



COLLEGE OF HUMAN SERVICES, EDUCATION AND PUBLIC POLICY

GRADUATE PROGRAMS

- **Research and Public Service Centers**
- **Education (PhD)**
- **Educational Leadership (EdD)**
- **Curriculum and Instruction (MEd)**
- **Educational Technology (MEd)**
- **Higher Education Administration (MEd)**
- **School Leadership (MEd)**
- **Exceptional Children and Youth (MEd)**
- **Reading (MEd)**
- **Instruction (MI)**
- **Teaching English as a Second Language (MA)
Combined BA/MA option**
- **School Psychology (MA, EdS)**
- **Environmental and Energy Policy (MEEP, PhD)**
- **Fashion Studies (MS)**
- **Human Development and Family Studies (MS, PhD)**
- **Counseling in Higher Education (MA)**
- **Urban Affairs and Public Policy (MA, PhD)**
- **Public Administration (MPA)**

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

CHEP offers graduate degree programs through the School of Education, the Department of Human Development and Family Studies, and the School of Urban Affairs and Public Policy.

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

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 thousands of clients annually, including national and international groups and agencies as well as regional, state and local organizations. Students work with faculty and staff on virtually all these efforts, designing research projects, developing training programs, gathering and analyzing data, organizing conferences, and writing and presenting research reports, scholarly papers and journal articles.

The CHEP research and service centers listed below are profiled in detail in the chapter "Research Centers, Institutes, and Special Facilities."

- Center for Applied Demography and Survey Research
- Center for Community Research and Service
- Center for Disabilities Studies
- Center for Energy and Environmental Policy
- Center for Historic Architecture and Design

- Delaware Center for Teacher Education
- Early Learning Center
- 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:

The College School, located in Alison Hall (ALS), provides a school-year program for children, grades 1-8, with learning differences. The school provides individualized and innovative instruction for children who have had unsuccessful school experiences, with the goal of returning these students to more traditional educational environments within an average of 2-3 years. The school also serves as an observation, research, and clinical site for undergraduate and graduate students and faculty. For further information: www.udel.edu/collegeschool, or call (302) 831-1097.

The **Early Learning Center** is a joint project of the Colleges of Human Services, Education and Public Policy (CHEP), Arts and Sciences and Health Sciences. The Center opened in June 2004 and is a state-of-the-art comprehensive early care and education facility. It offers quality child care and other services for families, including intervention services; technical assistance and training for community family-service providers; a laboratory for faculty and student researchers from several UD colleges; and a hands-on learning site for graduate and undergraduate students from across the campus. For more information, please see <http://www.udel.edu/elc> or contact Peg Bradley, Director, at pbradley@udel.edu.

The **Legislative Fellows Program** is a unique opportunity for especially qualified undergraduates and graduate students to work directly with members of the Delaware General Assembly. Fellows provide timely, nonpartisan research assistance on complex public policy issues while gaining a thorough knowledge of the legislative process that will be useful in a wide variety of careers. In addition,

Fellows become acquainted with state and local elected officials, agency directors, business heads, and community leaders. Selected through a competitive process, Fellows work in Dover for twenty hours per week from January to June and earn a stipend comparable to a research assistantship. For more information contact Lisa Moreland at (302) 831-4955 or e-mail: lisamk@udel.edu.

Professional Development Schools provide professional training in teacher education much the way teaching hospitals serve medical education. The University of Delaware is working with several elementary and middle schools in the Christina and Milford School District. Some students complete their clinical requirements at these sites.

The **University Of Delaware Laboratory Preschool** is administered by the CHEP Office of the Dean. The Laboratory Preschool is a NAEYC accredited model preschool program, provides appropriate developmental programs for children with and without disabilities; teaches University students to work with young children through classroom practicum experiences; provides opportunities for students, faculty and professionals to observe exemplary preschool programs and teacher role models; enables students to observe children ages two through six so the students can better understand developmental progression; and provides a research site for students and faculty. For further information, contact Peg Bradley, director, at (302) 831-2304 or e-mail: pbradley@udel.edu.

SCHOOL OF EDUCATION

Telephone: (302) 831-2573

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

Faculty Listing: <http://www.udel.edu/educ/people.html>

PROGRAM OVERVIEW

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

DOCTOR OF PHILOSOPHY DEGREE PROGRAM

Telephone: (302) 831-1165

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

The Ph.D. program includes core coursework in two Proseminars that introduce first year students to the breadth of

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

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

REQUIREMENTS FOR ADMISSION TO THE PHD PROGRAM

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

1. Official report of GRE scores taken within the past three years. Although there is not a minimum GRE requirement, it is expected that applicants will attain a 1050 or above on the combined verbal and quantitative sections of the exam.
2. Official report of TOEFL scores is required for international students or students whose first language is not English. A TOEFL score of 600 or higher (paper-based test) or 250 (computer-based test) or 100 (iBT) must be achieved.
3. An official copy of the applicant's undergraduate transcript from an accredited college or university must be submitted.
4. An official copy of the applicant's graduate transcripts from an accredited college or university must be submitted if applicable. Candidates applying to the mathematics education specialization must have earned a master's degree.
5. Three letters of reference from individuals who are able to assess the applicant's academic ability and potential.
6. A statement from the applicant describing professional objectives and plans for accomplishing them.

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

PROGRAM REQUIREMENTS FOR THE PHD DEGREE

1. **Course Work:** Doctoral Core coursework includes two Proseminars (EDUC 805, EDUC 806) that students take in the first two semesters of their program, and three methodology courses (EDUC 856, EDUC 850, EDUC 852) taken in the first three semesters of their program. This 17 credit hour sequence comprises the Doctoral Core. Students must also complete a minimum of 21 credit hours of specialization area coursework from one of the following areas: cognition, development and instruction; curriculum inquiry; literacy education; mathematics education; research methodology and evaluation; school psychology; science education; socio-cultural approaches; or special education.

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

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

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

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Telephone: (302) 831-1165

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

REQUIREMENTS FOR ADMISSION TO THE EDD PROGRAM

Students are admitted once a year to the EdD program and applications for admission must be received by February 28 to be considered for acceptance for the following fall semester. To be admitted to the EdD program in Educational Leadership, candidates must satisfy the following requirements:

1. Possession of a master's degree from an accredited college or university.
2. Complete transcripts of prior undergraduate and graduate work from an accredited college or university must be submitted. A minimum 2.75 undergraduate gpa is expected as well as a 3.00 minimum graduate gpa.
3. Complete program application with supporting materials.
4. Submission of three letters of reference from individuals who are able to assess the applicant's academic potential and leadership ability.
5. Submission of a current vita.

6. Highly qualified applicants will be invited to participate in an on-site writing assessment.

PROGRAM REQUIREMENTS FOR THE EDD DEGREE

1. **Course work:** A total of 54 credit hours of course work is required for the EdD. Students in both concentrations take 9 credit hours of Core Coursework (EDUC 824, 863, and 891) and 12 credit hours of dissertation study (EDUC 969) in fulfillment of the Executive Position Paper (EPP). Additionally, students in Administration and Policy take 27 credits of concentration coursework (EDUC 809, 810, 827, 828, 839, 879 [6 credits], 890), a 3 credit independent study with their advisor (EDUC 866) in preparation for their EPP proposal, and 6 credits of restricted electives. Students in Curriculum, Technology and Higher Education take 12 credits of concentration coursework (EDUC 665, 818, 850, 860) and 21 credits of restricted electives in the student's area of content knowledge expertise or area of employment responsibilities/expertise.
2. Advancement to doctoral candidacy, including the successful defense of the EPP proposal.
3. Development and successful oral defense of the Executive Position Paper.

MASTER OF ARTS DEGREES (MA)

Telephone: (302) 831-1165

TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

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

REQUIREMENTS FOR ADMISSION TO THE TESL PROGRAM

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

1. Complete program application including a statement of goals and objectives.
2. A minimum undergraduate cumulative index of 3.0 from an accredited college or university.
3. A minimum graduate cumulative index of 3.5 from an accredited college or university for all graduate courses completed.
4. GRE quantitative and verbal test scores must be submitted. Although there is not a minimum GRE requirement, it is expected that applicants will attain a 1050 or above on the combined verbal and quantitative sections of the exam.
5. A score of at least 600 (paper-based test) or 250 (computer-based test) or 100 (iBT) on the Test of English as a Foreign Language (TOEFL) from applicants whose first language is not English.
6. Three letters of reference from individuals who are able to assess the applicant's academic ability and potential.

PROGRAM REQUIREMENTS FOR THE MA IN TESL DEGREE

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

1. Education Core Courses (12 hours): EDUC 613, EDUC 619,

- EDUC 627, and EDUC 740.
- Linguistics and TESL Courses (18 hours): LING 676, LING 677, FLLT 622, FLLT 624, EDUC 698, and EDUC 647.
 - Teaching Practicum (EDUC 742 - 3 credits) for students not seeking certification; OR Graduate Teaching Internship (EDUC 750) (6 credits) for students seeking certification as a classroom teacher. All students must take the Praxis II exam in TESL prior to being allowed to begin their Practicum or Graduate Teaching Internship. Students may select their elective course from the following list: LING 604, 617, 680, 697, 699, EDUC 614, 631, 632, 633, 658. Additionally, students seeking certification to teach in U.S. schools must take the Praxis I exam as a pre-requisite to the Graduate Teaching Internship.

COMBINED BA/MA PROGRAM (ENGLISH/TEACHING ENGLISH AS A SECOND LANGUAGE)

Exceptionally well qualified undergraduate English majors may apply for the 4 + 1 program which would culminate with the student earning a BA in English and an MA in Teaching English as a Second Language within five years. English majors who have a minimum overall GPA of 3.2 with a minimum 3.0 in their major may apply to the MA in Teaching English as a Second Language in the fall of their junior year by completing the University's graduate application. One of the three reference letters that is required as a part of the application must come from their English department faculty advisor. The MA-TESL is a competitive program and not all students who meet the minimum admission requirements will be admitted. Students admitted to the 4 + 1 program will be allowed to enroll in the following four graduate courses and count them towards their bachelor's degree: LING 676, LING 698, ENGL/LING 677, and EDUC 619. Once admitted to the 4 + 1 program, students must maintain a minimum 3.0 overall GPA and earn a grade of "B" or higher in the four designated TESL courses they take as an undergraduate. During the fifth year, students will take the remaining 21 credits of graduate coursework required in the TESL program.

SCHOOL PSYCHOLOGY MA/EDS IN SCHOOL PSYCHOLOGY

Telephone (302) 831-1165

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

REQUIREMENTS FOR ADMISSION TO THE SCHOOL PSYCHOLOGY PROGRAM

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

- A minimum undergraduate cumulative index of 3.0 from an accredited college or university.
- A minimum graduate cumulative index of 3.5 from an accredited college or university.
- GRE Quantitative and Verbal Test scores must be submitted. Although there is not a minimum GRE requirement, it is expected that applicants will attain a 1050 or above on the combined verbal and quantitative sections of the exam.
- Three letters of reference from individuals who are able to assess the applicant's academic ability and potential.

- Complete program application including a written goal statement and interview with program faculty in which dispositions consistent with the goals of the program are assessed.

PROGRAM REQUIREMENTS FOR THE MA AND EDS IN SCHOOL PSYCHOLOGY

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

Required coursework includes the following:

- Coursework required for the MA degree (30 cr. hrs.): EDUC 618, 623, 663, 671, 679, 691, 744, 814, 817, and 830.
- Coursework required for the EdS degree (30 cr. hrs.): EDUC 651, 671 (6 cr. hrs.), 813, 831, 841, 842, 870, plus Internship in School Psychology (EDUC 688) (6 cr. hrs.).

MASTER OF EDUCATION DEGREES (MEd)

Telephone (302) 831-1165

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

MAJOR IN CURRICULUM AND INSTRUCTION

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

REQUIREMENTS FOR ADMISSION TO THE MEd PROGRAM IN CURRICULUM AND INSTRUCTION

- Students are admitted to this major twice a year with an application deadline of November 1 for spring semester admission and April 1 for fall semester admission.
- A complete program application including a written statement of goals and objectives.
- A bachelor's degree in a field relevant to the applicant's proposed program from an accredited college or university. The concentration in secondary science education certification requires a bachelor's degree in a natural science. The concentration in mathematics education requires a minimum of 15 credits in mathematics including two college courses in Calculus for students interested in middle school mathematics certification. The concentration in secondary mathematics education requires a minimum of 30 credit hours in mathematics including a college course in Calculus. The concentration in social studies requires a minimum of 18 credit hours in the undergraduate social studies courses.
- Official report of GRE scores taken within the past three years. Although there is not a minimum GRE requirement, it is expected that applicants will attain a 1050 or above on the combined verbal and quantitative sections of the exam.
- Applicants to the secondary science concentration who are seeking initial certification to teach must submit scores for the Praxis II Content Area test that is directly applicable to the subject area in which they intend to teach (e.g., Biology, Chemistry, Physics).
- A minimum score of 600 on the TOEFL (paper-based test) or

250 (computer-based test) or 100 (iBT) from applicants whose first language is not English.

- Three letters of reference from individuals who are able to assess the applicant's academic ability and potential.
- A minimum 2.75 cumulative undergraduate GPA from an accredited college or university.

PROGRAM REQUIREMENTS FOR THE MED IN CURRICULUM AND INSTRUCTION

- Core Courses (6-9 credits):** including courses in curriculum theory (EDUC 640) and research (EDUC 600, 607, or 660).
- Courswork consistent with program concentration.** The mathematics education concentration requires EDUC 730 or MATH 585, EDUC 634, EDUC 635 or MATH 584, EDUC 636, and 15 credits in mathematics or mathematics education selected with the approval of their faculty advisor. The secondary mathematics education concentration requires EDUC 636, MATH 518, MATH 581, MATH 583, MATH 584, EDUC 585, MATH 586, and 6 credits in mathematics or mathematics education selected with the approval of their faculty advisor. The social studies concentration requires EDUC 645 and 24 credits in social studies, ethnic studies, or multicultural education selected with the approval of their faculty advisor. The science education concentration requires EDUC 641, EDUC 642 and 9-18 additional credits of physical and/or natural science courses. Additional coursework in addition to the 33 credit hours required for the MED is required for students seeking initial certification in secondary science or middle school mathematics. Additionally, Graduate Teaching Internship (EDUC 750) is required for students seeking initial certification.
- Master's Comprehensive Examination OR Master's Thesis** depending upon the specialization.

MAJOR IN EDUCATIONAL TECHNOLOGY

The Master of Education in Educational Technology is a degree program designed for individuals who seek both a theoretical and a practical grounding in educational technology methods and techniques, emphasizing theories of teaching and learning that support these methods. Based on the assumption that new media and the Internet can have a positive effect on teaching and learning, this program is designed for individuals who want to use technology to make a positive impact on the future of schooling. Those interested in applying to the program must provide the School of Education faculty with evidence of a strong academic background representing both breadth and depth in their content area and experience with technology. Due dates for receipt of completed applications are April 1 for admission for the Fall semester, and November 1 for admission for the spring semester.

REQUIREMENTS FOR ADMISSION TO THE MED IN EDUCATIONAL TECHNOLOGY

- A bachelor's degree in a field relevant to the applicant's proposed program.
- An undergraduate GPA of 3.0 or higher.
- A minimum score of 600 on the TOEFL (paper-based test) or 250 (computer-based test) or 100 (iBT) from applicants whose first language is not English.
- Three letters of recommendation testifying to the applicant's academic abilities.
- A complete program application including a written statement of goals and objectives.

REQUIREMENTS FOR THE MED IN EDUCATIONAL TECHNOLOGY

- Core courses (6-9 credits)** including courses in curriculum theory

(EDUC 640) and research (EDUC 600 or 607).

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

MAJOR IN EXCEPTIONAL CHILDREN AND YOUTH

This program is a unique noncategorical program that provides advanced training for teachers, education consultants, educational diagnosticians, and technology specialists. Areas of specialization are: (1) Elementary Special Education, (2) Secondary Special Education, (3) Special Education Technology, and (4) Severe Disabilities. The program is comprised of two tracks: (1) the Masters Program track for teachers with an initial teaching certificate, and (2) the Masters Plus Certification Program (MPCP) (<http://www.udel.edu/dcte/mpcp/>) track for those seeking an initial certificate in addition to the degree.

Due dates for receipt of completed applications for the Master's Program track are April 1 for admission in the subsequent Fall semester, and November 1 for admission in the subsequent Spring semester. Completed applications for the MPCP are due by February 15 for admission the following summer.

REQUIREMENTS FOR ADMISSION TO THE MED IN EXCEPTIONAL CHILDREN AND YOUTH

- A minimum undergraduate cumulative index of 3.0 from an accredited college or university.
- A minimum graduate cumulative index of 3.5 (if applicable) from an accredited college or university.
- A minimum score of 600 on the TOEFL (paper-based test) or 250 (computer-based test) or 100 (iBT) from applicants whose first language is not English.
- Uncertified applicants must submit passing scores on the Praxis I exam consistent with the Delaware Department Of Education requirements.
- A completed program application including a statement of professional objectives.
- A 500 word essay on a special education topic. For more information on this admission requirement please see <http://www.udel.edu/educ/graduate/masters/exceptional/index.html>.

PROGRAM REQUIREMENTS FOR THE MED IN EXCEPTIONAL CHILDREN AND YOUTH

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

- Required Core Courses (18 credit hours):** EDUC 623, EDUC 679, EDUC 680, EDUC 681, EDUC 682 and EDUC 745.
- Specialization Area Coursework (15 credit hours):** Students will complete 15 credit hours of specialization coursework in one of the following areas: Elementary, Secondary, Special Education Technology, or Severe Disabilities. Specialization courses are selected jointly by the student and her/his advisor.
- Final Paper or Thesis:** In addition to coursework, students will pursue either a Final Paper or a Master's Thesis as a final demonstration of learning.

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

1. Complete background courses in addition to the 33 graduate credits. Depending upon the student's prior academic program, these courses generally include courses in literacy/reading, mathematics, and education of the exceptional child;
2. Choose to specialize in either Elementary Special Education or Secondary Education and complete their 15 credits of specialization courses in one of these two areas;
3. Students seeking initial certification must show evidence of having taken a state-designated content areas knowledge test (e.g., Praxis II) no later than when they have completed 27 credit hours in the program; and
4. Complete the Graduate Teaching Internship (EDUC 750).

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

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

MAJOR IN HIGHER EDUCATION ADMINISTRATION

The Master of Education in Higher Education Administration is a 33 credit hour program for individuals seeking professional advancement and leadership development in a higher education environment. Although most students enroll in this program on a part-time basis, it is also possible to complete the program as a full-time student. The curriculum draws upon candidates' work experience to integrate theory and practice as it prepares them for positions of leadership in traditional colleges and universities, non-traditional post-secondary institutions, and adult and continuing education programs within corporate or higher education settings. Within this degree program, a specialization in sports administration and management is available for individuals seeking professional positions in athletic administration or coaching at the university or secondary level.

REQUIREMENTS FOR ADMISSION TO THE MED PROGRAM IN HIGHER EDUCATION ADMINISTRATION

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

1. A complete program application including a written statement of goals and objectives.
2. A minimum undergraduate cumulative index of 2.75 or higher from an accredited college or university.
3. A minimum graduate cumulative index of 3.0 or higher (if applicable) from an accredited college or university.
4. A minimum score of 600 on the TOEFL (paper-based test) or 250 (computer-based test) or 100 (iBT) from applicants whose first language is not English.
5. Three letters of reference from individuals who can assess the applicant's academic ability and potential as well as their leadership qualities.

PROGRAM REQUIREMENTS FOR THE M.ED. IN HIGHER EDUCATION ADMINISTRATION

The M.Ed. in Higher Education Administration requires 33 credits of coursework, including:

1. **General Core Courses** (24 credits): EDUC 607, EDUC 670, EDUC 699, EDUC 818, EDUC 849, EDUC 883, IFST 688, and IFST 689.
2. **Elective Requirements** (6 credits): Six credits of electives chosen with the approval of the student's advisor. Recommended electives include the following courses for students interested in sports administration and management: HESC 616, HESC 620, HESC 634, HESC 635, HESC 647. Additional electives may include: IFST 683, IFST 692, and EDUC 847.

3. **Higher Education Internship** (3 credits). All students are required to complete the graduate course, EDUC 743 Internship in Higher Education Administration. A portfolio is required for this internship.

MAJOR IN READING

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

REQUIREMENTS FOR ADMISSION TO THE MED PROGRAM IN READING

Applicants are admitted to this program once a year, with completed applications due by April 1 for admission in the following fall semester.

1. A bachelor's degree from an accredited college or university.
2. An undergraduate GPA of 3.0 or higher.
3. A minimum score of 600 on the TOEFL (paper-based test) or 250 (computer-based test) or 100 (iBT) from applicants whose first language is not English.
4. Three letters of reference from individuals who are able to assess the applicant's academic ability and potential.
5. A complete program application including a written statement that clearly identifies the applicant's goals within the program.
6. Demonstrated knowledge of the teaching of oral language, reading, and writing through previous coursework and teaching.

PROGRAM REQUIREMENTS FOR THE MED IN READING

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

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

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

MAJOR IN SCHOOL LEADERSHIP

This program is 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 in PK-12 settings. The curriculum draws upon candidates' work experience to integrate theory and practice as it prepares them for

positions of school leadership in educational settings. Coursework in this program aligns with the Interstate School Leadership Licensure Consortium (ISLCC) standards. Therefore, students who complete the program will qualify for School Leader I certification.

REQUIREMENTS FOR ADMISSION TO THE MED PROGRAM IN SCHOOL LEADERSHIP

Applicants are admitted to this cohort-based program once a year, with completed applications due by April 1 for the following fall semester.

1. Baccalaureate degree from an accredited college or university. Transcripts showing an undergraduate GPA of 2.75 or higher.
2. Applicants with lower than expected performance are not automatically disqualified, but should provide an explanation for their prior performance and describe the experiences, skills, and dispositions they believe indicate the ability to succeed at the graduate level.
3. Transcripts showing a minimum GPA of 3.0 for all graduate courses completed (if applicable). This GPA applies to graduate level courses taken through continuing education or graduate programs at the University of Delaware and other institutions.
4. Three letters of recommendation. One letter must come from an immediate supervisor (e.g., principal), and the other two may come from a faculty member or another individual who is familiar with the quality of the applicant's academic ability and potential for school leadership. Letters from friends and family are strongly discouraged.
5. For students whose native language is not English, an officially reported minimum TOEFL score of 600 (paper-based test) or 250 (computer-based test) or 100 (iBT).
6. A written statement of goals and objectives. This three-question essay response is part of the standard Graduate Studies application and should explain why the applicant wishes to pursue a MED in School Leadership.

PROGRAM REQUIREMENTS FOR THE MED IN SCHOOL LEADERSHIP

1. **Coursework:** The MEd in School Leadership requires 33 credits of graduate-level coursework. The required coursework includes: EDUC 661, EDUC 664, EDUC 693, EDUC 733, EDUC 734, EDUC 735, EDUC 736, EDUC 737, and EDUC 738.
2. **Internship:** Students complete a 6-credit Internship (EDUC 739). The Internship requires students to engage in authentic, leadership-related field experiences in approved school settings. A portfolio is required as part of this internship.
3. **Non-registered degree requirements:** Before enrolling in the internship (EDUC 739), students must submit School Leadership Licensure Assessment (SLLA) scores to the Graduate Programs Director of the School of Education. Students will not be allowed to graduate from this degree program unless they have submitted their scores for this test.

MASTER OF INSTRUCTION DEGREE (MI)

Telephone: (302) 831-1165

The Masters of Instruction degree is a 33 credit hour program for practicing teachers with a portfolio capstone experience. The program strengthens teachers' capacity to study and improve their own practice and supports application for National Board Certification. Concentrations in School Library Media and Agriculture Education and a specialization in Educational Technology are available through this program by completing designated coursework in any of these areas.

REQUIREMENTS FOR ADMISSION TO THE MI PROGRAM

Students are admitted to this program three times a year, with

completed applications due by November 1 for admission in the subsequent Spring semester, February 1 for admission in the subsequent Summer session, and April 1 for admission in the subsequent Fall semester.

1. Evidence of current employment as a teacher.
2. Three letters of reference from individuals who are able to assess the applicant's instructional competencies, personal characteristics, and attitudes toward teaching.
3. A completed program application including a statement of professional goals with a supervisor's signature indicating that the supervisor agrees that the goals specified are reasonable for this applicant and will improve the quality of instruction in the applicant's classroom.
4. An MI Program Application Supplement, found online at http://www.udel.edu/educ/graduate/masters/instruction/MI_Supp.pdf
5. A minimum 2.5 undergraduate GPA from an accredited college or university..

PROGRAM REQUIREMENTS FOR THE MI PROGRAM

This MI program requires 33 credits of course work, including:

1. **General Core Courses (12 hours):**
Study of Teaching (3 cr.): EDUC 600 or EDUC 629
Academic Assessment (3 cr.): EDUC 605 or EDUC 680
Classroom Management and Motivation (3 cr.):
 EDUC 658 or EDUC 681
Models of Instruction (3 cr.): EDUC 627 or EDUC 640
2. **Specialization/Individualized Courses (18 credits):** Students take 18 credit hours of coursework, selected with the assistance of their faculty advisor, to address the specific program goals identified by the applicant at the time of admission. Students may take courses in a specific content area such as literacy, mathematics, social studies, or science and/or they may take specific courses to enhance their teaching expertise such as courses in classroom management or English as a Second Language.
A concentration in School Library Media (SLM) may be obtained through selected coursework in this area. Courses required for the SLM concentration include: EDUC 602, EDUC 603, EDLM 621, EDLM 622, EDLM 625, and EDLM 628.
A concentration in Agriculture Education may be obtained through selected coursework in this area. Courses required for the Agriculture Education concentration include: AGED 626, AGED 630, FREC 682, STAT 608, and 6 additional credits of restricted elective courses approved by the faculty advisor for this concentration.
A specialization in Educational Technology may be obtained through selected coursework in this area. For more information on this specialization area coursework, please see <http://www.udel.edu/fth/masters/edtechmi.html>
3. **Masters Portfolio (3 cr.):** EDUC 648 (1 cr.) and EDUC 669 (2 cr.) The first portfolio course (EDUC 648) must be taken in the first term that the student is enrolled in the program.

ENVIRONMENTAL AND ENERGY POLICY PROGRAMS

John Byrne, PhD, Director of Center for Energy and Environmental Policy

Young-Doo Wang, PhD, Director of Environmental and Energy Policy Program

Telephone: (302) 831-8405

<http://ceep.udel.edu/>

Faculty Listing: <http://ceep.udel.edu/people/index.html>

PROGRAM OVERVIEW

The graduate program in Environmental and Energy Policy

prepares students to contribute to the improvement of environmental and energy policy through the development of an interdisciplinary understanding of the interactions of society, resources, and the environment. The program is administered by the College of Human Services, Education and Public Policy through its Center for Energy and Environmental Policy and is supported by faculty and research centers of the Colleges of Agriculture and Natural Resources, Arts and Sciences, Engineering, and Marine and Earth 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 (MEEP)

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

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

MEEP 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.

PHD PROGRAM IN ENVIRONMENTAL AND ENERGY POLICY

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

Students may choose among 5 concentrations offered through the PhD program: Sustainable Development; Political Economy of Energy and Environment; Disasters and Public Policy; Energy Policy; and Environmental Policy. All PhD 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 PhD 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 PhD students must successfully pass a Qualifying Examination administered at the end of the first year of doctoral study.

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

engineering and public policy requirement.

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

The second year of the PhD 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.

FASHION STUDIES

Marsha Dickson, PhD, Department Chair
 Sharron Lennon, PhD, Director of Graduate Studies
 Telephone: (302) 831-6054
<http://www.udel.edu/fash/graduate/>
 Faculty Listing: <http://www.udel.edu/fash/about/directory.html>

PROGRAM OVERVIEW

The Department of Fashion and Apparel Studies offers a Master of Science in Fashion Studies. The program is designed to prepare students to be effective professionals in the global apparel industry. All students will complete design problem-solving and consumer behavior courses to bring an understanding of both to meet challenges in the global fashion industry. The growth and dominance of large multinational apparel brands and retailers has created a need for graduates who are globally oriented and innovative, with apparel product design expertise, consumer behavior expertise, strong research skills, an understanding of social responsibility and sustainability, and strong communication skills. Graduates will be eligible for key industry positions that create value for a firm by integrating knowledge about consumer research, product design, product merchandising, product sourcing, and product presentation. The program has an international focus and emphasizes understanding design, theory, and research as they relate to fashion phenomena. Concepts and practices from social responsibility and sustainability underlie the graduate program. The MS in Fashion Studies is also designed to provide students interested in future doctoral work in fashion and apparel programs a strong 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. A few funded assistantships are available; applications received by February 1 will be considered for funding. Review of applicants begins on February 1.

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

1. Strong written and oral communication skills
2. An understanding of computer systems and basic word processing and spreadsheet applications
3. Knowledge of consumer behavior or social psychological

aspects of clothing

4. Knowledge of the global fashion industry
5. Understanding of design and aesthetic concepts
6. Applicants interested in a creative design focus should have

had a minimum of one patternmaking course

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

Specific admission requirements are:

1. A cumulative grade-point average (GPA) equivalent to at least 3.0 on a 4.0 scale in all prior undergraduate college-level course work.

2. A GRE (Graduate Record Exam) score (taken within past 5 years), with a minimum combined verbal and quantitative score of 1050 and no less than 550 on the verbal GRE.

3. Students whose first language is not English must take the Test of English as a Foreign Language (TOEFL) unless a prior degree was obtained from a U.S. institution. The minimum score for TOEFL should be 550 or higher (paper-based test) or 213 (computer-based test) or 79 on the Internet-based TOEFL to be considered for admission. TOEFL scores more than two years old cannot be validated or considered official.

4. An interview with member(s) of the Fashion and Apparel Studies graduate faculty may be required.

See the "Graduate Admissions" chapter in this catalog for additional information, particularly for application procedures and dates.

REQUIREMENTS FOR THE DEGREE

The master's program requires a minimum of 32 hours of graduate coursework, including 6 hours of thesis, 6 semester hours of research methods and statistics, 14 required hours of departmental courses, and 6 elective hours of additional focus area courses in the department.

Master's students are required to take the following courses:

| | | |
|--------------|--|-----|
| FASH 822 | Global Fashion Consumer | 3 |
| FASH 689 | Apparel Supply Chains & Social Responsibility | 1 |
| FASH 691 | Socially Responsible Apparel: Global Policy | 1 |
| FASH 692 | Sustaining Global Apparel Supply Chains | 1 |
| or | | |
| FASH 695 | Bringing Social Responsibility to Apparel Corporate Culture) | 1 |
| FASH 825 | Interdisciplinary Approaches to Creative Problem Solving | 3 |
| FASH 800 | Research Analysis in Fashion Studies | 3 |
| FASH 665 | Fashion Studies Seminar (taken twice, 1 hr each) | 2 |
| EDUC 665 | Elementary Statistics (or equivalent) | 3 |
| | Research Methods (IFST 615, EDUC 607 or equivalent) | 3 |
| FASH 869 | Thesis | 6 |
| | Department electives (600 or 800 level) | 6 |
| FASH 619/419 | Social Psychological Aspects of Clothing | 3 |
| FASH 626 | Historic Textiles & Clothing Collection Management | 1-3 |
| FASH 630/430 | Topics in Fashion Marketing and Promotion | 3 |
| FASH 633/433 | Product Development and Management Studio | 3 |
| FASH 655/455 | Textiles and Apparel in the Global Economy | 3 |
| FASH 666 | Special Problem | 1 |
| FASH 689 | Apparel Supply Chains & Social Responsibility | 1 |
| FASH 691 | Socially Responsible Apparel: Global Policy | 1 |
| FASH 692 | Sustaining Global Apparel Supply Chains | 1 |
| FASH 693 | Culture & Work in the Apparel Industry | 1 |
| FASH 694 | Apparel Consumers and Social Responsibility | 1 |
| FASH 695 | Bringing Social Responsibility to Apparel Corporate Culture | 1 |
| FASH 696 | Current Initiatives for Apparel Industry Labor Compliance | 1 |
| FASH 697 | Worker-Centric Social Responsibility for Apparel Industry | 1 |
| FASH 698 | Redesigning Green Apparel—Design, Sourcing, Packaging | 1 |
| FASH 699 | Producing Environmentally Responsible Apparel | 1 |
| FASH 810 | Theories of Design and Aesthetics | 3 |
| FASH 814 | History of the Fashion Industry | 3 |
| FASH 819 | Fashion Theory | 3 |
| FASH 824 | Creative Design for Exhibition | 3 |
| FASH 868 | Supervised Research in Fashion Studies | 1-3 |

Degree completion also requires: 1) presentation of thesis research results in seminar format to department faculty and 2) satisfactory performance on the final oral defense of the Masters' thesis.

HUMAN DEVELOPMENT AND FAMILY STUDIES

Telephone: (302) 831-6500

Dr. Bahira Sherif-Trask, Coordinator

<http://www.udel.edu/ifst/grad/index.html>

Faculty Listing: <http://www.udel.edu/ifst/people/index.html>

The Department of Human Development and Family Studies (formerly known as Individual and Family Studies) offers programs leading to the Master of Science and Doctor of Philosophy degrees in Human Development and Family Studies and the Master of Arts in Counseling in Higher Education. All graduate programs offer a strong interdisciplinary background with an emphasis on risk, resiliency, and relationships in a changing society. All programs also 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 and Ph.D. level in Human Development and Family Studies, students focus on research and evaluation in applied human development and family studies. These degrees require the completion of a thesis. The MA degree prepares individuals to work in higher education settings.

REQUIREMENTS FOR ADMISSION

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

Admission Requirements for MS and PhD

Admission to the HDFS 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 600/250/100 on the Test of English as a Foreign Language (paper-based TOEFL, computer-based TOEFL, IBET 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 PhD applicants.
6. Applicants to the PhD Program are required to possess a master's degree from an accredited institution.
7. All candidates are encouraged to have a personal interview.

MS IN HUMAN DEVELOPMENT AND FAMILY STUDIES

The MS 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 MS in Human Development and Family Studies is 30-36. Requirements are listed below.

| | | |
|--------------|--|---|
| IFST 601 | Theories of Human Development | 3 |
| IFST 615 | Research Methods | 3 |
| IFST 621 | Family Studies I: Empirical and Theoretical Perspectives | 3 |
| EDUC 665 | Elementary Statistics** | 3 |
| | 600/800 level Statistics course | 3 |
| IFST 600/800 | Elective | 3 |
| | 600/800 level Interest Electives | 6 |
| IFST869 | Thesis | 6 |

TOTAL 30-36

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

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

Master’s program timelines:

1. Completion of required course work. Including interest electives are chosen by the student in consultation with the student’s Advisor and Committee.
2. A written proposal for the thesis is defended before the student’s committee. The committee consists of a student’s advisor and two members of the HDFS faculty. In addition, the student may choose a committee member from outside the department.
3. Defense: A presentation and oral defense is required for all the thesis.

PHD IN HUMAN DEVELOPMENT AND FAMILY STUDIES

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

| | | |
|----------|--|---|
| IFST 601 | Theories of Human Development | 3 |
| IFST 803 | Human Development in Life Span Perspective | 3 |
| IFST815 | Research Issues and Designs | 3 |
| EDUC 856 | Introduction to Statistical Inference | 3 |
| EDUC 812 | Regression Models in Education | 3 |
| | 600/800 level Qualitative or Quantitative Methods | 3 |
| IFST 621 | Family Studies I: Empirical and Theoretical Perspectives | 3 |
| IFST 855 | Family Studies II: Analysis and Critical Issues | 3 |
| | 600/800* Area of Emphasis | 9 |
| IFST 969 | Dissertation | 9 |

TOTAL 42

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

PhD program timelines:

1. After completion of required course work, the student must pass a written and oral examination covering three areas of concentration: family studies, research methodology and statistics, and an area of emphasis as determined by the student and advisory committee. Failed exams may be retaken once but students must wait 6 months before a re-examination is permitted.
2. Residency Requirement: Students must meet the University requirement of one year in residence (one continuous academic year - 9 credit hours per semester).

3. The student must submit a written dissertation proposal that is defended before the student’s dissertation committee. The dissertation committee consists of a student’s advisor and at least two members of the graduate HDFS 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 HDFS Department. A minimum of one (1) committee member must be from outside the HDFS Department. See Office of Graduate Studies website.
4. Dissertation and defense: Students must submit an original work of scholarship, meeting Department, University, and professional requirements, and successful oral defense of the dissertation.

MA IN COUNSELING IN HIGHER EDUCATION

The Department of Human Development and Family Studies administers the Master of Arts degree program in Counseling in Higher Education with concentrations in College Counseling or Student Affairs Practice in Higher Education.

CONCENTRATION IN COLLEGE COUNSELING

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

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

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

CONCENTRATION IN STUDENT AFFAIRS PRACTICE IN HIGHER EDUCATION

The purpose of this concentration is to prepare candidates for administrative positions. Skills in counseling and human relations are considered to be an important basis for student affairs work. Emphasis is also placed upon principles of management, especially as related to the field of higher education. Students participate in leaning experiences which focus on gaining an understanding of college students, various student subcultures, and the nature of higher education institutions in the United States.

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

REQUIREMENTS FOR ADMISSION

1. Graduate Record Examination scores (verbal and quantitative) of 1050 or higher are usually required.
2. Undergraduate grade point average of 2.5 or higher is usually required.

3. Graduate grade point average of 3.0 or higher, if such courses have been taken.
4. Three strong letters of recommendation.
5. Personal interview.
6. A score of 550/213/79 or higher on the paper-based/computer-based/IBET TOEFL examination if the applicant's first language is not English.
7. Those seeking admission to the MA in Counseling in Higher Education are required to have an interview.

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

PROGRAM REQUIREMENTS

1. **Core courses (36 credit hours):** EDUC 660 or equivalent, IFST 615, IFST 679, IFST 680, IFST 681, IFST 682, IFST 684, IFST 685, IFST 687, IFST 691 or IFST 693, IFST 694 (2 semesters).
2. **Elective specialty courses (12 credit hours) chosen from:** IFST 683, IFST 686, IFST 688, IFST 689, IFST 690, IFST 692 or other graduate courses, as approved by an academic advisor.
3. **Comprehensive examination.**

SCHOOL OF URBAN AFFAIRS AND PUBLIC POLICY

Telephone: (302) 831-1687
 http://www.udel.edu/suapp/
 Faculty Listing: http://www.udel.edu/suapp/faculty/facultylist.htm

PROGRAM OVERVIEW

The School of Urban Affairs and Public Policy offers opportunities for graduate work in urban affairs, public policy, and public administration. Three degrees are available: Master of Arts and Doctor of Philosophy in Urban Affairs and Public Policy, Master of Public Administration, offered in conjunction with the Department of Political Science and International Relations.

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

REQUIREMENTS FOR ADMISSION

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

1. Genuine interest in and motivation to undertake academic work in urban affairs, public policy, or public administration, as evidenced by application material and, for PhD students, an interview with the program director, or a member of the program admissions committee.

2. The ability to complete a graduate degree program successfully, as reflected in prior academic work, and letters of recommendation from faculty, Graduate Record Examination General Test scores, and examples of academic or professional written work of the candidate.
3. Ability to apply previously acquired competencies to problem areas, community, or organizational needs as measured by contributions in and the nature of professional work experience, volunteer service and/or internships with assessments by faculty, professionals, and/or community leaders. Indicators of the quality and extent of previous professional work experience suggestive of the capability for a public service career are particularly important with regard to admission to the M.P.A. program.
4. For students whose first language is not English, a minimum score of 213 on the computer-based test or 550 on the paper-based test or 79 on the IBET Test of English as a Foreign Language (TOEFL) is required.

In addition, admission to the PhD program requires completion of a master's degree. Generally those admitted to the PhD program of Urban Affairs and Public Policy have combined scores on the quantitative and verbal aptitude portions of the GRE above 1100. Academic performance at the master's level, potential for professional achievement, and compatibility of student interests with areas of research specialization in the program are key criteria for admission to the PhD 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

PHD PROGRAM IN URBAN AFFAIRS AND PUBLIC POLICY

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

The structure of the program includes theoretical, policy, and methodological core courses, intensive study in an area of research and specialization, and the completion of a dissertation demonstrating the student's capacity for independent research. Below is an outline of the specific requirements of the PhD program in Urban Affairs and Public Policy.

REQUIREMENTS FOR THE PHD DEGREE (42-45 credits)

| | |
|--|-----|
| Required Core Courses | 9 |
| UAPP 801 Process of Social Inquiry | |
| Two of the following: (6 credits) | |
| UAPP 821 Proseminar in Technology, Environment & Society | |
| UAPP 822 Proseminar in Governance, Planning & Management | |
| UAPP 823 Proseminar in Social & Urban Policy | |
| Required courses in Research & Design Methods* | 6 |
| *Courses may not be UAPP 800 or UAPP 815 | |
| Specialization Requirements | 15 |
| Teaching or Research Experience Requirements | 0-3 |
| One of the following: | |
| UAPP 868 Research | |

UAPP 862 Teaching Practicum in Urban Affairs & Public Policy (This course may be satisfied by the student being a TA for one semester.)

UAPP 863 Doctoral Dissertation Proposal 3

UAPP 969 Dissertation 9

MASTER OF ARTS PROGRAM IN URBAN AFFAIRS AND PUBLIC POLICY

The MA program has an emphasis on planning and policy analysis, incorporating a strong basis in analytical research methods. The coursework provides a solid grounding for careers in policy analysis and planning. The 36-credit-hour program can be pursued full or part time. Students can select from four concentrations: energy, environment, and equity; historic preservation; urban and regional planning; and community development and nonprofit leadership, or students may specialize in a particular policy area of their choice such as housing policy and nonprofit leadership. Each student completes an analytical paper or thesis in his or her area of specialization.

REQUIREMENTS FOR THE MA DEGREE (36 credits)

Core Courses

UAPP 619 Contemporary Issues in Urban Affairs 2

UAPP 800 Research Methods & Data Analysis 4

Two of the following: 6

UAPP 613 Planning Theory & Urban Policy

UAPP 628 Issues in Land Use and Environmental Planning

UAPP 828 Urban Society & Public Policy

Concentration 15

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

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

Thesis Option

Thesis plus three additional credits 9

Non-thesis Option

Analytical Paper plus six additional credits 9

MASTER OF PUBLIC ADMINISTRATION PROGRAM

Telephone: (302) 831-1687

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

The curriculum of the 42-credit Master of Public Administration degree is divided into core subjects, area of specialization, and an internship and writing requirement. Areas of specialization include state and local management, (focus areas such as City Management, Educational Policy, Environmental and Energy Management, Human Resource Management, International Development Policy and Administration, Management Analysis and Planning) financial management, organizational leadership, community development and

nonprofit leadership, and health policy and management. However, with the guidance of their advisor and program director approval, students may design their own area of specialization. The core curriculum deals with ideas and concepts related to public administration, human services management, public financial management, management decision making, organizational theory and administration, public economics. Students must meet the program's statistics and information technology requirement. All M.P.A. candidates are expected to complete an internship (unless it is waived by the Internship Coordinator and the M.P.A. Director) and to prepare and defend an analytical paper. Typical internships are in local, regional, and state agencies, in community organizations, in nonprofit institutions, and as assistants to public officials in the state and region. Upon approval of the faculty, students may pursue a thesis in lieu of an internship.

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

Core Courses

UAPP 803 Seminar in Public Administration 3

UAPP 815 Public Management Statistics* 3

UAPP 819 Management Decision-Making in Public & Nonprofit Sectors . . 3

UAPP 833 Financial Management in Public & Nonprofit Sectors 3

UAPP 834 Economics in Public & Nonprofit Sectors 3

UAPP 835 Organization & Management in Public & Nonprofit Sectors . . . 3

UAPP 837 Human Resources Management in Public & Nonprofit Sectors . . 3

UAPP 860 Internship Seminar 1

UAPP 864 Internship Fieldwork 2

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

Specialization 12

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

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

Thesis Option

Thesis 6

Non-thesis Option

Analytical Paper plus three additional credits 6