



COLLEGE OF HUMAN SERVICES, EDUCATION AND PUBLIC POLICY

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

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

CHEP graduate students have unequalled opportunities to participate in research and public service as well as internships in a variety of organizational settings and practicum experiences in schools. Many graduate students affiliate with one of CHEP's nationally renowned research and public service centers. For more information, please see <http://www.udel.edu/chep>.

RESEARCH AND PUBLIC SERVICE CENTERS

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

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

- Early Learning Center
- English Language Institute
- Institute for Public Administration
- Mathematics & Science Education Resource Center

OTHER CHEP FACILITIES

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

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 (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, call (302) 831-1097.

THE LEGISLATIVE FELLOWS PROGRAM is a unique opportunity for qualified undergraduates and graduate students to work directly with members of the Delaware General Assembly. Fellows provide timely, nonpartisan research assistance 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.

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: aeyman@udel.edu.

EDUCATION

Telephone: (302) 831-2573

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

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.

DOCTOR OF PHILOSOPHY DEGREE PROGRAM

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 area 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 6 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 53 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.

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 and Instruction. Within the Curriculum and Instruction concentration, a specialization in Educational Technology is possible. 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).

REQUIREMENTS FOR ADMISSION TO THE ED.D. PROGRAM

Admissions are made once each year in the Curriculum and Instruction concentration (application materials are due by the end of February). In the Administration and Policy concentration students are admitted as a cohort. Admissions decisions for this concentration are made twice a year (application materials are due the end of October or the end of February), but all admitted students begin their coursework in the 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 a regionally accredited institution. Complete transcripts of prior undergraduate and graduate work must be submitted.
2. Submission of a comprehensive application for admission.
3. Submission of 3-5 letters of reference and satisfactory completion of a preliminary written examination.
4. Submission of a current vita.

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. including 12 credit hours in research and writing, 12 credit hours of dissertation study in fulfillment of the Executive Position Paper (EPP), and the additional 30 credits in areas such as leadership, policy, evaluation, instruction, and curriculum (including educational technology).
2. Advancement to doctoral candidacy, including the successful defense of the EPP proposal.
3. Development and successful oral defense of the Executive Position Paper.

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. A minimum undergraduate cumulative index of 3.0.
2. A minimum graduate cumulative index of 3.5 for all graduate courses completed.
3. 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.
4. 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.
5. 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 620 or 622.
2. Linguistics and TESL Courses (18 hours): LING 676, LING 677, FLLT 622, FLLT 624, EDUC 698, and EDUC 647.
3. Teaching Practicum (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. Students may select their elective course from the following list: LING 604, 617, 680, 697, 699, EDUC 614, 631, 632, 633.

MAJOR IN SCHOOL PSYCHOLOGY WITH A SPECIALIST CERTIFICATE

Telephone: (302) 831-1165

The School of Education offers a comprehensive master's/specialist certificate 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. 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 SPECIALIST CERTIFICATE IN SCHOOL PSYCHOLOGY

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

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, 814, and 817.
2. Coursework required for the Specialist Certificate (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, 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 is possible through this program.

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

1. 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. Other concentrations (except curriculum design) require a minimum of 18 credits hours in the applicant's area of curriculum specialization.
2. 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.
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 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. Specialization courses (24-30 credits).
3. Elective coursework consistent with program specialty (e.g., secondary science certification, mathematics).
4. Master's Comprehensive Examination OR Master's Thesis depending upon the specialization.

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. Those settings include elementary, secondary, and post-secondary schools as well as adult and continuing education programs in corporate or higher education settings. There are two specializations within the program: School Administration (which may include Delaware Principal's certification), and Adult and Postsecondary Education Administration.

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 minimum score of 600 on the TOEFL (paper-based test) or 250 (computer-based test) from applicants whose first language is not English.
3. Three letters of recommendation from people qualified to assess the applicant's leadership abilities and academic potential.
4. A minimum 2.75 cumulative undergraduate index.
5. 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).
 - a. Students in the *School Administration* specialization take the following courses: EDUC 640, 661, 693, and 689 or 690.
 - b. 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 in the subsequent Fall semester, and November 1 for admission in the subsequent 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 written statement of goals and objectives explaining what the applicant hopes to accomplish by enrolling in the educational technology major.

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.

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 in the subsequent Fall semester, and November 1 for admission in 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 DE DOE requirements.
5. Three strong letters of recommendation from professors or supervisors.
6. 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 three 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; and
3. 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. 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 written statement of goals and objectives including a 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 their 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.

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 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):
 - a. Study of Teaching (3 cr.): EDUC 600 or EDUC 629
 - b. Academic Assessment (3 cr.): EDUC 605, or EDUC 680
 - c. Classroom Management and Motivation (3 cr.): EDUC 658 or EDUC 681
 - d. 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

ENVIRONMENTAL AND ENERGY POLICY DEGREE PROGRAMS

Telephone: (302) 831-8405

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

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 with the support of its Center for Energy and Environmental Policy and interested faculty and research centers of the Colleges of Agriculture and Natural Resources, Arts and 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.

MASTER OF ENVIRONMENTAL AND ENERGY POLICY PROGRAM

The 36-credit hour Master of Environmental and Energy Policy (M.E.E.P.) program can be pursued full or part time. The M.E.E.P. degree program prepares graduates to assume positions in policy analysis, planning and administration in the public, private, and 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.

PH.D. PROGRAM IN ENVIRONMENTAL AND ENERGY POLICY

The Ph.D. degree in Environmental and Energy Policy is a research degree intended to advance interdisciplinary theory and analysis on society-environment-resource relationships and to improve the quality of research informing policy decisions in this field. Graduates of the Ph.D. program 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.

HOTEL, RESTAURANT, AND INSTITUTIONAL MANAGEMENT

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>

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
TOTAL		30 CREDITS

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) 831-6932

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 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 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 Education degree programs in College Counseling and Student Affairs Practice 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 must 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. 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. Should an applicant request to be considered for admission directly to the Ph.D. program without a master's degree and is admitted directly to the Ph.D. program, the student will be required to earn a master's degree as part of their doctoral program.

REQUIREMENTS FOR THE DEGREES

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. It provides Concentrations in Early Childhood Development and Inclusive Education, Applied Family and Community Studies, 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
ECDE	Interest Electives*	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 Family and Human Development Research

EDUC 665	Elementary Statistics**	3
600/800 level Statistics course		3
600/800 level IFST course		3
600/800 level Interest Electives		6
IFST869	Thesis or Theoretical Paper	6

TOTAL 30

**Substitution for EDUC 665 needs approval from the Advisor

Master's program timelines:

1. Upon admission, the student is assigned an advisor.
2. Completion of required course work. Including interest electives are chosen by the student in consultation with the student's Advisor and Committee.
3. 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.
4. 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 603	Human Development in Life Span Perspective	3
EDUC 823	Learning and Development	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. Upon admission, a student is assigned an academic advisor.
2. 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.
3. Residency Requirement: Students must meet the University requirement of one year in residence (one continuous academic year - 9 credit hours per semester).
4. 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.
5. Dissertation and defense: Students must submit an original work of scholarship, meeting Department, University, and professional requirements, and successful oral defense of the dissertation.

M.ED. IN COLLEGE COUNSELING AND STUDENT AFFAIRS PRACTICE IN HIGHER EDUCATION

Telephone: (302) 831-8107

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

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 Education degree programs in college counseling and student affairs practice in higher education.

COLLEGE COUNSELING

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

The concentration in college counseling provides training and practice in short-term educational, vocational, and personal counseling of adolescents, young adults, and other students in higher education. Emphasis is placed on theory and practice in counseling. Graduates are trained to counsel those who (1) are having some

temporary difficulty in adjusting to the college learning situation, (2) need help in exploring which educational direction or career is most consistent with their abilities, interests, values and aspirations, or (3) need help dealing with personal, emotional, and developmental problems. Graduates are expected to be competent to administer and interpret psychological tests and inventories used in counseling. Although graduates of this program are not trained to counsel individuals with severe emotional problems, they are trained to recognize problems requiring long-term counseling and to make appropriate referrals.

STUDENT AFFAIRS PRACTICE IN HIGHER EDUCATION

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

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

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 607, EDUC 660, EDUC 663, 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.

URBAN AFFAIRS AND PUBLIC POLICY

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.

Telephone: (302) 831-1687

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

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.

URBAN AFFAIRS AND PUBLIC POLICY DEGREE PROGRAMS

Telephone: (302) 831-1687

PH.D. PROGRAM IN URBAN AFFAIRS AND PUBLIC POLICY

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

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

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

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

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

MASTER OF ARTS PROGRAM IN URBAN AFFAIRS AND PUBLIC POLICY

The M.A. program has an emphasis on planning and policy analysis, incorporating a strong basis in analytical research methods. The coursework provides a solid grounding for careers in policy analysis and planning. The 36-credit-hour program can be pursued full or part time. Students can select from 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.

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, 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.

