



COLLEGE OF HUMAN RESOURCES, EDUCATION AND PUBLIC POLICY

- **Academic Enrichment Opportunities**
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- **Discovery- and Service-Based Learning Opportunities and Clinical Experiences**
- **Student Support Services**
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- **Education**
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 - **Educational Studies**
- **Hotel, Restaurant and Institutional Management**
- **Individual and Family Studies**
 - **Early Childhood Development and Education**
 - **Family and Community Services**
 - **Human Development and Family Processes**
- **Interdisciplinary Studies in Human Resources**
- **Urban Affairs and Public Policy**

The College of Human Resources, Education & 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 instructional, research and outreach programs enhance human systems and development, strengthen educational practices and policies, improve the quality and delivery of consumer goods and services, and encourage effective policies and management in public, private and nonprofit organizations. CHEP offers three undergraduate degrees in 10 majors and 13 graduate degrees that are responsive to public needs.

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

Like CHEP faculty and staff, CHEP students are diverse, and the CHEP community takes pride in the strength and vigor engendered by this intellectual, cultural and racial diversity.

ACADEMIC ENRICHMENT OPPORTUNITIES

Many special academic opportunities are available to CHEP students. Students can be admitted to all of the majors in the College through the Honors Program and most academic areas offer an Hon-

ors degree. Many CHEP students also become involved in undergraduate research and work closely with faculty members in research apprenticeships. There is also a Summer Scholars Program that provides a stipend for students pursuing a summer research project. These undergraduate research opportunities may lead to a senior thesis if the student chooses to complete a Degree with Distinction.

Exceptionally talented and highly motivated students who have clearly defined educational goals have an opportunity to become a Dean's Scholar. Students in this program are freed of most college requirements and develop individualized programs of study under the supervision of their faculty advisor. Selection of Dean's Scholars is normally made during the sophomore year.

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

<i>Majors in the School of Education</i>	Gail Rys - 120 Willard Hall (831-2317)
<i>Majors in the Departments of Consumer Studies; Hotel, Restaurant and Institutional Management; and Individual and Family Studies</i>	Susan McLaughlin - 106 Alison Hall (831-2301)

TEACHER EDUCATION PROGRAMS

Responsibility for the coordination of the teacher education programs rests with the University Council on Teacher Education (UCTE). Teacher education programs in specific areas are administered by the

Colleges of Agriculture and Natural Resources; Arts and Science; Human Resources, Education and Public Policy; and Health and Nursing Sciences. For more information on teacher education programs, students who wish to prepare themselves to be certified teachers should consult the faculty advisor for the specific area of certification sought, as follows:

(all telephone numbers are area code 302)

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

Agricultural Education

Dr. Dean Shippy
831-2512
richard.shippy@mvs.udel.edu

COLLEGE OF ARTS AND SCIENCE

English Education

Dr. Joan Del Fattore
831-2987
jdel@udel.edu

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

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

Mathematics Education

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

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

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

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

Dr. William Pulliam
831-2860
william.pulliam@mvs.udel.edu

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

Dr. Kathryn Scantlebury
831-4546
kscantle@brahms.udel.edu

COLLEGE OF HEALTH AND NURSING SCIENCES

Health and Physical Education

Dr. Ann McNeil
831-3536
mcneil@udel.edu

COLLEGE OF HUMAN RESOURCES, EDUCATION AND PUBLIC POLICY

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

Dr. Gail Rys
831-3534
gail.rys@mvs.udel.edu

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

Dr. Rob Palkovitz
831-8490
robp@udel.edu

Family and Consumer Sciences

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

In all of its teacher education programs, the University of Delaware is guided by a unified conceptual framework. Programs aim to develop teachers who are reflective practitioners serving diverse communities of learners as scholars, problem solvers, and partners. While the specific course requirements in the programs vary widely, they all support the conceptual framework and adhere to the standard that a Delaware-educated teacher shall have mastered the fundamentals of a liberal education; shall have fulfilled the academic requirements of a major in his or her teaching field; shall be literate in the history, philosophy, psychology, sociology and methodology of education; and shall have developed the skills of the teaching profession. All University of Delaware teacher education programs have a general education component of liberal studies, a major field or discipline component in the teaching field, and a professional education component of formal study in the educational foundation disciplines and clinical studies of curriculum design and teaching technique.

Student teaching is required of all students who wish to obtain an undergraduate degree in teacher education. To participate in the student teaching program, students must satisfy the course prerequisites and criteria for admission to EDDV 400, Student Teaching. Each degree program in teacher education requires a certain minimum G.P.A. for enrollment in Student Teaching. The appropriate teacher education program adviser (see list on p. 164) should be consulted for the exact G.P.A. requirements and other policies concerning qualifications for student teaching. Applications for student teaching must be submitted and approved prior to the student teaching semester. Deadlines and procedures for submitting applications for student teaching will be published each year. Students are expected to assume responsibility for their own transportation to and from the schools to which they have been assigned for student teaching.

Certification. The University of Delaware teacher education programs have State Approved Program status based on the standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC) and the standards of national specialty organizations in teacher education. Students who complete an Approved Program receive an Institutional Recommendation that endorses them for certification in the District of Columbia and the states that are party to the NASDTEC Certification Reciprocity System. To be certain of the University's recommendation, students must complete the Approved Program in its entirety without any deviations. In addition, most states require that students pass a standardized test to qualify for teacher certification. The Delaware Center for Teacher Education has information available to students on the testing requirements and on the certification procedures in the various states.

OFFICE OF CLINICAL STUDIES FOR TEACHER EDUCATION

The emphasis in teacher education programs at the University is to provide students with early and graduated "hands on" experiential and instructional opportunities in schools. The Office of Clinical Studies for Teacher Education assists faculty in implementing a program of field-based professional practice that includes several sequential phases representing increasing professional involvement and responsibility. Using a three-level approach of graduated clinical responsibilities, students participate in field experiences in school settings beginning

in the freshman year and culminating in a full semester of teaching in the senior year. The Office is responsible for selecting and training supervisory personnel, developing policies governing the clinical program, integrating clinical experiences into other facets of the teacher education program, and placing students in appropriate clinical settings. In serving teacher education programs throughout the University, the Office of Clinical Studies makes over 3,000 placements each year. For further information, call (302) 831-2319.

DISCOVERY- AND SERVICE-BASED LEARNING OPPORTUNITIES AND CLINICAL EXPERIENCES

As a professional, service-oriented college, CHEP stresses opportunities for learning through experiences that require students to apply their academic training and encourage them to develop their newly acquired skills and knowledge. CHEP has a unique combination of facilities that provide a wide range of clinical experience settings, and CHEP offers special programs that encourage personal and professional development. Undergraduate students can also learn from valuable practical experience that complements their academic studies by working with faculty, staff and graduate students in CHEP's public service and research centers. CHEP receives funding from the Delaware General Assembly to support undergraduates who are working on projects that benefit the people of Delaware.

ADULT DAY SERVICES CENTER

Adult Day Services Center provides internships and independent study opportunities for students from a variety of departments including Individual and Family Studies, Nutrition and Dietetics, Psychology, Health and Exercise Sciences, Nursing, and English. The Center has three main objectives: to provide a supervised social environment for the frail elderly; to provide respite to their caregivers; and to provide a site for University students who are interested in studying gerontology. The first center of its kind in Delaware, it has been the model program for state officials. For further information, contact Anne Camasso, Director, (302) 831-6774 or e-mail: anne.camasso@mvs.udel.edu.

ASSISTIVE TECHNOLOGY LABORATORY

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

DELAWARE CENTER FOR TEACHER EDUCATION

The Delaware Center for Teacher Education (DCTE) strengthens both pre-service and in-service teacher education, improves access for the education community to the University's teacher education and professional development programs, and supports the State of Delaware's efforts to enhance teacher and professional development in line with new state content standards and accountability requirements.

DCTE helps students interested in teacher education obtain a realistic employment outlook and explore ways to enhance their employability in teaching and related fields. Special seminars and programs are offered throughout the year to help students in their search for a job, and DCTE assists students in the certification process.

DCTE is also responsible for administering the ASPIRE (Academic Support Programs Inspiring Renaissance Educators) program, which is designed to increase the number of minority students entering the teaching profession.

For further information about DCTE generally, call (302) 831-3000.

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

- The College School
- Education Resource Center
- First State Mentor Corps
- Office for Coordination of Intercultural Teacher Education
- Office of Educational Technology
- Reading Studies Program

The College School provides a school-year program for children, ages 5-12, with learning differences. The curriculum provides individualized and innovative instruction for children who have previously had unsuccessful school experiences, with the goal of returning these children to more traditional classroom settings within an average of two years. The College School also serves as a research and clinical site for students and faculty in Education, School Psychology, Clinical Psychology, Nursing, Health and Physical Education, Music and many other disciplines. For further information, call (302) 831-1097.

The Education Resource Center, located on the ground floor in the Willard Hall Education Building, is a multimedia, special purpose library that provides both circulating and reserve collections to support education programs. Teachers, students, administrators, supervisors, and others are welcome to use the following materials: school textbooks, kits, children's books and laser discs. In addition, the Resource Center offers courses for school library media specialist certification. For further information, call (302) 831-2335.

The First State Mentor Corps (FSMC) is an AmeriCorps program that places college students in local elementary and middle schools to tutor and mentor children. AmeriCorps is part of the Corporation for National Service. Headquartered at the University of Delaware, FSMC has participants at three colleges in the State of Delaware. Members of the FSMC serve for 900 hours over a two-year period and receive a monthly stipend and an education award at the end of their service. The FSMC also recruits volunteers to serve one hour a week as tutors or mentors to elementary or middle school children. For more information, contact the program director, Dr. Elisa Diller, at (302) 831-0883 or send e-mail to ediller@udel.edu.

The Office for Coordination of Intercultural Teacher Education (CITE) designs and implements projects that promote intercultural understanding and acceptance as well as the affirmation of diversity both within and outside our national boundaries. Projects include the creation and management of overseas study programs; internationally and multiculturally oriented field trips and cross-cultural service learning activities for undergraduates; co-curricular programs (e.g., speakers and workshops); and an ever-expanding resource collection. CITE encourages student participation and leadership in its projects through membership in its affiliated student organizations – MOSAIC and the Delaware Teacher Corps (DTC). For further information, call (302) 831-3648 or e-mail: re.cite@udel.edu.

The Office of Educational Technology (OET) works to develop innovative solutions to educational problems through the use of instructional technologies. For education majors, OET offers a graduated program of four one-credit courses for teacher preparation in technology. For K-12 teachers, OET sponsors an annual Summer Institute in Educational and Assistive Technologies. For college and university faculty, OET offers workshops and provides consultation and support in the development of computer software, interactive

television, and multimedia technologies. OET sponsors a multimedia users group, open to faculty members, teachers, and students. For more information, visit the web site at <http://www.udel.edu/itc>.

The **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 program's computer lab. The program 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 program is available for teachers, student-teachers, and parents during the summer in Intensive Literacy Instruction (EDST 524). For further information call (302) 831-2307.

DESIGN AND TEXTILE LABORATORIES

The Computer-aided Design and Textile Laboratories provide applied learning opportunities for apparel design and fashion merchandising students. The Computer-aided Design Laboratory builds skills in graphic and pattern design, pattern grading and marker-making systems used in the apparel industry. The environmentally controlled Textile Laboratories allow for analysis of textile fibers, dyes and finishes. The Laboratory for Analysis of Cultural Materials conducts conservation research. In addition, students can use the Historic Costume and Textile Collection, with 2,500 historic textiles and apparel pieces, for design inspiration. For further information, contact Dr. Karen Stein, telephone (302) 831-8714 or e-mail: Karen.Stein@mvs.udel.edu.

VITA NOVA/FOODSERVICE LABORATORY

The Foodservice Laboratory is managed by the Hotel, Restaurant and Institutional Management (HRIM) Department and is located on the second floor of the Trabant University Center. The laboratory consists of Vita Nova, a student-operated, 65-seat dining room open to the public; a display kitchen; and a teaching and demonstration kitchen with state-of-the-art video and satellite capabilities. Students in the HRIM program use the facility to understand the challenges and dynamics of operating a business. On a daily basis, students rotate through management and skill-level assignments to learn the details required to exceed guest expectations. For further information, contact Paul Wise, Department Chair, (302)831-6077 or e-mail: paul.wise@mvs.udel.edu.

LEADERSHIP EDUCATION AT DELAWARE

Leadership Education at Delaware (LEAD) is an innovative new University-wide effort to link the academic and student life components of leadership education. The program draws upon students' experiences, both on campus and in the community, and their academic programs in mutually reinforcing ways, enhancing all three. Students are encouraged to see themselves as potential leaders as they are challenged to address concrete issues in student life that require their direct participation; as they complete community service projects and internships in their areas of study; and as they reflect on theoretical and moral dimensions of leadership in an open, democratic and constantly changing society. The LEAD program offers two courses, one for freshman and sophomores and the other for juniors and seniors. The freshman/sophomore course uses students' experiences in campus organizations to provide the context for learning about leadership; the junior/senior course uses internships and community service opportunities. Students in both courses are evaluated in terms of a set of core competencies by the program director and also by selected members of the University's Academy of Lifelong Learning. For more information, contact the program director, Dr. Audrey Helfman, at (302) 831-1708 or e-mail to audrey.helfman@mvs.udel.edu.

LEGISLATIVE FELLOWS PROGRAM

The Legislative Fellows Program is a unique opportunity for a limited number of 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. Fellows work in Dover twenty hours per week from January thru June and earn a stipend comparable to a research assistantship. They must also participate in the graduate seminar "State and Local Government: Management and Policy." Applicants should possess a strong background in public administration, political science, sociology, urban affairs, public policy, consumer studies, economics or business administration. Those with an interest in the legislative process, government or community action are preferred. For more information contact the Institute for Public Administration, College of Human Resources, Education and Public Policy at 831-8971.

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 two schools — the Thurgood Marshall Elementary School in the Christina School District and the Ross Elementary School in the Milford School District. Undergraduate students in elementary education may complete part of their clinical requirements at these sites. For further information, call (302) 831-2557.

TECHNOLOGY IN EARLY CHILDHOOD

Technology in Early Childhood, sponsored by the Department of Individual and Family Studies, offers summer computer camps for young children and serves as a clinical and research site for teacher education students. The camps are designed to provide 4- to 11-year-old children with an opportunity to develop computer skills through developmentally appropriate activities. IBM-compatible, Macintosh and Apple computers are available as well as an extensive library of open-ended, discovery oriented software. Younger children develop beginning keyboard skill and become familiar with various computers and software. Older children will approach the computer as a creative tool. For further information, contact Dr. Daniel Shade (302) 831-8563 or e-mail: ddshade@udel.edu.

UNIVERSITY OF DELAWARE LABORATORY PRESCHOOL

The University of Delaware Laboratory Preschool is designed as a laboratory for students and faculty in the Department of Individual and Family Studies. The Laboratory Preschool is a model preschool program whose primary purposes are providing appropriate developmental programs for normal and mainstreamed exceptional children; teaching University students to work with young children through classroom practicum experiences; providing opportunities for students, faculty and professionals to observe exemplary preschool programs and teacher role models; enabling students to observe children ages two through six so the students can better understand developmental progression; and providing a research site for students and faculty. For further information, contact Alice Eyman, Director (302)831-2304 or e-mail: alice.eyman@mvs.udel.edu.

CHEP INTERNSHIPS & RESEARCH ASSISTANTSHIPS

CHEP offers students many opportunities for public and community service research assistantships and internships through its research and public service units. Undergraduates are able to work closely

with faculty, staff and graduate students on key issues involving children, families, schools, communities, the environment, consumers and service institutions, and public policies. The following research and public service centers offer public and community research assistantships and internship opportunities:

- The **Center for Applied Demography and Survey Research** provides demographic and survey data and information on important public issues to researchers and public policy makers at all levels.
- The **Center for Community Development and Family Policy** assists public, nonprofit and private organizations to design, implement and evaluate policies and programs that address the needs of low- and moderate-income families and communities related to social and economic development, housing, and social service delivery.
- The **Center for Disabilities Studies** focuses on improving the quality, quantity, and range of public and private services and supports available in Delaware for individuals with disabilities and their families.
- The **Center for Educational Leadership and Policy** works to improve the decisions made by school boards, administrators, and others charged with the leadership and governance of the schools through data analysis, publication, and technical assistance.
- The **Center for Energy and Environmental Policy** conducts interdisciplinary research in the areas of sustainable development, technology, environment and society; environmental justice; and the political economy of energy systems; it also provides technical assistance to community, government, and nonprofit organizations.
- The **Center for Historic Architecture and Design** focuses on shaping historic preservation planning and policy, reconstructing historic landscapes, documenting threatened historic properties, and advocating for the preservation of historic resources.
- The **Clearinghouse for Abuse and Neglect of the Elderly**, the nation's largest computerized collection of its kind, offers technical assistance to professionals and community agencies and organizations delivering services to abused and neglected elders.
- The **Delaware Education Research and Development Center** provides information about the conditions and performance of educational systems in the state, skill development opportunities for educational leaders, and research support to further educational reform in Delaware.
- The **Institute for Public Administration** links the resources of the University of Delaware with the management and policy information needs of public and nonprofit organizations.
- The **Mathematics & Science Education Resource Center** helps Delaware's K-12 mathematics and science teachers implement new content and performance standards in their classrooms.

STUDENT SUPPORT SERVICES

CHEP is committed to students' success and provides the resources and support services that will enable students to fully participate in the opportunities available to them throughout their undergraduate years. CHEP's Office of Student Support Services supports academic advisement, coordinates orientation activities for new students, administers academic policy, and maintains students' academic records. In addition, CHEP promotes opportunities for students to enhance their undergraduate experience through the Dean's Scholars Program; undergraduate research; service, leadership and mentoring experiences; and study abroad programs. Students with academic questions and concerns, those interested in becoming involved in special opportunities available to CHEP students, and those experiencing academic difficulties are all encouraged to contact one of the following offices:

- Majors in the Department of Consumer Studies: 211 Alison Hall (302) 831-7814; e-mail: consumer-studies@udel.edu.
- Majors in the Department of Hotel, Restaurant and Institutional Management: Rextrew House (302) 831-6077; e-mail: hrim-dept@udel.edu.
- Majors in the Department of Individual and Family Studies: 111 Alison Hall (302) 831-8490; e-mail: ifs-dept@udel.edu.
- Majors in the School of Education: 120 Willard Hall Education Building (302) 831-2317.

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

MINOR IN DISABILITIES STUDIES

The College of Human Resources, Education and Public Policy offers a minor in Disabilities Studies, with courses taught by an interdisciplinary team of faculty associated with the Center for Disabilities Studies. The minor in Disabilities Studies requires 18 credit hours, distributed as follows: all core courses listed below (9 credits) and three additional courses (9 credits) selected in consultation with and approved by the student's minor advisor. These courses shall be chosen from each of the following topic areas: Human Development, Social Systems, and Service Delivery Methods. At least one of these courses must be from outside the requirements of the student's major and outside his or her major department. All courses included in the minor must be completed with a grade of C- or better.

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

Information regarding courses recommended in the topic areas and the procedures for completing the minor can be obtained from the Center for Disabilities Studies, 101 Alison Hall, (302) 831-6974.

CONSUMER STUDIES

The Department of Consumer Studies addresses the design, development, analysis, delivery and use of products and services through its three major courses of study. The Apparel Design major studies the conceptualization and production of products for apparel-related industries to meet consumer needs. Students in Consumer Economics study the interaction between individuals/families and the marketplace, emphasizing the effects of resources and public policy on consumer welfare. The Fashion Merchandising major addresses the planning, production, promotion and distribution of products in fashion industries to meet consumer demand.

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

Students in all majors can benefit from the Department of Consumer Studies' collaboration with the Center for Historic Architecture and Design. Opportunities are available for students interested in material culture and preservation as they relate to apparel design, historic costume, dress and culture, and contemporary consumer behavior.

Internal transfer applications are evaluated on a rolling basis. Students are advised to contact the Department office regarding selection policies and procedures. For further information, call (302) 831-8714 or e-mail consumer-studies@udel.edu.

GENERAL EDUCATION COURSES

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

Humanities

Art, Art History, Communication, Comparative Literature, English, Foreign Language (including: ARAB, CHIN, FREN, GREK, GRMN, HEBR, ITAL, JAPN, LATN, PORT, RUSS, SPAN), Foreign Languages and Literatures, Jewish Studies, Linguistics, Museum Studies, Music, Philosophy, Theater, Women's Studies (WOMS 100, 203, 205, 208, 209, 210, 214, 216, 222, 318, 320, 324, 325, 326, 328, 330, 338, 353, 380, 381, 382, 389, 465, 471, 480), Science and Culture (CSCC 206, 229, 241, 246, 250, 330, 365, 368, 369, 444).

Sciences

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

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

DEGREE: BACHELOR OF SCIENCE**MAJORS: APPAREL DESIGN (APD) or FASHION MERCHANDISING (FM)**

Both the APD and FM curricula consist of a core supplemented by courses specific to each major, facilitating a double major or transfer from either major to the other.

CURRICULUM CREDITS**UNIVERSITY REQUIREMENTS**

ENGL 110	Critical Reading and Writing (minimum grade C-)	3
Three credits in an approved course or courses stressing	multicultural, ethnic, and/or gender-related content (see p. 22)	3

MAJOR REQUIREMENTS

English Writing course	3
Selected from courses approved for Arts and Science second writing requirement, page 69.	

COMM 255	Fundamentals of Communication	3
or		
COMM 312	Oral Communication in Business	3

ART 129	Design in Visual Arts	3
or		
ART 130	Drawing I: Tools and Techniques	3

Two modern foreign language courses	0-8
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Students with fewer than two high school years of a particular foreign language will be placed in a 105 language course and will then take 105-106. Students with two or three years of a particular language will be placed in a 106 language course and will then take 106-107. Students with more than three years will be placed in a 107 language course and, upon completing 107, will be advised, but not required, to take a 200-level language course. Students with four or more high school years of a foreign language may attempt to fulfill the requirement by taking an exemption examination and will then be advised, but not required, to take a 200-level language course.

CHEM 101	General Chemistry	4
CHEM 102	General Chemistry	4
Math 114 or 115, or higher level/equivalent		3

ECON 151	Introduction to Microeconomics: Prices and Markets	3
PSYC 201	General Psychology	3
SOCI 201	Introduction to Sociology	3
History course		3

CNST 114	Clothing in Contemporary Society	3
CNST 215	Fundamentals of Textiles I	3

CNST 211 Apparel Product Development

Students have an opportunity to test out of this course and complete CNST 221. APD student exempt from CNST 211 can substitute an elective.

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

CORE CURRICULUM COURSE CREDITS TO TOTAL..... 63-71**ADDITIONAL APPAREL DESIGN CURRICULUM****CURRICULUM CREDITS****MAJOR REQUIREMENTS**

Nine credits selected from Art (ART),	9
Art History (ARTH) and/or Theatre (THEA)	

Courses selected from:	6
ACCT 160, 352; BUAD 301, 309, 471, 473, 474	

CNST 221	Apparel Structures	3
Additional Costume History course		3
CNST 233	Fashion Drawing and Rendering	3
CNST 314	Apparel Design by Flat Pattern	3
CNST 324	Apparel Design by Draping	3
CNST 333	Fashion Design and Forecasting	3
CNST 421	Professional Portfolio Development	1
CNST 424	Apparel Collection Development	3
CNST 433	CAD: Mass Market Apparel	3
CNST Elective		3

ELECTIVES

After required courses are completed, sufficient elective credits must be taken to meet the minimum credits required for the degree. May include Military Science, Music, or Physical Education (Only two credits of activity-type Physical Education and four credits of Music ensemble and four credits of 100- and 200-level courses in Military Science/Air Force may be counted toward the degree).

CREDITS TO TOTAL A MINIMUM OF 120**HONORS BACHELOR OF SCIENCE: APPAREL DESIGN**

The recipient must complete:

1. All requirements for the Bachelor of Science degree in Apparel Design.
2. All the University's generic requirements for the Honors Baccalaureate Degree (see page 27). Within these requirements, the twelve (12) honors credits earned in courses in the Department of Consumer Studies or in closely related areas outside the Department must be approved by the student's advisor. Of these, a minimum of six (6) credits must be taken in the Department of Consumer Studies.

ADDITIONAL FASHION MERCHANDISING CURRICULUM**MAJOR REQUIREMENTS**

ACCT 207	Accounting I	
or		
CNST 217	Accounting Practice for Merchandise	3
ACCT 160	Introduction to Business Information Systems I	3
ACCT 352	Law and Social Issues in Business	3
BUAD 301	Introduction to Marketing	3
BUAD 309	Management and Organizational Behavior	3
BUAD 471	Advertising Management	3
BUAD 474	Marketing Channels and Retailing	3
ECON 152	Introduction to Macroeconomics	3
CNST 318	Fashion Merchandising Products	3
CNST 418	Advanced Fashion Merchandising	4
Additional CNST courses		6

ELECTIVES

After required courses are completed, sufficient elective credits must be taken to meet the minimum credits required for the degree.
May include Military Science, Music, or Physical Education. (Only two credits of activity-type Physical Education and four credits of Music ensemble and four credits of 100- and 200-level courses in Military Science/Air Force may be counted toward the degree)

CREDITS TO TOTAL A MINIMUM OF 120**HONORS BACHELOR OF SCIENCE: FASHION MERCHANDISING**

The recipient must complete:

1. All requirements for the Bachelor of Science degree in Fashion Merchandising.
2. All the University's generic requirements for the Honors Baccalaureate Degree (see page 27). Within these requirements, the twelve (12) honors credits earned in courses in the Department of Consumer Studies or in closely related areas outside the Department must be approved by the student's advisor. Of these, a minimum of six (6) credits must be taken in the Department of Consumer Studies.

DEGREE: BACHELOR OF SCIENCE
MAJOR: CONSUMER ECONOMICS

CURRICULUM	CREDITS
UNIVERSITY REQUIREMENTS	
ENGL 110 Critical Reading and Writing (minimum grade C-)	3
Three credits in an approved course or courses stressing.....	3
multicultural, ethnic, and/or gender-related content (see p. 22)	
MAJOR REQUIREMENTS	
English Writing course	3
Selected from courses approved for Arts and Science second writing requirement, page 69.	
COMM 255 Fundamentals of Communication	
or	
COMM 312 Oral Communications in Business	3
PHIL 200 Business Ethics	
or	
PHIL 202 Contemporary Moral Problems	3
Communications course	
or	
CNST 325 Presentation Techniques	3
Humanities elective	3
Communications course	3
STAT 201 Introduction to Statistics I	3
Physical or Biological Science Elective	3
Math course	3
Only three credits from any combination of MATH 114, MATH 115, MATH 170, MATH 171 and MATH 172 can count toward graduation.	
Statistics course or equivalent	3
ECON 151 Introduction to Microeconomics: Prices and Markets	3
ECON 152 Introduction to Macroeconomics: National Economy	3
PSYC 201 General Psychology	3
Sociology course	3
Political Science course	3
ACCT 352 Law and Social Issues in Business	3
BUAD 301 Introduction to Marketing	3
BUAD 309 Management and Organizational Behavior	3
BUAD 473 Buyer Behavior	3
Business, Economics, Accounting, or Finance courses or any of the following:	
POSC 341, POSC 453, POSC 454, POSC 455	9
Computer Applications course selected from	3
ACCT 160, CISC 105, FREC 135, FREC 435, PSYC 306	
CNST 200 Consumer Economics	3
CNST 335 Consumer Financial Management	3
CNST 342 Consumer Laws and Regulation	3
CNST 440 Advanced Consumer Economics	3
Electives chosen from	18
CNST 235, 242, 305, 310, 332, 340, 401, 422, 435, 442, 455 and other courses in Consumer Economics	

ELECTIVES

After required courses are completed, sufficient elective credits must be taken to meet the minimum credits required for the degree.
May include Military Science, Music, or Physical Education. (Only two credits of activity-type Physical Education and four credits of Music ensemble and four credits 100- and 200-level courses in Military Science/Air Force may be counted toward the degree)

CREDITS TO TOTAL A MINIMUM OF 120**HONORS BACHELOR OF SCIENCE: CONSUMER ECONOMICS**

The recipient must complete:

1. All requirements for the Bachelor of Science degree in Consumer Economics.
2. All the University's generic requirements for the Honors Baccalaureate Degree (see page 27). Within these requirements, the twelve (12) honors credits earned in courses in the Department of Consumer Studies or in closely related areas outside the Department must be approved by the student's advisor. Of these, a minimum of six (6) credits must be taken in the Department of Consumer Studies.

EDUCATION

The School of Education offers undergraduate degree programs in Elementary Teacher Education and Educational Studies as well as a minor in Educational Studies. The school's exemplary teacher education and specialist programs produce skilled professional educators who are able to work with today's diverse learners. Through their coursework and field experiences, undergraduate teacher education candidates become skilled in developmentally and educationally effective approaches to instruction. With reflective practice as a guiding principle, the School prepares candidates to become scholars who are grounded in the knowledge of their discipline and pedagogy; problem solvers who are able to design effective instruction and address challenges; and partners who can support the development of the children with whom they work. The School of Education is also concerned with the assumptions and decisions whose end result is the act of teaching as well as with such fundamental structures of the educational process as evaluation and measurement, curriculum design, and the history, philosophy and sociology of education.

PROGRAM IN ELEMENTARY TEACHER EDUCATION
(including Special Education)

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

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

The current elementary teacher education program has evolved as a result of a determined effort on the part of the faculty to coordinate their efforts with public school personnel in education. Programs of clinical experiences have gradually increased and improved because of the continuing contact with classroom teachers, principals, and administrative officers of local schools. The program curriculum is designed to provide students with a range of practicum experiences in a variety of settings. These practicum

experiences begin with observation and tutoring of children in the freshman year and culminate with student teaching in the senior year. These direct experiences in actual classroom settings give the teacher candidate important opportunities to apply the knowledge gained in college courses to his or her work with children and to gain critical on-the-job training.

The program is divided into three general areas.

The *General Studies* area includes courses in the following subject areas: natural sciences, mathematics, social sciences, English/linguistics, and fine arts. A grade of C- or better is required in all of the courses in this area.

The *Discipline* area provides the teacher candidate with an opportunity to select one of the following disciplines: English, foreign languages, general science, mathematics, social studies, or language studies. A list of the specific courses that comprise each of these areas is available in the School of Education Office. If a student pursues certification in the Discipline area, a grade of C- or better is required in all courses in this area.

The *Professional Studies* area is designed to develop the candidate's teaching skills. The courses place strong emphasis on the development of teachers who can plan and implement appropriate educational experiences for children of varying levels of ability. A grade of C- or better is required in all of the courses in this area.

APPLICATION FOR CLEARANCE FOR UPPER DIVISION STUDY IN TEACHER EDUCATION

Students enrolled in the Elementary Teacher Education major wishing to begin upper-level work must make formal application and satisfy the requirements for Clearance for Upper Division Study.

Students wishing to pursue teaching as a professional goal should secure a copy of clearance requirements from the School of Education Office, (Room 120, Willard Hall). Students will be notified of deadline dates for making application for clearance.

The purpose of clearance is to assure that each student is satisfying requirements in the major and is prepared to undertake junior-level work including in-school clinical experiences. Students not meeting criteria are provided support services including study skills assistance, vocational counseling, and academic planning.

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

CURRICULUM	CREDITS
UNIVERSITY REQUIREMENTS	
ENGL 110 Critical Reading and Writing (minimum grade of C-)	3
MAJOR REQUIREMENTS	
GEOL 113 Earth Science	4
SCEN 102 Physical Science	4
BISC 103/113 General Biology	
or	
BISC 207 Introductory Biology I	4
MATH 251 Mathematics for the Elementary School I	3
MATH 252 Mathematics for the Elementary School II	3
MATH 253 Mathematics for the Elementary School III	3
HIST 103 World History to 1648	
or	
HIST 104 World History: 1648 to present	3
HIST 205 United States History	
or	
HIST 206 United States History	3
One of the following Geography courses:	3
GEOG 102 Human Geography	
GEOG 120 World Regional Geography	
GEOG 203 Introduction to Cultural Geography	
GEOG 210 Economic Geography	

LING 101 Introduction to Linguistics	
or	
ENGL 390 English Linguistics	3
One of the following literature courses:	3
ENGL 207 Introduction to Poetry	
ENGL 208 Introduction to Drama	
ENGL 209 Introduction to the Novel	
ENGL 210 Short Story	

Art, Art History, Music, or Theatre

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

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

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

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

EDST 202 Human Development I: Grades K-4	3
EDST 203 Human Development II: Grades 5-8	3
EDST 230 Introduction to Exceptional Children	3
EDST 240 Professional Issues: Philosophical Perspectives	
or	
EDST 247 Professional Issues: Historical Perspectives	3
EDST 258 Cultural Diversity, Schooling and the Teacher	3
(fulfills University multicultural requirement)	
EDST 390 Instructional Strategies and Reflective Practice	3
EDST 433 Non-School Factors Affecting Learning in the Classroom	2
EDST 436 Literacy Problems: Assessment and Instruction	3
EDST 451 Educational Assessment	3
EDDV 210 Introduction to Literature and Literacy Learning	3
EDDV 305 Reading and Writing in the Primary Grades	3
EDDV 308 Curriculum for the Primary Grades	2
EDDV 320 Reading and Writing in the Middle Grades	3
EDDV 335 Elementary Curriculum: Mathematics	3
EDDV 341 Elementary Curriculum: Science	3
EDDV 346 Elementary Curriculum: Social Science	3
EDDV 186 Educational Technology I: Productivity Tools	1
EDDV 286 Educational Technology II: Professional Tools	1
EDDV 386 Educational Technology III: Literacy and Language Arts Lab	1
EDDV 486 Educational Technology IV: Science, Social Studies, & Math Lab	1
EDDV 400 Student Teaching	12

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

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

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

EDST 431 Applied Behavior Analysis	3
EDST 432 Curriculum for School Aged Exceptional Children	3
EDST 435 Educational Evaluation for Exceptional Children	3

CREDITS TO TOTAL A MINIMUM OF..... 125-134

PROGRAM IN EDUCATIONAL STUDIES

The Bachelor of Arts in Educational Studies program is designed especially for students who are interested in the subject of education as part of a liberal arts curriculum and for those who are not necessarily interested in teaching but are interested in education-related careers. Students may select the program as a: (1) single major, or (2) double major with a field outside of education.

The program emphasizes flexibility and rigor. A senior research project or internship, along with the senior seminar, provides intensive exposure to current educational issues as well as career opportunities. The faculty works closely with students on their senior research projects and internships.

DEGREE CONCENTRATIONS

The Educational Studies major has seven concentrations—General, Special Education, ESL/Bilingualism, School Psychology, School Counseling, Educational Psychology, and Measurement, Statistics and Evaluation. The general concentration allows students maximum flexibility in creating a program aimed at the study of education as a discipline. The remaining concentrations have been created to provide opportunities for students to become involved in graduate level study earlier than ordinarily possible, thus creating tighter links to specific professional careers. The selection of one of these concentrations not only gives the student a head start on graduate studies, but provides the opportunity to explore a particular career interest in depth.

DEGREE OPTIONS

Within the framework of this program, there are two degree alternatives:

- A. The *single major* option enables the student to take 41 credits of course work on an approved elective basis. At least 18 of these credits must consist of courses taken outside of the department that contribute directly to the educational studies major. Some examples of courses satisfying this requirement are Child Psychology (PSYC 325); Race, Power and Social Conflict (SOCI 361); Urban Politics (POSC 355); and Contemporary Afro-American Issues (BAMS 205).
- B. The *double major* option requires the student to satisfy the credit requirement (usually 30 or more) in a second discipline of the student's choosing. Under this option, a student may elect majors in Educational Studies and History; Educational Studies and Psychology; Educational Studies and Sociology, etc.

The availability of these two options provides a considerable amount of flexibility to the student for structuring the type of program most suitable to personal academic aspirations.

TRANSFER STUDENTS

Students may transfer to the major in Educational Studies from any other program in the University. An application form must be completed and submitted to the Coordinator of the Bachelor of Arts in Educational Studies Program and an interview arranged. Minimum requirements for transfer include a cumulative grade point average of 2.5 in all courses and grades of no less than 2.5 in required EDST courses. Compliance with the minimum requirements does not guarantee acceptance for transfer.

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

CURRICULUM CREDITS

UNIVERSITY REQUIREMENTS

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

MAJOR REQUIREMENTS

A writing course involving significant writing experience including two papers with a combined minimum of 3,000 words to be submitted for extended faculty critique of both composition and content (A minimum grade of C- must be earned) 3

Completion of the intermediate-level course (107 or 112) in a given foreign language. Students with four or more years of high school work in a single foreign language may attempt to fulfill the requirement in that language by taking an exemption examination. 0-12

MATH 114 Elementary Mathematics and Statistics
or
MATH 115 Pre-Calculus 3

Satisfactory performance on a placement test

Breadth Requirements (See page 70)

Group A	12
Understanding and appreciation of the creative arts and humanities Twelve credits representing at least two areas	
Group B	12
The study of culture and institutions over time Twelve credits representing at least two areas	
Group C	12
Empirically based study of human beings and their environment. Twelve credits representing at least two areas.	
Group D	13
The study of natural phenomena through experiment and analysis A minimum of thirteen credits representing at least two areas including a minimum of one course with an associated laboratory	
EDST 247 Professional Issues: Historical Perspectives	3
EDST 201 Diversity in the Classroom (fulfills University multicultural requirement) or	
EDST 258 Cultural Diversity, Schooling and Teachers (fulfills University multicultural requirement)	3
EDST 304 Educational Psychology: Social Aspects or	
EDST 202 Human Development I	3
EDST 305 Educational Psychology: Cognitive Aspects	3
EDST 230 Introduction to Exceptional Children or	
EDST 390 Instructional Strategies and Reflective Practice	3
EDST 240 Professional Issues: Philosophical Perspectives	3
EDST 469 Research Project/Internship	3
EDST 475 Senior Seminar	3

Three additional Educational Studies courses in one of the following concentrations:

A. Special Education	9
EDST 679 Methods of Instructing Exceptional Children and Youth	
EDST 680 Educational Diagnosis	
EDST 681 Techniques for Behavior Change	
Note: Students selecting this option must take either EDST 230 or EDST 697 before enrolling in these courses	
B. ESL/Bilingualism	9
EDST 607 Educational Research Procedures	
EDST/LING 476 Second Language Acquisition and Bilingualism	
EDST/LING 477 The Structure of English	
Note: Students who wish to enroll in a bilingual concentration must attain a functional use of a foreign language prior to graduation. This requirement may be satisfied by the successful completion of two courses in a foreign language at the 200-level or above.	
C. School Psychology	9
EDST 607 Educational Research Procedures	
EDST 618 Special Services in the School	
EDST 678 Theories of the Exceptional Child	
D. School Counseling	9
EDST 607 Educational Research Procedures	
EDST 618 Special Services in the School	
EDST 656 School Counseling Services	
E. Measurement, Statistics and Evaluation	9
EDST 607 Educational Research Procedures	
EDST 660 Applied Educational Measurement	
EDST 665 Elementary Statistics	
F. Educational Psychology	9
EDST 607 Educational Research Procedures	
EDST 623 Applied Human Development in Schools	
EDST 629 Psychology of Teaching	
G. General	9
Either (a) three additional EDST courses at the 400-level or above, or (b) two such courses and one EDST Honors course at the 300-level or above.	

All Educational Studies majors are encouraged to meet with their advisor upon admission to the program to learn about the various program concentrations and to begin developing a program plan. Each student is required to select a concentration no later than the end of the sophomore year. Admission to all concentrations requires a grade point average of 2.5 or better overall as well as in the major. Admission to all 600-level

courses requires a minimum grade point average of 3.0 overall as well as in the major.

(A minimum grade of C- must be earned in all EDST and EDST/LING courses.)

ELECTIVES

Elective course work must be approved. At least 18 of these credits must consist of courses taken outside of the department that contribute directly to the Educational Studies major.

CREDITS TO TOTAL A MINIMUM OF..... 124

REQUIREMENTS FOR A MINOR IN EDUCATIONAL STUDIES

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

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

HOTEL, RESTAURANT AND INSTITUTIONAL MANAGEMENT

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

Students in the Hotel, Restaurant and Institutional Management program also have the opportunity to participate in a 4 + 1 program with the College of Business and Economics. With careful planning academically eligible students can complete both their undergraduate degree in Hotel, Restaurant and Institutional Management and the Master of Business Administration degree in five years. Additional information is available from the program office; call (302) 831-6077 or e-mail hrim-dept@udel.edu.

GENERAL EDUCATION COURSES

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

Humanities

Art, Art History, Communication, Comparative Literature, English, Foreign Language (including: ARAB, CHIN, FREN, GREK, GRMN, HEBR, ITAL, JAPN, LATN, PORT, RUSS, SPAN), Foreign Languages and Literatures, Jewish Studies, Linguistics, Museum Studies, Music, Philosophy, Theater, Women's Studies (WOMS 100, 203, 205, 208, 209, 210, 214, 216, 222, 318, 320, 324, 325, 326, 328, 330, 338, 353, 380, 381, 382, 389, 465, 471, 480), Science and Culture (CSCC 206, 229, 241, 246, 250, 330, 365, 368, 369, 444).

Sciences

Physical and Biological: Anthropology (ANTH 102, 104, 202), Biological Sciences, Animal Science, Chemistry, Entomology, Food Sci-

ence, Geology, Marine Studies, Plant and Soil Science, Physics and Astronomy, Psychology (PSYC 314), Science.

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

DEGREE: BACHELOR OF SCIENCE MAJOR: HOTEL, RESTAURANT AND INSTITUTIONAL MANAGEMENT

CURRICULUM	CREDITS
UNIVERSITY REQUIREMENTS	
ENGL 110 Critical Reading and Writing (minimum grade C-)	3
Three credits in an approved course or courses stressing multicultural, ethnic, and/or gender-related content (see p. 22)	3
MAJOR REQUIREMENTS	
ENGL 312 Written Communications in Business	3
Humanities electives	6
MATH 114 or MATH 170 College Mathematics and Statistics (designed for students who do not intend to continue the study of mathematics)	
or	
MATH 115 or MATH 171 Pre-Calculus (designed for students who intend to continue the study of mathematics)	3
or	
Successful performance on the proficiency test in mathematics administered by the Department of Mathematical Sciences	
STAT 200 Basic Statistical Practice	
or	
STAT 201 Introduction to Statistics	3
BISC 171 Microbiology in Modern Society	3
NTDT 200 Nutrition Concepts (minimum grade C-)	3
Science electives	6
PSYC 201 General Psychology	3
ECON 100 Economic Issues and Policies	
or	
ECON 151/152 Introduction to Microeconomics/Macroeconomics	3-6
BUAD 309 Management and Organizational Behavior	3
Sociology Elective (following course recommended):	3
SOCI 201 Introduction to Sociology	
ACCT 160 Introduction to Business Information Systems I	3
ACCT 200 Survey of Accounting	
or	
ACCT 207/208 Accounting I and II	4-6
ACCT 352 Law and Social Issues in Business	3
BUAD 301 Introduction to Marketing	3
HRIM 180 Introduction to Hospitality	3
HRIM 201 Food Principles	2
HRIM 211 Food Principles Laboratory	1
HRIM 280 Property Management	3
HRIM 320 Hotel, Restaurant and General Food Service Purchasing	3
HRIM 321 Quantity Food Service Management	2
HRIM 325 Laboratory in Quantity Food Service Management	2
HRIM 380 Management of Lodging Operations	3
HRIM 381 Management of Food and Beverage Operations	3
HRIM 382 Managerial Accounting and Finance in the Hospitality Industry	3
HRIM 480 Human Relations in the Hospitality Industry	3
HRIM 481 Marketing in the Hospitality Industry	3
HRIM 482 Law of Innkeeping	3
HRIM 487 Management Systems in the Hospitality Industry	3
HRIM 488 HRIM Practicum I	4
HRIM 489 HRIM Practicum II	6

All HRIM courses require a minimum grade of C-.

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

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

ELECTIVES

After required courses are completed, sufficient elective credits must be taken to meet the minimum credits required for the degree.

May include Military Science, Music, or Physical Education. (Only two credits of activity-type Physical Education and four credits of Music ensemble and four credits of 100- and 200-level courses in Military Science/Air Force may be counted toward the degree.) Students are encouraged to develop fluency in a second language.

CREDITS TO TOTAL A MINIMUM OF 120

HONORS DEGREE IN HOTEL, RESTAURANT AND INSTITUTIONAL MANAGEMENT

The recipient must complete:

1. All requirements for the Bachelor of Science degree in Hotel, Restaurant and Institutional Management.
2. All the University's generic requirements for the Honors Degree (see page 27).

INDIVIDUAL AND FAMILY STUDIES

The Department of Individual and Family Studies prepares students for challenging careers with individuals and families throughout the lifespan. Graduates become leaders in early education, family support, and human service programs, with many students pursuing advanced study. Honors degrees are available in each of the department's three undergraduate majors.

The major in Early Childhood Development and Education is designed for students who plan on working with young children in school, family, and institutional settings. Certification options allow students to pursue careers as teachers and early interventionists. Certification requirements for state approved early childhood programs can be met by completing the identified course work for each certification option. The program emphasizes developmentally appropriate, family-centered practices to meet the needs of all children, including those with disabilities.

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

The major in Human Development and Family Processes is designed for students with broad interdisciplinary interests and whose career plans may require subsequent graduate education. Students undertake a substantial research experience and a minor in a related field. Individualized programs prepare students for careers in government work, policy, advocacy, health, and social services.

Selection and retention policies for the Early Childhood Development and Education and Family and Community Services majors have been established and must be followed. In addition, there are limitations on the number of students that can be enrolled in each major. Students are responsible for travel arrangements and costs for clinical/internship experiences. For further information, call (302) 831-8490 or e-mail ifs-dept@udel.edu.

GENERAL EDUCATION COURSES

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

Humanities

Art, Art History, Communication, Comparative Literature, English, Foreign Language (including: ARAB, CHIN, FREN, GREK, GRMN, HEBR, ITAL, JAPN, LATN, PORT, RUSS, SPAN), Foreign Languages and Literatures, Jewish Studies, Linguistics, Museum Studies, Music, Philosophy, Theater, Women's Studies (WOMS 100,

203, 205, 208, 209, 210, 214, 216, 222, 318, 320, 324, 325, 326, 328, 330, 338, 353, 380, 381, 382, 389, 465, 471, 480), Science and Culture (CSCC 206, 229, 241, 246, 250, 330, 365, 368, 369, 444).

Sciences

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

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

Social Science

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

DEGREE: BACHELOR OF SCIENCE

MAJOR: EARLY CHILDHOOD DEVELOPMENT AND EDUCATION

CURRICULUM CREDITS

UNIVERSITY REQUIREMENTS

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

MAJOR REQUIREMENTS

Literature course..... 3

Writing course..... 3

(select from courses approved for Arts and Sciences second writing requirement, page 69)

Fine Arts/Humanities courses..... 6

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

BISC 105 Human Heredity and Development..... 3

BISC 115 Human Heredity and Development Laboratory..... 1

Earth Science course..... 3-4

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

Physical Science course..... 3-4

MATH 251 Mathematics for Elementary School I..... 3

MATH 252 Mathematics for Elementary School II..... 3

Mathematics elective..... 3

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

Sociology course..... 3

PSYC 201 General Psychology..... 3

American history course..... 3

Geography course..... 3

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

EDDV 210 Introduction to Literature and Literacy Learning..... 3

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

EDST 230 Introduction to Exceptional Children..... 3

MUED 390 Music in Elementary Schools..... 3

Certification Electives..... 12

Determined in consultation with academic advisor. Students seeking Early Care and Education certification complete 12 credits from the list of certification electives appropriate for working with children 0-K and their families. Students seeking Early Childhood Special Education certification complete IFST 463-Atypical Infant and Toddler, IFST 470-Families and Children at Risk, before student teaching, and six additional credits from the list of certification electives. Qualified students who seek an additional certification in Primary Education (K-4) must complete all requirements for the certification in Early Care and Education (0-K). For this dual certification (0-K and K-4), students must complete 12 credits of approved elementary methods courses as their certification electives. Enrollment in these courses is limited. An additional field experience is also required. Students seeking dual certification must have a major field index of 3.00 after 60 credit hours.

EDDV 400 Student Teaching 9-12
(12 credits for dual certification)

Prerequisites for EDDV 400 Student Teaching: a cumulative index 2.50 and a major field index of 2.75 (Information on courses designated in major field is available from Department Office) and a minimum grade of C- in all IFST courses, EDDV 306, and certification electives. Students seeking certification in one area will complete one 9-week placement of full days and one 9-week placement of half days for a total of 18 weeks and 9 credits. Students seeking certification in two areas will complete two full day 9 week placements for a total of 18 weeks and 12 credits.

NTDT 200 Nutrition Concepts
or
CNST Course 3

IFST 101	Introduction to Community and Family Services	1
IFST 201	Life Span Development	3
IFST 202	Foundations of Family Studies (fulfills University multicultural requirement)	3
IFST 221	Child Development	3
IFST 222	Early Childhood Curriculum I	2
IFST 224	Early Childhood Curriculum I: Practicum	2
IFST 225	Professional Issues in ECDE	3
IFST 236	Infants and Toddlers: Development and Programs	3
IFST 340	Early Childhood Curriculum II	3
IFST 435	Early Childhood Programs for Children with Exceptionalities	4
IFST 445	Family, School, and Community Partnerships	2
IFST 450	Technology in Early Childhood	3
IFST 452	Assessment of Young Children	3
IFST 465	Seminar	2

ELECTIVES

After required courses are completed, sufficient elective credits must be taken to meet the minimum credits required for the degree.

May include Military Science, Music, or Physical Education. (Only two credits of activity-type Physical Education and four credits of Music ensemble and four credits of 100- and 200-level courses in Military Science/Air Force may be counted toward the degree.)

CREDITS TO TOTAL A MINIMUM OF 129

HONORS BACHELOR OF SCIENCE: EARLY CHILDHOOD DEVELOPMENT AND EDUCATION

The recipient must complete:

1. All requirements for the Bachelor of Science degree in Early Childhood Development and Education.
2. All of the University's generic requirements for the Honors Baccalaureate Degree. (see page 27 of this catalog.)
3. These additional requirements:
 - a. Senior Seminar (IFST 465) must be taken as an Honors section.
 - b. Achieve a 3.4 GPA in major.

DEGREE: BACHELOR OF SCIENCE MAJOR: FAMILY AND COMMUNITY SERVICES

CURRICULUM	CREDITS
UNIVERSITY REQUIREMENTS	
ENGL 110 Critical Reading and Writing (minimum grade C-)	3
MAJOR REQUIREMENTS	
English course	3
Communication course	3
Humanities electives	6
NTDT Course	3
Science electives	12
(One science elective must be a laboratory science and at least six credits must be in Physical or Biological Sciences.)	
PSYC 201 General Psychology	3
CNST Course	3
(May be chosen from: CNST 200, 235, 305, 310, and 335)	
Social Science electives	12
EDCE 332 Counseling Theories	3
EDCE 334 Experiential Education	3

IFST 101	Introduction to Community and Family Services	1
IFST 201	Life Span Development	3
IFST 202	Foundations of Family Studies (fulfills University multicultural requirement)	3
IFST 230	Emerging Life Styles	3
IFST 235	Survey in Child and Family Services	3
IFST 328	Introduction to the Research Process	3
IFST 346	Delivery of Human Services	3
IFST 347	Human Services Delivery Systems	3
IFST 422	Family Relationships	3
Two developmental electives chosen from:		6

IFST 221 Child Development
IFST 236 Infants and Toddlers: Development and Programs
IFST 329 Adolescent Development
IFST 339 Adult Development and Aging
IFST 403 Concepts in Gerontology
One developmental elective must be related to the "area of interest" and approved by the advisor.

IFST 465	Seminar	3
IFST 449	Internship in Community Services	9

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

Restricted electives determined in consultation with advisor 18
upon completion of IFST 235. Twelve credits restricted electives must be completed prior to senior internship.

ELECTIVES

After required courses are completed, sufficient elective credits must be taken to meet the minimum credits required for the degree.

May include Military Science, Music, or Physical Education. (Only two credits of activity-type Physical Education and four credits of Music ensemble and four credits of 100- and 200-level courses in Military Science/Air Force may be counted toward the degree.)

CREDITS TO TOTAL A MINIMUM OF 126

HONORS BACHELOR OF SCIENCE: FAMILY AND COMMUNITY SERVICES

The recipient must complete:

1. All requirements for the Bachelor of Science degree in Family and Community Services.
2. All of the University's generic requirements for the Honors Baccalaureate Degree. (see page 27)
3. These additional requirements:
 - a. Senior Seminar (IFST 465) must be taken as an Honors section.
 - b. Achieve a 3.4 GPA in major.

DEGREE: BACHELOR OF SCIENCE MAJOR: HUMAN DEVELOPMENT AND FAMILY PROCESSES

CURRICULUM	CREDITS
UNIVERSITY REQUIREMENTS	
ENGL 110 Critical Reading and Writing (minimum grade C-)	3
MAJOR REQUIREMENTS	
Second Writing Course	3
Selected from courses approved for Arts and Science second writing requirement, page 69.	
Humanities electives	9
Statistics Course including PSYC 309 or SOCI 301	3
Math or CISC Course	3
NTDT Course	3
Science electives	8
At least six credits must be Physical or Biological Sciences.	
PSYC 201 General Psychology	3
SOCI 201 Introduction to Sociology	3
CNST Course	3
(May be chosen from: CNST 200, 235, 305, 310, and 335)	
Social Science electives	9
Interest/Minor Courses	15
IFST 101 Introduction to Community and Family Services	1

IFST 201	Life Span Development.....	3
IFST 202	Foundations of Family Studies..... (fulfills University multicultural requirement)	3
IFST 328	Introduction to the Research Process.....	3
IFST 422	Family Relationships.....	3
IFST 428	Educational Research and Issues in Human Resources	3
IFST 480	IFST Senior Seminar	3
IFST 466	Independent Study or UNIV 401 and 402, Senior Thesis.....	6
Related elective courses may be chosen from.....		12
IFST 221, IFST 236, IFST 329, IFST 339, IFST 403, or IFS 463 or appropriate IFST 600-level courses with the approval of the instructor and the student's advisor.		

All IFST courses require minimum grade of C-

ELECTIVES

After required courses are completed, sufficient elective credits must be taken to meet the minimum credits required for the degree.

May include Military Science, Music, or Physical Education. (Only two credits of activity-type Physical Education and four credits of Music ensemble and four credits of 100-200-level courses in Military Science/Air Force may be counted toward the degree.)

CREDITS TO TOTAL A MINIMUM OF 120

HONORS BACHELOR OF SCIENCE: HUMAN DEVELOPMENT AND FAMILY PROCESSES

The recipient must complete:

1. All requirements for the Bachelor of Science degree in Human Development and Family Processes.
2. All of the University's generic requirements for the Honors Baccalaureate Degree. (see page 27 of this catalog.)
3. These additional requirements:
 - a. Honors Research credits may substitute for the IFST 466 (6 hours) supervised research currently required in this major.
 - b. Senior Seminar (IFST 480) must be taken as an Honors section.
 - c. Achieve a 3.4 GPA in major.

INTERDISCIPLINARY STUDIES IN HUMAN RESOURCES

This major combines science, humanities, and social science requirements with a breadth of courses in the Departments of Nutrition and Dietetics; Consumer Sciences; Hotel, Restaurant and Institutional Management, and Individual and Family Studies. In addition to the core requirements, the student also selects twenty-one additional credit hours from these academic units. The courses that the student does select should reflect his or her personal and career objectives.

The student also has an opportunity to individualize the academic program through eighteen credit hours required in an area of interest outside these core departments. These courses should support a specialized program within the core departments and enhance the student's personal and career goals. If approved by the appropriate department, these courses may also fulfill the requirements for a minor.

Because of the opportunity to individualize the academic program, the Interdisciplinary Studies major is appropriate for students:

- whose career or personal goals can best be achieved by combining University-wide liberal arts courses, a specialization within the core departments and an area of interest/minor outside these academic units; or
- seeking Delaware certification for teaching Family and Consumer Sciences.

Students desiring certification for teaching Family and Consumer Sciences in grades 5-12 in Delaware schools can major in Interdisciplinary Studies in Human Resources or another Family and Consumer Sciences related program. As part of their academic pro-

gram they will complete necessary content and professional course requirements. (Note: Professional courses are not offered each year. Students must work with their academic advisor to determine availability.) These requirements which are necessary for the Standard Certificate include:

- A minimum of 24 semester hours including human development/learning, methods of teaching Family and Consumer Sciences (including clinical experience), identifying exceptionalities, effective teaching strategies, multicultural education and student teaching evenly divided between middle and high school levels; and
- A minimum of 36 semester hours with at least one course from each of the following areas:
 - Housing/home furnishings/home equipment
 - Consumer/family economics
 - Home management
 - Child development
 - Family life/parenthood education
 - Foods/nutrition
 - Textiles/clothing
 - Computer literacy

Student teaching requires a cumulative index of 2.50, a major field index of 2.75 and C- grade in required courses. (Additional information is available from program coordinator.)

In addition, if a student has already received a bachelor's degree from an accredited college (which includes a general studies component) she/he can fulfill the requirements above and apply for certification. For additional details, see Teacher Education Programs in the beginning of this chapter.

For further information, call (302) 831-2301 or e-mail cheposs@udel.edu.

GENERAL EDUCATION COURSES

The following courses have been approved to fulfill humanities, science, and social science electives for students majoring in Interdisciplinary Studies in Human Resources.

Humanities

Art, Art History, Communication, Comparative Literature, English, Foreign Language (including: ARAB, CHIN, FREN, GREK, GRMN, HEBR, ITAL, JAPN, LATN, PORT, RUSS, SPAN), Foreign Languages and Literatures, Jewish Studies, Linguistics, Museum Studies, Music, Philosophy, Theater, Women's Studies (WOMS 100, 203, 205, 208, 209, 210, 214, 216, 222, 318, 320, 324, 325, 326, 328, 330, 338, 353, 380, 381, 382, 389, 465, 471, 480), Science and Culture (CSCC 206, 229, 241, 246, 250, 330, 365, 368, 369, 444).

Sciences

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

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

Social Science

American Studies, Anthropology (cultural/social, all except ANTH 102, 104, 202), Black American Studies, Business Administration (BUAD 309), Criminal Justice, Economics (including FREC 150), Geography (economic and social, including: GEOG 102, 120, 203,

210, 225, 226, 227, 236, 240, 310, 325, 328, 330, 340), History, Political Science, Psychology (except PSYC 309 and 314), Sociology, Women's Studies (WOMS 201, 202, 204, 206, 207, 211, 212, 213, 233, 240, 290, 291, 297, 298, 299, 300, 305, 323, 333, 335, 350, 363, 407, 409, 413, 415, 430, 436, 460, 473, 498), Science and Culture (CSCC 233, 242, 243, 271, 310, 311, 355, 382, 385).

DEGREE: BACHELOR OF SCIENCE

MAJOR: INTERDISCIPLINARY STUDIES IN HUMAN RESOURCES

CURRICULUM

CREDITS

UNIVERSITY REQUIREMENTS

ENGL 110 Critical Reading and Writing (minimum grade C-)	3
Three credits in an approved course or courses stressing multicultural, ethnic, and/or gender-related content (see p. 22).	3

MAJOR REQUIREMENTS

Humanities electives	9
Communications course	3
Science electives	8
Biology course	4
Economics course	3
Psychology course	3
Sociology course	3
Social Science electives	6
Courses in area of interest or minor outside the core departments	18
MATH 114 or equivalent	3
A second writing course is also required. It should be selected from the courses approved for Arts and Science (See page 69) and can be used to fulfill another degree requirement.	
CNST 114 Clothing in Contemporary Society	3
CNST 235 Management of Resources	3
CNST 200 Consumer Economics	3
NTDT 200 Nutrition Concepts	3
NTDT 305 Nutrition in the Lifespan	3
IFST 221 Child Development	3
IFST 201 Lifespan Development	3
IFST, HRIM, NTDT, CNST, HURE	21

ELECTIVES

After required courses are completed, sufficient elective credits must be taken to meet the minimum credits required for the degree. It is recommended that EDCE 334 Experiential Education, practicum/internship experience or research component be included in the academic program. May include Military Science, Music, or Physical Education. (Only two credits of activity-type Physical Education and four credits of Music ensemble and four credits 100- and 200-level courses in Military Science/Air Force may be counted toward the degree.)

CREDITS TO TOTAL A MINIMUM OF 120

URBAN AFFAIRS AND PUBLIC POLICY

The Graduate School of Urban Affairs and Public Policy integrates graduate study with policy research and public service. The School offers five degree programs — a Master of Public Administration (jointly offered with the Department of Political Science and International Relations), a Master of Arts in Urban Affairs and Public Policy, and a Master of Arts in Environmental and Energy Policy as well as a Ph.D. in Urban Affairs and Public Policy and a Ph.D. in Environmental and Energy Policy. The M.P.A. program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA) and the School is rated by NASPAA as a comprehensive school of public affairs.

The School's 200 students have undergraduate degrees in over 30 disciplines. They come from all parts of the U.S. and a dozen foreign countries (about 20% are international students). They are about equally divided between man and women, and they are about 20% African-American and Hispanic. About half are in the M.P.A. program, and the rest are about equally divided between the M.A. and the Ph.D. programs.

The School is nationally recognized for its integration of theory and practice — "the Delaware model" of public affairs education. Most graduate students affiliate with one of CHEP's research and public service units, described earlier in this chapter, and the experience of working with faculty and staff on current public issues is an invaluable part of graduate education in the School. In addition, the School's internship program provides students with supervised practical experience in their chosen field.

The School has a wide range of financial aid programs including full tuition scholarships, paid research assistantships, and a very limited number of fellowships (scholarship plus a stipend). For members of minority groups, there is also the Presidential Assistantship Program. Although there is keen competition for financial aid, the School has long been able to provide support for most full-time students.

The School welcomes informal inquiries from UD undergraduates and the chance to describe in detail the special features and specific requirements of its degree programs. For information, contact Linda Boyd at (302) 831-8289 or e-mail to linda.boyd@mvs.udel.edu.