chapter in the catalog for additional information.

### Admission Requirements for M.S., M.A. and Ph.D.

Admission to the IFS graduate 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. Both full-time and part-time applicants are considered for admission.

1. 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. Complete transcripts of prior undergraduate and graduate work must be submitted.
2. Submission of three letters of reference from individuals able to assess the applicant's academic potential.
3. A match between the candidate's statement of objectives and interests and the department's capacity and available mentors.
4. A score of at least 600 on the Test of English as a Foreign Language (TOEFL) from applicants whose first language is not English.
5. All applicants must submit GRE scores. A minimum GRE score (math plus verbal) of 1050 is expected of Ph.D. applicants.
6. Applicants to the Ph.D. Program are required to possess a master's degree from an accredited institution.
7. All candidates are encouraged to have a personal interview. However, those seeking admission to the MA in Counseling in Higher Education are required to have an interview.

## M.S. IN HUMAN DEVELOPMENT AND FAMILY STUDIES

The M.S. program in Human Development and Family Studies focuses on the relationship of the family and its members to other systems across the life span. The minimum total credits for the M.S. in Human Development and Family Studies is 30-36. It provides Concentrations in Early Childhood Development and Inclusive Education, Applied Family and Community Studies, Risk and Disabilities and Family and Human Development Research. Requirements are listed below. Consult with the program on specialty courses. IFST 869 is the culminating experience for all M.S. degrees.

### All concentrations require:

IFST 601	Theories of Human Development	3
IFST 615	Research Methods	3
IFST 621	Family Studies I: Empirical and Theoretical Perspectives	3

### Concentration in Early Childhood Development and Inclusive Education

IFST 637	Program Evaluation and Assessment	3
IFST 600/800	Interest Electives in early Childhood Education	12
IFST 869	Thesis or field experience with project/portfolio	6

### Concentration in Applied Family and Community Studies

IFST 637	Program Evaluation and Assessment	3
IFST 642	Leadership in Human Services	3
600/800 level IFST course		3
600/800 level Policy and Community course		3
600/800 level Human Service Skills course		3
IFST 869	Thesis or field experience with project/portfolio	6

### Concentration in Risk and Disabilities

IFST 637	Program Evaluation and Assessment	3
IFST 670	Family Risk and Resiliency	3
IFST 880	Families, Disabilities and Institutions	3
IFST 600/800	Disabilities/Human Services*	6
IFST 869	Thesis or Theoretical Paper	6

### Concentration in Family and Human Development Research

EDUC 665	Elementary Statistics**	3
600/800 level Statistics course		3
IFST 600/800	Elective	3
600/800 level Interest Electives		6
IFST 869	Thesis or Theoretical Paper	6

**TOTAL . . . . . 30-36**

\*Courses must be focused on the delivery of services to individuals and disabilities or in risk situations and/or their families. These services can include residential, employment, health and medical, transportation, family support or other specific services.

\*\*Substitution for EDUC 665 needs approval from the Advisor.

### Master's program timelines:

1. Completion of required course work. Including interest electives are chosen by the student in consultation with the student's Advisor and Committee.
2. A written proposal for the thesis, theoretical paper, field experience with project or portfolio that is defended before the student's committee. The committee consists of a student's advisor and two members of the IFS faculty. In addition, the student may choose a committee member from outside the department. The committee for the culminating experience requires a minimum of three (3) IFS faculty.
3. Defense: A presentation and oral defense is required for all culminating experiences.

## PH.D. IN HUMAN DEVELOPMENT AND FAMILY STUDIES

The Ph.D. program in Human Development and Family Studies focuses on applied theory and research related to families from an interdisciplinary perspective. Emphasis is placed on issues relating to relationships among family members and the relationship of the family system to other systems in society. The Ph.D. in Family Studies requires a minimum of 72 credits beyond the baccalaureate degree or a minimum of 42 credits for students entering with a master's degree. Core requirements are listed below.

IFST 601	Theories of Human Development	3
IFST 803	Human Development in Life Span Perspective	3
IFST 815	Research Issues and Designs	3
EDUC 856	Introduction to Statistical Inference	3
EDUC 812	Regression Models in Education	3
600/800 level	Qualitative or Quantitative Methods	3
IFST 621	Family Studies I: Empirical and Theoretical Perspectives	3
IFST 855	Family Studies II: Analysis and Critical Issues	3
600/800*	Area of Emphasis	9
IFST 969	Dissertation	9

**TOTAL . . . . . 42**

\*The Area of Emphasis is selected in consultation with the student's advisor and committee in planning a program of study.

### Ph.D. program timelines:

1. After completion of required course work, the student must pass a written and oral examination covering three areas of concentration: family studies, research methodology and statistics, and an area of emphasis as determined by the student and advisory committee. Failed exams may be retaken once but students must wait 6 months before a re-examination is permitted.
2. Residency Requirement: Students must meet the University requirement of one year in residence (one continuous academic year - 9 credit hours per semester).
3. The student must submit a written dissertation proposal that is defended before the student's dissertation committee. The dissertation committee consists of a student's advisor and at least two members of the IFS faculty. The committee must have no fewer than four (4) and no more than six (6) faculty members. The majority of the committee, including the chair must be within the IFS Department. A minimum of one (1) committee member must be from outside the IFS Department.
4. Dissertation and defense: Students must submit an original work of scholarship, meeting Department, University, and professional requirements, and successful oral defense of the dissertation.

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**M.A. IN COUNSELING IN HIGHER EDUCATION**

Telephone: (302) 831-8107

John B. Bishop, Coordinator

For more information, please visit the department web site at <http://www.udel.edu/ifst>

The Department of Individual and Family Studies administers Master of Arts degree programs in counseling in higher education.

**CONCENTRATION IN COLLEGE COUNSELING**

The purpose of this program is to provide training and practice in short-term educational, vocational, and personal counseling of adolescents and young adults. Emphasis is placed on theory and practice of counseling. The program is not designed to meet certification requirements for public school elementary and secondary guidance workers.

Graduates are trained to counsel normal adolescents and young adults who (1) are having some temporary difficulty in adjusting to the college learning situation, (2) need help in exploring which education direction or career is most consistent with their abilities, interests, values and aspirations, or (3) need help dealing with personal, emotional, and developmental problems. They are also 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.

Graduates typically find employment in counseling centers, academic advisement and/or support units, career service offices, admissions, or in other counseling-related settings.

**CONCENTRATION IN STUDENT AFFAIRS PRACTICE IN HIGHER EDUCATION**

The purpose of this concentration is to prepare candidates for administrative positions. 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. Students participate in learning experiences which focus on gaining an understanding of college students, various student subcultures, and the nature of higher education institutions in the United States.

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.

**REQUIREMENTS FOR ADMISSION**

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):** EDUC 660, IFST 615, IFST 679, IFST 680, IFST 681, IFST 682, IFST 684, IFST 685, IFST 687, IFST 691 or IFST 693, IFST 694 (2 semesters).
2. **Elective specialty courses (12 credit hours) chosen from:** IFST 683, IFST 686, IFST 688, IFST 689, IFST 690, IFST 692 or other graduate courses, as approved by an academic advisor.
3. **Comprehensive examination.**

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**URBAN AFFAIRS AND PUBLIC POLICY**


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Telephone: (302) 831-1687

For more information, please visit the school web site at <http://www.udel.edu/suapp/>

**PROGRAM OVERVIEW**

The School of Urban Affairs and Public Policy offers opportunities for graduate work in urban affairs, public policy, and public administration. Three degrees 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.

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, law, 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 affiliated centers. Students may also work in public and non-profit professional 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.

**REQUIREMENTS FOR ADMISSION**

The admission policy of the School of Urban Affairs and Public Policy seeks to foster a diverse 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 three degrees are aimed at students with different career goals, the admissions committees consider these criteria when evaluating all applicants:

1. Genuine interest in and motivation to undertake academic work in urban affairs, public policy, or public administration, as evidenced by application material and, for Ph.D. students, an interview with the program director, or a member of the program admissions committee.
2. 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.
3. 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.
4. For students whose first language is not English, a minimum score of 213 on the computer-based test and 550 on the paper-based test on the Test of English as a Foreign Language (TOEFL) is required.

In addition, admission to the Ph.D. program 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. 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.

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## 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. Below is an outline of the specific requirements of the Ph.D. program in Urban Affairs and Public Policy.

#### REQUIREMENTS FOR THE PH.D. DEGREE (42-45 credits)

Required Core Courses .....	9
UAPP 801 Process of Social Inquiry .....	
Two of the following: (6 credits)	
UAPP 821 Proseminar in Technology, Environment & Society .....	
UAPP 822 Proseminar in Governance, Planning & Management .....	
UAPP 823 Proseminar in Social & Urban Policy .....	
Required courses in Research & Design Methods* .....	6
*Courses may not be UAPP 800 or UAPP 815 .....	
Specialization Requirements .....	15
Teaching or Research Experience Requirements .....	0-3
One of the following:	
UAPP 868 Research .....	
UAPP 862 Teaching Practicum in Urban Affairs & Public Policy (This course may be satisfied by the student being a TA for one semester) .....	
UAPP 863 Doctoral Dissertation Proposal .....	3
UAPP 969 Dissertation .....	9

### 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 four concentrations: energy and environmental policy, historic preservation, urban and regional planning, and community development and nonprofit leadership, or students may specialize in a particular policy area of their choice such as housing policy and nonprofit leadership. Each student completes an analytical paper or thesis in his or her area of specialization.

#### REQUIREMENTS FOR THE M.A. DEGREE (36 credits)

##### Core Courses

UAPP 619 Contemporary Issues in Urban Affairs .....	2
UAPP 800 Research Methods & Data Analysis .....	4
Two of the following: .....	6
UAPP 613 Planning Theory & Urban Policy .....	
UAPP 628 Issues in Land Use and Environmental Planning .....	
UAPP 828 Urban Society & Public Policy .....	

##### Concentration

There are four concentrations in the M.A. Program, as well as an option to design your own area of specialization. Each concentration has its own requirement of courses. The concentrations are:

- Community Development & Nonprofit Leadership
- Energy and Environmental Policy
- Historic Preservation
- Urban & Regional Planning

##### Thesis Option

Thesis plus three additional credits .....

##### Non-thesis Option

Analytical Paper plus six additional credits .....

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### 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 mission of the Master of Public Administration program is to provide diverse, talented graduate students with specific competencies for leadership and management, including the knowledge, skills and values essential to accountable and effective practice. The MPA program contributes directly to solutions to public challenges of our times through research and public service projects that involve students in experiential learning. The program also seeks to develop relationships with practitioners, fostering a professional focus and approach to public administration and non-profit management and furthering the values of the field.

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, (focus areas such as City Management, Educational Policy, Environmental and Energy Management, Human Resource Management, International Development Policy and Administration, Management Analysis and Planning) financial management, organizational leadership, community development and nonprofit leadership, and health policy and management. However, with the guidance of their advisor and program director approval, students may design their own area of specialization. The core curriculum deals with ideas and concepts related to public administration, human services management, public financial management, management decision making, organizational theory and administration, public economics. Students must meet the program's statistics and information technology requirement. 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. 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.

#### REQUIREMENTS FOR THE M.P.A. DEGREE (42 credits)

##### Core Courses

UAPP 803 Seminar in Public Administration .....	3
UAPP 815 Public Management Statistics* .....	3
UAPP 819 Management Decision-Making in Public & Nonprofit Sectors .....	3
UAPP 833 Financial Management in Public & Nonprofit Sectors .....	3
UAPP 834 Economics in Public & Nonprofit Sectors .....	3

UAPP 835	Organization & Management in Public & Nonprofit Sectors	3
UAPP 837	Human Resources Management in Public & Nonprofit Sectors	3
UAPP 860	Internship Seminar	1
UAPP 864	Internship Fieldwork	2

\*All M.P.A. students must meet the program Statistics and Information Technology requirement

**Specialization** 12

There are five specializations in the M.P.A. Program. Each specialization has its own requirement of courses. The specializations are:

- Community Development & Nonprofit Leadership
- Financial Management
- Health Policy and Management
- Organizational Leadership
- State and Local Management

**Thesis Option**

Thesis 6

**Non-thesis Option**

Analytical Paper plus three additional credits 6