



COLLEGE OF HUMAN SERVICES, EDUCATION AND PUBLIC POLICY

- **Research and Public Service Centers**
- **Education**
- **Hotel, Restaurant and Institutional Management**

- **Individual and Family Studies**
- **Urban Affairs and Public 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 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 Development and Family Policy
- Center for Disabilities Studies
- Center for Energy and Environmental Policy
- Center for Historic Architecture and Design
- Delaware Center for Teacher Education
- Delaware Education Research and Development Center
- 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's curriculum provides individualized and innovative instruction for children who have previously had unsuccessful school experiences, with the goal of returning these students to more traditional 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 while gaining a thorough knowledge of the legislative process that will be useful in a wide variety of careers. In addition, Fellows become acquainted with leaders throughout the state including elected representatives, agency directors, municipal officials, business heads and community activists. Selected through a competitive process, Fellows work in Dover twenty hours per week from January thru June and earn a stipend comparable to a research assistantship. For more information contact 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.

Reading Studies Program offers classes for students in grades K-12 who need help with reading, spelling, and writing. Students' classroom lessons are supplemented and reinforced with individualized computer programs in the center's computer lab. The center also provides remedial tutorials for students in secondary schools throughout the Christina School District funded by a grant from the district. Training in the remedial method used by the center is available for teachers, student teachers, and parents during the summer in Intensive Literacy Instruction (EDUC 524). For further information, call (302) 831-2307.

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

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. programs 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, counseling, educational technology, and administration.

DOCTOR OF PHILOSOPHY DEGREE PROGRAM

Telephone: (302) 831-1165

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

1. **Cognition, Development, and Instruction.** This area of study equips students with the theoretical background and research methodologies in cognition and human development, and blends this knowledge with issues of instruction and schooling.
2. **Curriculum and Instruction.** This area of study offers specializations in curriculum design and evaluation; literacy language and schooling; social studies education; mathematics education; and science education.
3. **Exceptionality.** This area of study offers specializations in School Psychology and in Special Education.
4. **Measurement, Statistics, and Evaluation.** This area emphasizes theoretical and applied training in educational statistics, psychometric theory, and evaluation.
5. **Educational Policy.** This area of study focuses on the formation, implementation, and effects of education policy (programs, laws, regulations).

Requirements for Admission to the Ph.D. Program

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

Requirements for the Ph.D Degree

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

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Telephone: (302) 831-1165

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

Requirements for Admission to the Ed.D. Program

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

1. Possession of a master's degree from a regionally accredited institution. Complete transcripts of prior undergraduate and graduate work must be submitted.
2. Submission of a comprehensive application for admission.
3. Submission of 3-5 letters of reference, and satisfactory completion of preliminary written examination.

Requirements for the Ed.D. Degree

1. Completion of 54 credit hours including 12 hours of research and writing.
2. Successful advancement to candidacy.
3. Development and successful defense of the Executive Position Paper.

MASTER OF ARTS DEGREE PROGRAM

Telephone: (302) 831-1165

English as a Second Language (ESL)/Bilingualism

This is an inter-disciplinary program that includes specialization in English as a Second Language (ESL)/Bilingualism. The ESL/Bilingualism program prepares students for teaching in ESL or bilingual classrooms, and also provides training for teaching English as a second language in colleges and language institutes in the U.S. and abroad.

Admission Requirements for MA/ESL

1. A minimum undergraduate cumulative index of 3.0 (B).
2. A minimum graduate cumulative index of 3.5 for all graduate courses completed.
3. Graduate Record Examination quantitative and verbal tests scores.
4. A score of at least 575 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 able to assess the applicant's academic potential.

Program Requirements For MA/ESL

1. Core Courses (12-15 hours)
2. Specialization Courses (18 hours)
3. Teaching Practicum

MASTER OF ARTS PROGRAM/SPECIALIST CERTIFICATION PROGRAM IN SCHOOL PSYCHOLOGY

Telephone: (302) 831-1165

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

Admission Requirements for the M.A./Specialist Certification

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

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

Program Requirements for M.A./Specialist Certification

Program requirements total 66 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 12 credit hours are devoted to a supervised 1,200-hour internship. Full-time study is encouraged.

MASTER OF EDUCATION DEGREE

Telephone: (302) 831-1165

The School offers master's of education (M.Ed.) degree programs in curriculum and instruction (curriculum design and evaluation, literacy and schooling, mathematics, elementary science, secondary science, social studies, educational technology), educational leadership, exceptional children and youth, and school counseling.

Program in Curriculum and Instruction

This 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, reading specialist, and educational technology are also possible through this program.

Admission Requirements

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 and educational technology) require a minimum of 18 credits hours in the applicant's area of curriculum specialization.

2. At least a 1050 minimum combined score on the verbal and quantitative tests of the GRE.
3. A score of at least 600 on the TOEFL 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 index.
6. Any other requirements specific to area of specialization or established by the School or University.

Program Requirements

1. Core courses (6-9 credits)
2. Specialization courses (24-30 credits)
3. Elective coursework consistent with program specialty (e.g., secondary science certification, educational technology).
4. Masters Comprehensive Examination OR Masters Thesis.

Program 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 settings. There are two specializations within the program: School Administration (which may include Delaware certification), and Adult and Postsecondary Education Administration.

Admission Requirements

1. Evidence of at least one year's employment in teaching after receiving the baccalaureate.
2. A score of at least 600 on the TOEFL 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.
6. A written statement of career goals and reasons for seeking admission (this statement is part of the admission application.)

Program Requirements: Totals 33 credit hours

| | |
|------------------------|------------|
| General core courses | 15 credits |
| Research core course | 3 credits |
| Specialization courses | 12 credits |
| Practicum | 3 credits |

Program in Exceptional Children and Youth

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

Applicants are encouraged to submit additional information in

support of their application, such as documentation of volunteer activities, scores on the Miller Analogies Test (MAT), or other evidence of abilities and professional commitment. Interested persons should request a copy of the "Guidelines for the Master of Education in Exceptional Children and Youth" by calling (302) 831-1165. 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.

Admissions Requirements

1. A minimum undergraduate cumulative index of 3.0.
2. A minimum graduate cumulative index of 3.5.
3. Three strong letters of recommendation from professors or supervisors.
4. Appropriate statement of objectives.
5. A writing sample on a special education topic.

Program Requirements

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

Program In School Counseling

This program is designed for those who desire to be either elementary or secondary school counselors. Students learn that counseling is a response to the social and emotional needs of human beings and is informed by the integration of theory, research and practice. Required curriculum areas include human development, school counseling services, educational measurement and research, career development and the theories and skills requisite to counseling and consulting with individuals, groups and families. Field experiences include a practicum and a full-time internship. A major focus is on the knowledge required to implement effective, comprehensive, developmental, counseling programs in school settings.

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

Admission Requirements

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

Program Requirements

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

MASTER OF INSTRUCTION DEGREE

(302) 831-1165

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

Requirements for Admission to the M.I. Program

1. Evidence of current employment as a teacher.
2. Three letters of recommendation. These must include an evaluation of the applicant's instructional competencies, personal characteristics, and attitudes toward teaching.
3. A statement of professional goals with a supervisor's signature indicating that the supervisor agrees that the goals specified are reasonable for this applicant and will improve the quality of instruction in the applicant's classroom.
4. A 2.5 undergraduate index.

Requirements for the M.I. Degree

| | |
|---|------------|
| Core courses | 12 credits |
| Specialization/Individualized courses | 18 credits |
| Portfolio | 1 credit |

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:

1. Specific admission requirements are
2. A minimum combined verbal and quantitative score of 1050 on the GRE (GMAT scores are also acceptable)
3. A minimum overall undergraduate GPA of 3.0 (out of 4.0)
4. A Bachelor's degree from an accredited college or university
5. Acceptable evaluation of three (3) letters or recommendation
6. 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 credit |
| 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

Penny L. Deiner, Ph.D., Coordinator, Telephone (302) 831-1922
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. All IFS graduate programs offer a strong interdisciplinary background in human development and family studies with an emphasis on 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 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 Individual 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

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

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|---------------|-----------------------------------|----|
| EDUC 665 | Elementary Statistics ** | 3 |
| 600/800 level | Statistics course | 3 |
| 600/800 level | IFST course | 3 |
| 600/800 level | Interest Electives | 6 |
| IFST 869 | 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 perspectives. 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 | 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 the retake.
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 successfully orally defend the dissertation.

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

Telephone: (302) 831-2107

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

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

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

College Counseling

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

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

Student Affairs Practice in Higher Education

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

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

ADMISSION REQUIREMENTS

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

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

PROGRAM REQUIREMENTS

1. Core courses (36 credit hours): EDUC 607, EDUC 660, EDUC 663, IFST 680, IFST 681, IFST 682, IFST 684, IFST 685, IFST 687, IFST 691, 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, public administration, and environmental and energy policy. Five degree programs are available: Master of Arts and Doctor of Philosophy in Urban Affairs and Public Policy, Master of Public Administration, offered in conjunction with the Department of Political Science and International Relations, Doctor of Philosophy and Master of Environmental and Energy Policy, offered with the Colleges of Agriculture and Natural Resources, Arts and Science, Engineering, and Marine Studies.

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

Telephone: (302) 831-1687

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

- a. Genuine interest in and motivation to undertake academic work in urban affairs, public policy, environmental and energy policy, or public administration, as evidenced by application material and, if possible, an interview with the program director, or a member of the program admissions committee.
- b. 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.
- c. 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.
- d. For students whose first language is not English, a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) is required. In the Environmental and Energy Policy Program a minimum score of 600 is required.

In addition, admission to the Ph.D. programs requires completion of a master's degree. Generally those admitted to the Ph.D. program of Urban Affairs and Public Policy have combined scores on the quantitative and verbal aptitude portions of the GRE above 1100. In the Environmental and Energy Policy Program, the combined scores on the quantitative and verbal aptitude portions of the GRE

are generally above 1150. Academic performance at the master's level, potential for professional achievement, and compatibility of student interests with areas of research specialization in the program are key criteria for admission to the Ph.D. program.

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

URBAN AFFAIRS AND PUBLIC POLICY DEGREE PROGRAMS

Telephone: (302) 831-1687

Ph.D. Program in Urban Affairs and Public Policy

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

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

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

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

During the second year of study, the student concentrates on the research specialization. Areas of specialization in the Ph.D. program reflect research concentrations in the school, and programs of study in each area are tailored to meet student interests and research objectives. The primary areas of specialization are (1) technology, environment and society (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 three concentrations: energy and environmental policy, historic preservation, and community development and nonprofit leadership, or students may specialize in a particular policy area of their choice such as urban and regional planning, housing policy, and nonprofit leadership. Each student completes an analytical paper or thesis in his or her area of specialization.

MASTER OF PUBLIC ADMINISTRATION PROGRAM

Telephone: (302) 831-1687

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

The curriculum of the 42-credit Master of Public Administration degree is divided into core subjects, area of specialization, and an internship and writing requirement. Areas of specialization include state and local management, financial management, organizational leadership, community development and nonprofit leadership, health policy and management. 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, and public management statistics. All M.P.A. candidates are expected to complete an internship (unless it is waived by the Internship Coordinator and the M.P.A. Director) and to prepare and defend an analytical paper which is ordinarily based on the internship experience. Typical internships are in local, regional, and state agencies, in community organizations, in nonprofit institutions, and as assistants to public officials in the state and region. Upon approval of the faculty, students may pursue a thesis in lieu of an internship.

ENVIRONMENTAL AND ENERGY POLICY DEGREE PROGRAMS

Telephone: (302) 831-1687

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 Science, Engineering, and Marine Studies.

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

Master of Environmental and Energy Policy Program

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

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

M.E.E.P. students complete 21 credits of required courses including two policy courses (taken in the first year), two methods courses, a six-credit social science requirement, and a three-credit science and public policy requirement. Students take an additional 15

credits of concentration or specialization electives, including the three-credit analytical paper or six-credit master's thesis.

Ph.D. Program in Environmental and Energy Policy

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

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

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

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

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

