

*Handbook for Graduate Programs in the
Department of
Human Development and Family Studies
College of Education & Human Development
University of Delaware*

2010 – 2011

**Master of Arts in
Counseling In Higher Education**

**Master of Science in
Human Development and Family Studies &
4+1 Program**

**Doctor of Philosophy in
Human Development and Family Studies**

Graduate Programs in the Department of Human Development and Family Studies

The Department of Human Development and Family Studies offers programs leading to the master of arts, master of science, and doctor of philosophy degrees. All HDFS graduate programs offer a strong interdisciplinary background in human development and families.

The Master of Arts degree in Counseling in Higher Education has two concentrations: College Counseling and Student Affairs Practice in Higher Education. The College Counseling concentration provides training and practice in short-term educational, vocational, and personal counseling of adolescents and young adults. The Student Affairs Practice in Higher Education concentration is designed to prepare candidates for administrative positions. Both programs also prepare students to pursue doctoral studies in higher education.

The M.S and the Ph.D. programs in Human Development and Family Studies are designed to prepare the next generation of scholars for positions as researchers, professors, and leaders in early childhood, human development, family studies, human services and related fields. The program emphasizes risk and resilience, multi-cultural issues, disabilities, and prevention and intervention. The focus is on applying theory and research to practice as they relate to human development and family systems. Course work is designed to provide a strong background in the theoretical and empirical knowledge of family studies, human development and research methods. Training in applied research and service learning experiences are integrated into the curriculum.

The programmatic learning goals of the graduate program include:

1. Develop critical thinking skills as well as breadth and depth of knowledge with respect to issues in the discipline
2. Effectively communicate knowledge in discipline in both a written and oral manner
3. Display an understanding of diversity and applied issues

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INTRODUCTION

Welcome to the graduate program in the Department of Human Development and Family Studies at the University of Delaware. This handbook is intended to assist you in the procedures to be followed as you progress in your graduate program. This handbook does not replace the official University of Delaware Graduate Catalog. It will be useful for you to retain a copy of the University of Delaware Graduate Catalog of the year of your admission and this handbook, as together they provide the operational guidelines for your study at the University of Delaware. Different forms that you will need can be obtained from the department office or you can download them from the Department web site at <http://www.hdfs.udel.edu>. Your suggestions about the handbook and the graduate program are always welcome. If you have questions or concerns, you may contact your advisor and/or:

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Some additional departmental information that you may need:

The fax number for the Department of Human Development and Family Studies is (302) 831-8776.

Graduate Assistants have use of Graduate Student Commons in 326A Alison Hall (302) 831-3486

I. REQUIREMENTS FOR ALL STUDENTS

Pre-registration and Registration

Course registration forms are available in the Student Services Building. Graduate students are expected to enroll for courses during the designated enrollment period. As a service to our students in enrolling in HDFS courses, the Graduate Secretary may register students during designated time periods.

Students may also register or change their registration through UDPHONE Drop/Add. The Drop/Add period for registration is usually during the first two weeks of each semester. Graduate students new to the University may register during this period. Special permission can be sought from the Office of Graduate Studies to waive the late registration fee.

The Department makes every effort to regularly offer courses required for graduate degree programs. However, students need to be aware that courses are not necessarily offered every year, or even every two years. Course offerings are largely driven by enrollment demands as they match with faculty availability. The University has established policies that dictate minimum enrollments for graduate courses, and they strongly urge departments to cancel projected offerings with low pre-registration numbers. Therefore, to assist in planning, it is essential that students pre-register for courses to help prevent needed courses from being canceled because of low enrollment projections.

Course Selection

Students should feel free to contact course instructors, the Graduate Coordinator, and/or their advisors when selecting courses. Syllabi for all HDFS courses are on file in the department office (111 Alison West) and many are on the web. You are welcome to review them. Graduate credit may be earned for courses numbered 600-699, 800-899 and 900-998.

Often students have questions concerning the appropriateness of specific methodology and statistics courses for their degree program. This is particularly true for courses offered by other departments. Please consult your advisor and committee when selecting these courses. Additionally, talk with other students and confirm who is teaching the course during the semester you plan to take the course.

Selecting an Advisor

M.A. Students in Counseling in Higher Education

Each student who enrolls in the M.A. Program will be assigned to a faculty member who will serve as an official mentor/advisor. This faculty member not only performs the necessary advisement activities in order to ensure that a student is meeting the academic requirements for graduation, but also serves as a professional advisor and resource guide. In that sense, faculty mentors help to maximize the self-directed development of graduate students, both in and out of the classroom. The goal of this relationship is to offer students the assistance of a more experienced, professional role model in their efforts to integrate their graduate program, professional goals, and personal life.

M.S. and Ph.D. Students in Human Development and Family Studies

Each student is assigned a **temporary** advisor upon being accepted to the program. Throughout the first year students are encouraged to talk with faculty who have interests similar to theirs, as well as, those who have identified themselves as being willing to support graduate students. It is recommended that students identify a permanent advisor as well as 2 more committee members for their advisory committee before the annual review of graduate students in February. Once a student has identified their committee, they should fill out the appropriate form and give it to the Graduate Secretary.

Over time, students may find that their area of interest has changed or that they have become involved in a research project that they can use for their thesis. In some cases they just may feel more comfortable with a certain faculty member and his or her interests. Thus, students need not feel that they must continue to work with a specific faculty member. It is always possible to change both the chair of a committee and any member of a committee. To initiate this process, a *Graduate Student Change of Advisor/Faculty Committee Form* needs to be completed and submitted to the Graduate Coordinator and Department Chair.

Typically, a student can expect a mentor/advisor to provide emotional support, feedback about progress in the program, direct assistance with professional and career development, and role modeling. It is likely that students will seek out and use more than the one professional mentor assigned to them as they progress through graduate school, thereby benefiting from the opportunity to receive many perspectives on the complex issues they may be managing.

It is expected that students and their formal mentors/advisors maintain contact with each other on a regular basis throughout the duration of the graduate program.

Financial Support

The Department of Human Development and Family Studies offers every type of financial support available through the University. For a complete listing of financial assistance opportunities, consult the current University of Delaware Graduate Catalog. Most commonly, Teaching Assistantships (TAs) and Research Assistantships (RAs) are available on a competitive basis. In either January or February, the HDFS Graduate Coordinator will send a letter to each active graduate student in the program detailing procedures for application for financial assistance for the coming academic year.

Graduate students may be considered for graduate assistantships available within the College of Education and Public Policy and in the Division of Student Life. Many of these assistantships carry a stipend and a tuition scholarship. Specific assistantship openings will be announced in the early spring by the Graduate Coordinator to all program applicants. Inquiries should be directed to Dr. Bahira Sherif Trask, Graduate Coordinator.

A limited number of positions are available as directors or advisors in the residence halls. Directorships require 20-25 hours of work per week. Additional information can be found at: www.udel.edu/reslife/candidates. Inquiries should be directed to:

Office of Residence Life	(302) 831-2814
5 Courtney Street	ud-reslife@udel.edu
University of Delaware	
Newark, DE 19716	

Finally, applicants may apply for National Direct Student Loans. Further information and applications may be obtained from:

Office of Scholarships and Financial Aid or www.udel.edu/gradoffice
University of Delaware
Newark, DE 19716
(302) 831-8081

Note: Graduate assistantships and hall director positions do not normally provide a remission of tuition for winter or summer terms. Students typically assume the responsibility for paying any related costs.

Decisions about assignments to teaching and research assistantships, as well as the awarding of fellowships, are made by recommendations of the Graduate Committee to the Chair of the department. The Chair makes the final decision based on available positions and funding opportunities. It is the goal of the department to provide as much financial assistance, to as many competent and eligible students, as is possible. Also, in order to expose students to a wide range of teaching and research experiences, these decisions must be weighed not just in light of individual desires but based on group need. It is not always possible to match each student with an assignment that is optimal for his or her program goals. However, every effort is made to provide a series of useful experiences for each student based on their objectives for their course of study. As a general rule, the criteria that are used to assign students to research and teaching assistantships, as well as fellowships, include the students' academic accomplishments, interests, and needs.

- Academic accomplishment: Students must be progressing at a satisfactory pace through the program and must be in good standing. This is determined at the annual review, by grades, and in consultation with the faculty.
- Student's area of interest: Students will be asked to submit an area of interest proposal in the late fall / early spring as part of their annual review. They may request to be considered for a teaching assistantship, a research assistantship or a fellowship depending on the experiences they desire and/or feel they need. Students may also request to work with specific faculty members. However, as stated above, it is not always possible to honor all requests due to availability of funds.
- Requests by faculty: At times, faculty have specific projects that they are seeking student assistance with. The faculty will notify the Graduate Committee and the Chair of the Department of their needs and they may request certain students to work with.
- Range of experiences: The Department feels strongly that students, and particularly Doctoral students, need to have a range of experiences in order to prepare them for their professional life as a potential faculty member. Whenever possible, every student is given both teaching and research experience. As students progress through the program, every effort is made to give them increasingly sophisticated experiences and assignments.

The Department attempts to support doctoral graduate students financially, provided they remain in good academic standing, are progressing in a timely fashion, and have met the expectations of any past or current assistantship. Students on funding must be enrolled full-time. This is defined as 9 graduate credit hours per semester.

Planning and Implementing a Program of Study

Early in a student's graduate school career, he/she needs to plan a program of study that meets all the requirements to graduate in a timely fashion. Each student should meet with his/her advisor and/or committee at the end of the first semester of course work or after the completion of 9 credits to begin M.A./M.S./Ph.D. goal planning for the remaining semesters. There are several worksheets designed to guide the process. These are described in the section about the annual review. This process helps students meet core and elective course requirements. The worksheet is a useful way to identify student's goals for their program, strategies for meeting those goals, and a projected time line. It also provides information to the faculty on courses that students wish to take. Graduate studies encompass more than completing course work: they may involve field experiences, service learning, study abroad, or developing competencies in technology or teaching in higher education. In order to profit more completely from the graduate experience, students are encouraged to regularly reflect on their options with their advisors, mentors, and other interested faculty and students.

Annual Review of Graduate Student Progress

A yearly review of students' progress toward completion of the degree is held by the HDFS faculty, usually in early to mid-February. The purpose of this review is to help graduate students progress toward their degree, to share information about students' work, and to identify and assist with any problems. Students and faculty advisors will receive a letter from the graduate coordinator in late fall, early winter requesting that students provide their advisor with information documenting their progress. It is strongly advised that ALL students meet with their advisor to prepare/review these materials before the formal faculty review.

- M.A./M.S./Ph.D. Goals
- Graduate Planning Form
- Curriculum Vitae

After conferencing with their advisor, students should complete the forms and return them to their advisor. An extra copy should also be provided to the graduate coordinator.

At the review, on the basis of this information, the student's advisor makes a recommendation that the student either continue in good standing, be placed on probation, or be dropped from the program. These recommendations are governed by University Graduate Policies as described in the Graduate Catalog. In case of probation, the advisor will present a plan of intervention developed in cooperation with the faculty that includes frequent monitoring of the student's progress toward correcting identified areas of concern. Faculty will discuss and vote upon the advisor's recommendation. Students are encouraged to contact their advisors for feedback. If the recommendation is for probation or termination a written report of the review will be placed in the student's permanent file. A student can facilitate the review process by taking responsibility for periodically updating his/her advisor on degree-related and professional activities. Placing related materials in a student's permanent file will also help ensure that adequate information will be available to write letters of recommendation for awards and assistantships as well as for letters of reference after the students' graduation.

Leave of Absence

Continuous registration in the graduate program is required for all matriculated students. The only exception to this is if the student has obtained an official leave of absence. To request a leave of absence for medical or professional reasons, the student and his/her advisor should send a memo to the HDFS Graduate Coordinator explaining the reason for the request and duration of the proposed leave. No forms exist for this process. After review of the HDFS Graduate Committee, the request and committee recommendation are forwarded to the University Office of Graduate Studies by the Graduate Coordinator. (Please see further details in the University Undergraduate and Graduate Catalog).

Time Limits for Completion of M.A., M.S., and Ph.D.

Time limits for the completion of degree requirements begin with the date of matriculation and are specifically stated in the student's letter of admission. The University policy for students entering a master's degree program allows for ten consecutive semesters to complete the degree requirements. Students completing the requirements for the master's degree who are subsequently granted permission to continue toward the doctoral degree are given an additional ten consecutive semesters.

Students entering the doctoral program with a master's degree are given 10 consecutive semesters to complete the requirements. Students who change their degree plan and have transferred from one degree program to another degree program are given ten consecutive semesters from the beginning of the first year in the latest program.

Extension of these time limits may be granted for circumstances beyond the student's control. Requests for time extensions must be made in writing and approved by the student's chair and advisory committee, the department's graduate committee and the graduate coordinator. The Graduate Coordinator forwards the request to the Office of Graduate Studies. The Office of Graduate Studies ultimately determines the student's eligibility for a time extension and will notify the student in writing of its decision.

Professional Development Opportunities

Graduate studies consist of more than just attending courses, writing papers and taking exams. A University community offers many opportunities for intellectual inspiration. This is the opportunity to develop a "professional self". It is, thus, strongly recommended that students take advantage of opportunities provided through the department, the college and the university to learn about new areas and meet professionals in the field. Students should attend colloquia, present at local and national conferences, and, in general, participate in departmental business such as the recruitment of new faculty members and graduate students. In that spirit, it is expected that graduate students volunteer to be student representatives on committees, attend job talks by potential candidates, assist in taking visitors around the department and the campus, and have a strong Graduate Student Association. All of these activities will assist in preparing students for their future careers.

II. M.A. IN COUNSELING IN HIGHER EDUCATION

The Master of Arts degree program in Counseling in Higher Education offers two concentrations: 1) College Counseling, and 2) Student Affairs Practice. This degree prepares qualified individuals who wish to work in counseling or student personnel work in higher education. The Master of Arts degree is awarded to students who successfully complete the required courses and pass a comprehensive examination. A course of study is planned for each student with the aim of providing a terminal degree program which may also function as a foundation for doctoral study.

Program Requirements

- a. Core courses (36 credit hours): EDUC 660, HDFS 615, HDFS 679, HDFS 680, HDFS 681, HDFS 682, HDFS 684, HDFS 685, HDFS 687, HDFS 691 or HDFS 693, HDFS 695 (2 semesters).
- b. Elective specialty courses (12 credit hours) chosen from: HDFS 683, HDFS 686, HDFS 688, HDFS 689, HDFS 690, HDFS 692 or other graduate courses, as approved by an academic advisor.
- c. Comprehensive examination.

Regardless of a student's choice to concentrate in either College Counseling or Student Affairs Practice, the academic program provides a rich array of experiential learning and personal growth opportunities through required practicums and internships. Additionally, many students gain valuable experience through assistantships on campus which provide opportunities for students to extend their learning and practice what has been learned through the academic program.

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

Concentration in Student Affairs Practice

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

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

Graduates typically find employment in higher education settings such as student activities, residence life, admissions, financial aid, or other student affairs areas.

The Comprehensive Examination for the M.A. Program

The goal of the comprehensive examination is for students to demonstrate a thorough understanding and creative syntheses of the significant debates, theories, and applicability in College Counseling and Student Affairs Practice. The students' performance will reflect their knowledge and best professional thinking about theoretical and applied issues in counseling and student affairs practice in higher education.

Comprehensive examinations are essentially an opportunity for students to demonstrate their learning, abilities to think and capacities to express themselves in a professional manner. Comprehensive examinations are designed to be an educational experience for the purpose of integrating knowledge, as well as an evaluation of that learning.

Materials from all of the following courses may be included in the examination: HDFS 679, HDFS 680, HDFS 681, HDFS 682, HDFS 684, HDFS 685, and HDFS 687. **Revised SR 12.9.10**

The date for the comprehensive examinations will be determined by the coordinator of the master's program. The most likely time will be during the winter session.

a. Format for the Comprehensive Examinations

The examination will be designed to assess students' knowledge and understanding of both theoretical and applied issues covered in the core curriculum of the M.A. programs in College Counseling and in Student Affairs Practice in Higher Education. The examination will consist of two parts.

Part I will be a case study paper which demonstrates the student's ability to blend practice and theory together in an informed way. The case study should be organized as follows:

- i. A description of some actual interactive experience the student has had with an individual or an organization during the course of his/her graduate studies. Potential cases might include sessions with clients, interactions with students in residence halls, judicial cases, career services work, academic advising, working with student organizations, etc. The purpose of this portion of the paper is to provide the reader with a thorough understanding of the individual, organization and/or situation used as a case study. Important note: the writer should alter specific identifying information that might compromise a student's or group's right to privacy.

- ii. The second portion of the case study should provide a description and explanation of the theory or theories to be applied to the case. Writers should support their understanding of the theory or theories by providing appropriate citations to the scholarly literature.
- iii. The third part of the case study should describe how the writer applied his/her theoretical understandings to the individual, organization, or situation he/she has identified. An explanation of the ways in which theory has informed the writer's perception and understandings of the case and the related issues should be provided. The writer should indicate how theory shaped decisions or actions in the case and provide information about outcome. The writer may also include reflections about what he or she learned through this specific case and how this experience may inform his/her future work.

b. Objectives for Comprehensive Examinations

The primary objective of Part I of the comprehensive examination is for the student to demonstrate an understanding of a specific theory or theories and demonstrate an application to practice. Students will meet with their faculty advisor in January to identify and clarify the case study project. After that, the program coordinator will be informed about the case study the student will be using. The final paper will be due on the same day as Part II of the examination is scheduled.

It is expected that these case studies will be evaluated in regard to both their content and format. Students are highly encouraged to take advantage of all of the usual sources of assistance on campus (e.g. the Writing Center) to assure that they produce a product that represents their best work. However, it is also important that students work independently on this project, without the input of advisors, faculty members, or supervisors. Papers should not exceed 12 pages in length, exclusive of reference pages, and conform to all APA writing standards.

Part II of the examination will be a maximum of one and a half hours in length and will consist of 50 multiple choice items. Again, these items will be designed to test the student's understanding and knowledge of theory and practice of counseling and student affairs practice in higher education.

Faculty members will be assigned responsibility for proposing questions in specific areas and identifying the expected responses. They will then submit the recommended questions to the coordinator of the program for his/her review and final decision making.

c. Grading of the Examination

At least two graduate faculty members will read and evaluate the answers to the case study papers. No names should be on the papers so faculty will read answers without knowledge of the author; therefore, each student will be assigned a code name or number to use in submitting the case study. The case studies can be awarded a grade of honors, good, pass, or fail. A student must receive a grade of pass or higher from at least two members of the faculty to successfully complete this portion of this exam.

The objective portion of the examination will be graded as follows:

90-100% of items correct = honors
80-90% = good
70-80% = pass
And below 70% = a failing grade

Students must pass both portions of the examination in order to successfully meet the comprehensive examination requirement. If a student does not successfully complete either or both portions of the examination, there will be one opportunity to retake a different version of the applicable section(s) during the following spring semester. If a student still has not successfully completed the examination, the third and final opportunity to do so would occur at the subsequent annual administration of the comprehensive examination in the next Winter Session.

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

The M.S. program in Human Development and Family Studies is designed: a) as a professional program that prepares students to enter positions as leaders in early childhood, human development, human services and related fields; and b) as a pathway to a doctorate in Human Development and Family Studies where students will integrate their applied training with a program of research and scholarship. We are currently admitting students who are interested in early childhood education, adolescent development and emerging adulthood, nonprofit programs for children adults, and their families, and management and leadership. The M.S. program emphasizes risk and resilience, multi-cultural issues, disabilities, and prevention and intervention. The focus is on applying theory and research to practice as they relate to human development and family systems. Course work is designed to provide a strong background in the theoretical and empirical knowledge of family studies, human development and research methods.

The M.S. in Human Development and Family Studies requires a minimum of 30 credits beyond the baccalaureate degree. Core requirements are listed below. Students should consult with their advisor about courses to fulfill their area of emphasis.

MS in Human Development and Family Studies

Concentration: Adolescent and Youth Development/ Research (30 credits)

Program Requirements

HDFS 601	Theories of Human Development	3
HDFS 615	Research Methods	3
HDFS 621	Family Studies I: Empirical and Theoretical Perspectives	3
EDUC 665	Elementary Statistics	3
600/800	Statistics Course	3
600/800	HDFS course	3
600/800 level	Electives in Area of Interest	6
HDFS 969	Thesis	6

TOTAL

30 credits

MS in Human Development and Family Studies

MS Concentration in Early Childhood Development and Inclusive Education (33 credits)

HDFS 601	Theories of Human Development	3
HDFS 615	Research Methods	3
HDFS 621	Family Studies 1: Empirical and Theoretical Perspectives	3
HDFS 637	Program Planning, Assessment and Evaluation	3
EDUC 665	Elementary Statistics	3
HDFS 600/800	Interest Electives in Early Childhood Education	12
HDFS 869	Thesis or Field Experience with project/portfolio	6

MS in Human Development and Family Studies

Concentration: Human Services Leadership (33 credits)

HDFS 601	Theories of Human Development	3
HDFS 615	Research Methods	3
HDFS 621	Family Studies 1: Empirical and Theoretical Perspectives	3
EDUC 665	Elementary Statistics	3
HDFS 869	Thesis or Theoretical paper w/ Field Experience	6

Restricted Electives:

Choose 5 courses, in consultation with your Academic Advisor, from the following list:

HDFS 637	Program Planning, Assessment and Evaluation	3
HDFS 642	Leadership in Human Services	3
HDFS 669	Supervised Field Experience	3
<u>UAPP 692</u>	Management Decision Making in Public and Nonprofit Sectors	3
<u>UAPP 694</u>	Financial Management in Public and Nonprofit Sectors	3
<u>UAPP 693</u>	Public Economics	3
<u>UAPP 697</u>	Leading Organizations in Public and Nonprofit Sectors	3
<u>UAPP 696</u>	Human Resources in Public and Nonprofit Sectors	3

M.S. Program Timeline:

- During the first year, students identify a permanent advisor and two other committee members. The chair and the majority (2 other faculty members) of a student's committee members must be members of the HDFS faculty. It is strongly advised that this preliminary committee should be in place by the time the student has completed one full semester or 9 credits. This committee may also serve as the student's final master's thesis committee. In addition to the three core members, the student may choose a committee member from outside of the department.
- Completion of required course work. Area of interest electives should be chosen by the student in consultation with his/her advisory committee.
- Students need to write up and present a draft of their thesis or project proposal to their committee, preferably by the end of their first or the beginning of their second year. The written proposal must be submitted to the committee at least one week before the scheduled defense.

- d. A formal meeting with the committee must be held to discuss and consider approval of the proposal, with or without changes. *The Master's Degree Proposal Approval Form* must be completed and signed by the committee members.
- e. Students need to complete a written thesis/project and defend it orally in order to fulfill the requirements for the Master of Science degree.

Students holding a graduate appointment during a semester must register for a minimum of 9 credits. Students who have completed all their credits but have not completed their thesis must register for UNIV 899 (Master's Sustaining).

Teaching Requirement

Students at this level are expected to demonstrate competence in activities such as leading a discussion group or giving a guest lecture in a course. This experience is supervised and evaluated by a faculty mentor.

The Master's Thesis

a. Developing the Proposal

The M.S. thesis should reflect the results of original research. The expectation is that the thesis will demonstrate the ability to conduct scholarly research and report the results in a manner appropriate for publication.

The required courses in research methods and statistics are designed to prepare students for developing research proposals. It is important to complete these courses and others before writing the proposal.

A successful proposal for the master's thesis must be defended and approved by the student's committee before formal research is begun. It is appropriate to register for 1-3 credits of HDFS 669, 868 or 869 as the proposal is being developed.

b. Human Subjects Approval

All projects involving contact with human subjects must be submitted to the Human Subjects Committee before beginning the project. Please refer to the current policies and procedures of this committee.

c. Oral Defense and Final Approval

Students should work closely with their committee throughout the project/research, using their expertise and advice. Collaborative efforts will benefit both faculty and graduate students.

Upon completion, copies of the master's thesis should be submitted to the student's committee members for review a minimum of one week before a formal, two hour oral defense. This meeting is planned cooperatively with the student and advisor. By University policy, defenses are open and announced to the "public." The student is responsible for posting notices of the time and place of the defense.

The final oral examination consists of a defense of the thesis and a test of the candidate's mastery of the fields covered in the program. The final oral examination is conducted by the student's thesis committee. At the end of the examination, the student is asked to step out of the room and the committee members are to express their position in regard to the following:

Was there a satisfactory defense?

Did the student perform well in the examination?

Is the document acceptable as presented? If not, what changes are to be made?

The oral defense is evaluated on a pass/fail basis. In the case of dissenting votes, the majority opinion rules.

The oral defense must be completed before the date established by the University for degree completion, and certification of a successful defense must be submitted to the Office of Graduate Studies. If the degree candidate should fail to successfully defend his/her thesis, the candidate can appeal to the Department. A second defense can be granted, however the student must wait a minimum of 4 and a maximum of 12 months before attempting to defend a second and final time. Students must successfully defend their second attempt. No further defenses can be scheduled beyond the second attempt. Upon approval of the master's written thesis by the student's committee, the Oral Examination for Masters Degree form is completed and signed.

d. Submitting the Approved Master's Thesis

The following items are to be submitted to the Office of Graduate Studies: (1) Three original sets of the signature pages showing approval of the thesis; (2) Three copies of the abstract; (3) The thesis as a PDF file. The thesis must be approved by (a) the chair of the committee in charge of the candidate's degree program or the advisor, (b) the chair of the department, (c) the Dean of the College, and (d) the Provost.

Responsibility for the scholarly and written quality of thesis rests with the student, advisor, and committee. Review of manuscripts at the Office of Graduate Studies level will consist of verifying that the documents have been prepared with the appropriate format as described in the Thesis and Dissertation Manual. This review is necessary in order to ensure that dissertations will be accepted by University Microfilms, and to ensure that all documents are complete and suitable for binding. Content and style reviews are the responsibility of the student and the committee, not of the Office of Graduate Studies.

The guidelines for preparing theses are described in the Thesis and Dissertation Manual and must be followed by students. Theses will not be accepted by the Office of Graduate Studies unless all signatures of appropriate advisors, committee members, chairs, and deans have been obtained (unless other arrangements have been agreed to by the Office of Graduate Studies in advance) and an Application for Advanced Degree form must be on file.

Master's theses will be reviewed thoroughly both within and outside the Department. Last minute changes may be necessary before the student is cleared for graduation. It is

the student's responsibility to make such changes in a timely manner. One bound copy of each master's written product will be retained for inclusion in the HDFS collection. It is customary for students to provide a copy of the final document to the members of the student's advisory committee. These may be bound or unbound.

Transferring from the M.S. to the Ph.D. Program

Students who matriculated in the HDFS master's program whom wish to continue their graduate education in the HDFS Doctoral program must submit a **formal application to the HDFS Graduate Coordinator – not the Graduate office.** They do not need to submit a fee; however they **MUST** submit 3 letters of reference with their application. Deadlines for application are the same as those for newly entering students. The application will be reviewed with all other applicants by the Departmental Graduate Committee.

Addendum 9-8-09

IV. 4+1 BACHELOR OF SCIENCE AND MASTERS DEGREE PROGRAM IN HUMAN DEVELOPMENT AND FAMILY STUDIES: HUMAN SERVICES LEADERSHIP

Program Description and Rationale

This 4+1 Program in Human Development and Family Studies: Human Services Leadership Concentration is designed for University of Delaware undergraduates majoring in Human Services. It provides a pathway for students with a strong academic record who show promise of success in graduate-level work to complete a BS and MS in Human Services Leadership in 5 years.

This 4+1 program builds upon strengths of the accredited undergraduate program by deepening and extending learning through graduate study. This program is in compliance with master's degree CSHSE accreditation standards.

The M.S. program in Human Development and Family Studies is designed: a) as a professional program that prepares students to enter positions as leaders in early childhood, human development, human services and related fields; and b) as a pathway to a doctorate in Human Development and Family Studies where students will integrate their applied training with a program of research and scholarship.

Undergraduate students who pursue this 4+1 option will likely have opportunities for accelerated growth into administrative and policy human service positions as well as more diverse career choices upon completion of this program.

Qualification for the 4+1 Program

Undergraduates in the University of Delaware Human Services major may apply for admission into the 4+1 program after completing 60 or more credits. Admission decisions will be based on GRE scores, GPA, work experiences, letters of recommendation, extracurricular activities,

maturity, and a personal interview. It is generally expected that students will have an undergraduate GPA of at least 3.25, and a major GPA of 3.5 or better; and they will have an academic advisor who will strongly support his or her application to the program. Admission is competitive so meeting the minimal requirements for admission does not guarantee admission nor does the failure to meet a requirement result in an automatic rejection. Provisional admittance will be granted by the Office of Graduate Studies. Upon completion of the undergraduate degree, the provisional status would be removed, and then students could be considered for graduate assistantships, pending availability.

Procedures:

Students in the 4+1 Bachelors of Science and Master's Degree Program in Human Services Leadership complete all requirements for the undergraduate major in Human Services. However, the four-year curriculum for the Bachelor of Science in Human Services, when taken as part of the 4+1 program, contains required graduate courses that prepare the student for completion of the Master in Science curriculum. With this 4+1 plan and the proper scheduling of MS classes as an undergraduate, students may enter immediately into the MS program full-time with the possibility of completion within one year.

UD Human Services (BS) undergraduate majors who are granted admission to the 4+1 MS HDFS program/Human Services Concentration and subsequently admitted to the MS HDFS program can waive the requirement to take a) [HDFS 470](#) or [HDFS 475](#) by completing [HDFS 601](#), b) [HDFS 422](#) by completing [HDFS 621](#), and c) [HDFS 449](#) (3 credits) by taking [HDFS 669](#) (3 credits). For any undergraduate course requirement to be waived, the student needs to earn a grade of B (3.0) or better in the corresponding HDFS graduate course. In addition, students who are provisionally approved can take up to three additional 3-credit graduate courses, while an undergraduate student, toward the 33 credit MS requirement.

Course/Credit Requirements for the MS program in Human Services Leadership:

MS in Human Development and Family Studies (33 credits)

HDFS 601	Theories of Human Development	3
HDFS 615	Research Methods	3
HDFS 621	Family Studies 1: Empirical and Theoretical Perspectives	3
EDUC 665	Elementary Statistics	3
HDFS 869	Thesis or Theoretical paper w/ Field Experience	6

Restricted Electives:

Choose 5 courses, in consultation with your Academic Advisor, from the following list:

HDFS 637 Program Planning, Assessment and Evaluation	3
HDFS 642 Leadership in Human Services	3
HDFS 669 Supervised Field Experience	3
UAPP 692 Management Decision Making in Public and Nonprofit Sectors	3
UAPP 694 Financial Management in Public and Nonprofit Sectors	3
UAPP 693 Public Economics	3
UAPP 697 Leading Organizations in Public and Nonprofit Sectors	3
UAPP 696 Human Resources in Public and Nonprofit Sectors	3

During the +1 year, students identify a permanent advisor and two other committee members. The chair and the majority (2 other faculty members) of a student's committee members must be members of the HDFS faculty. It is strongly advised that this preliminary committee should be in place by the time the student is in year 4 of the 4+1 program. This committee may also serve as the student's final master's thesis committee. In addition to the three core members, the student may choose a committee member from outside of the department.

Students need to write up and present a draft of their thesis or project proposal to their committee, preferably by the end of their fourth undergraduate year or the beginning of their +1 year. The written proposal must be submitted to the committee at least one week before the scheduled defense. A formal meeting with the committee must be held to discuss and consider approval of the proposal, with or without changes. *The Master's Degree Proposal Approval Form* must be completed and signed by the committee members. Students need to complete a written thesis/project and defend it orally in order to fulfill the requirements for the Master of Science degree.

Students holding a graduate assistantship during a semester must register for a minimum of 9 credits. Students who have completed all their credits but have not completed their thesis must register for UNIV 899 (Masters Sustaining).

Transferring from the BS/MS 4+1 program to the Ph.D.

Students who matriculated in the HDFS master's program whom wish to continue their graduate education in the HDFS Doctoral program must submit a **formal application to the HDFS Graduate Coordinator – not the Graduate office.** They do not need to submit a fee; however they **MUST** submit 3 letters of reference with their application. Deadlines for application are the same as those for newly entering students. The application will be reviewed with all other applicants by the Departmental Graduate Committee

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

The Ph.D. program in Human Development and Family Studies is designed to prepare the next generation of scholars for positions as researchers, professors, and leaders in early childhood, human development, family studies, human services and related fields. The program emphasizes risk and resilience, multi-cultural issues, disabilities, and prevention and intervention. The focus is on applying theory and research to practice as they relate to human development and family systems. Course work is designed to provide a strong background in the theoretical and empirical knowledge of family studies, human development and research methods. Training in applied research and service learning experiences are integrated into the curriculum.

Doctoral students in HDFS complete formal scholarly work or research through the dissertation (Ph.D.). It is important to begin considering research interests early in the program so subsequent course work can reinforce that area of interest.

The Ph.D. in Human Development and 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. Students should consult with their advisor about courses to fulfill their area of emphasis.

Program Requirements

HDFS 601	Theories of Human Development	3
HDFS 803	Human Development in Life Span Perspective	3
HDFS 815 (HDFS 615)	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
HDFS 621	Family Studies I: Empirical and Theoretical Perspectives	3
HDFS 855	Family Studies II: Analysis and Critical Issues	3
600/800 level	Courses in Area of Emphasis*	9
HDFS 969	Dissertation	9
TOTAL		42 credits

*The Area of Emphasis is selected in consultation with the student's advisor and committee.

Ph.D. Program Timelines

- a. During the first year, students identify a permanent advisor and two other committee members.
- b. After completion of required course work, the student must pass a written and oral examination covering three areas of concentration: human development and 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.
- c. Residency Requirement: Students must meet the University requirement of one year in residence (one continuous academic year – 9 credit hours per semester, spring, fall or fall, spring).
- d. The student must submit a written dissertation proposal that is defended before the student's dissertation committee.

Dissertation and defense: Students must submit an original work of scholarship, meeting Department, University, and professional requirements, and successfully orally defend the dissertation.

If a student has registered for all course requirements in the HDFS doctoral program but has not met all of the requirements for passing into candidacy, the student must maintain registration during the fall and spring semesters through further course work or three (3) to twelve (12) hours of credits in HDFS 964, Pre-candidacy Study (graded pass/fail). If the student registered in 964 is admitted into candidacy before the end of the free drop/add period in the next semester, the registration in 964 from the preceding semester is permitted to be changed to Doctoral Dissertation, HDFS 969. (See Section D: Preparation for Doctoral Candidacy).

Doctoral students must register for at least nine (9) credits of 969 following admission to candidacy. All 969 credits will be assigned grades of U (Unsatisfactory) or S (Satisfactory) while the research is in progress. When the Doctoral dissertation is complete, the faculty/advisor

changes the U or S (from the first time enrolled) to a “pass” before a student is cleared for graduation.

Doctoral Committees

A doctoral student should consult with his/her advisor to choose at least two members of the HDFS faculty, in addition to the advisor, to form his/her committee. The chair and the majority (2 other faculty members) of a student’s committee members must be members of the HDFS faculty. This preliminary committee should be in place by the time the student has completed one full semester or 9 credits.

As students move through the program they must add a minimum of one (1) committee member from outside of the Department. By the time a student defends his or her thesis proposal, the total doctoral committee must have no fewer than four (4) and no more than six (6) faculty members.

A faculty member at the University of Delaware may remain chair of an existing committee after leaving employment at the University of Delaware. However, there must be a co-chair who is on the faculty in the Department of Human Development and Family Studies at the University of Delaware.

In case of temporary absence (e.g. disability, sick leave, study abroad, sabbatical) of the chair of a student’s advisory or dissertation committee, the chair of the committee and the department chair must designate a temporary advisor for the student.

University Requirements for Candidacy

University prerequisites for admission to Doctoral candidacy are:

- a. Completion of the year of residency
- b. Demonstration of the ability to carry out research
- c. An approved program of study
- d. Passing a departmental qualifying exam
- e. Approval of a dissertation proposal

a. Completion of the Year of Residency

All doctoral students are required to take two contiguous semesters or a minimum of 9 credits each semester. The residency semesters can be initiated in the fall or spring, but do not include winter or summer sessions.

b. Demonstration of the Ability to Carry Out Research

Prior completion of a master’s thesis is one indication of the ability to carry out research when coupled with the required courses in research methods and statistics. Students who are admitted to the program without a master’s thesis may be required to meet a collateral research requirement. Although the content of the research is Human Developmentalized, the expectation is that the student will complete a project which will provide adequate background for Ph.D. level research. The 6-credit collateral research requirement is in addition to the credits for the doctoral degree and must be met during the first year of the student’s program.

c. An Approved Program of Study

This Approved Program of Study is documented by the M.A./Ph.D. Program Goals and the Graduate Planning Form.

d. The Comprehensive Examination Process

- 1) A reading list will be compiled for the comprehensive exam of material that the graduate faculty (including faculty that do not regularly teach graduate core courses) expect the students to know, along with what they have learned from their core courses. This list will be compiled and edited yearly by the graduate committee. The list will be available on the department's web site.
- 2) Comprehensive exam questions will be written by faculty who teach the core courses (those required for the Ph.D. degree). The list of faculty who have taught the core courses during the past two years will be requested from the chair of the department. These faculty will be requested by the graduate committee to submit two questions relating to the content area of the graduate course that they teach (human development, family studies, research methods, or statistics) three weeks prior to the exam. The questions will be forwarded to the graduate committee. The graduate committee will then be responsible for the selection of the final questions. All of the students taking the exam will receive the same questions.
- 3) The exam will be offered once each semester (October and March). A student's eligibility to take the comprehensive exam will need to be confirmed by the student's academic advisor and advisory committee. The student must notify the Chair of the Graduate Committee, in writing, by the first Friday of the semester (fall or spring) that they plan to take the exam. The student's graduate advisor will need to co-sign the letter.
- 4) Part 1 of the exam will focus on Human Development and Family Studies – concepts, theories, trends, and issues. It will include 3 questions – a Human Development question, a Family Studies question, and a Specialty question (e.g., disability issues, policy, resilience). Four hours will be allotted for Part 1.
- 5) Part 2 of the exam will focus on Research Methods and Statistics. It also will include 3 questions – a Research Design question, a Statistics question, and a Review/Critique of a research study to be provided at the time of the exam. Four hours will be allotted for Part 2. Part 2 of the exam will take place on the day after Part 1 is completed.
- 6) Each semester, the graduate committee will evaluate the comprehensive exam answers. If issues arise, the core faculty will be contacted for consultation. The oral defense of the comprehensive exam will occur within three weeks of the written exam. The length of the oral defense will be two hours. The oral defense committee will include the student's advisor, advising committee, and faculty who teach graduate courses. This committee will evaluate the oral defense.
- 7) If a student fails Part 1 or Part 2 of the written comprehensive exam, the entire exam (Part 1 and Part 2) may be retaken the following semester. If the student fails the oral defense, it may be retaken within one month of the failed defense.
- 8) Upon the completion of Part 1 and/or Part 2, a copy of student answers will be maintained in the departmental file. Students may have access to their responses upon request and a copy will be available to at the time of the oral examination. Please note that it is HDFS policy that answers are to be held in strict confidence and it is the student's professional and ethical responsibility to refrain from sharing questions and answers with other students. Students are to sign a statement of understanding regarding this policy. Upon completion,

students taking Part 1 and/or Part 2 will provide the HDFS office staff with a CD containing the responses to the exam. The student will receive a copy of the exam responses so that the student can provide a list of full references. These references should be turned in within 24 hours of completing the exam.

e. Approval of Dissertation Proposal

The final requirement for admission to candidacy is having a formal written dissertation proposal approved by the student's committee. A student has the option of substituting and expanding membership of his/her committee that will be most helpful in the research. A majority of the committee members (3) must be from the HDFS Department, and the committee must include at least one member from outside the HDFS Department. If appropriate for the proposed research, the outside member may also be from outside the University of Delaware. After a student has presented copies of his/her proposal to all committee members for feedback, a formal committee meeting is held with the student present. Committee members must reach agreement on approval of the proposal and sign a Doctoral Dissertation Proposal Approval and the Recommendation for Candidacy for Doctoral Degree Forms. The committee may either sign the form at the proposal meeting or make additional suggestions for changes in the proposal. The student will make any changes required by the committee and have them approved before again seeking the signatures of all the committee members. It may not, however, be necessary to have another formal committee meeting.

Department Requirements for Candidacy

In addition to the University requirements outlined above, department prerequisites for admission to doctoral candidacy, as explicated earlier, include completion of core course credits and fulfillment of the teaching requirement.

a. Required Coursework

Students are required to have taken their 28 non-elective credits as well as the required HDFS credits before admission to candidacy. It is expected that most, if not all, of their remaining basic credits (600/800 level) will be completed.

b. Teaching Requirement

The HDFS department requires all Ph.D. students to have a documented, supervised teaching experience. This is a teaching experience that has had prior approval of the advisor and demonstrates a level of competence. The level of competence can be documented through class evaluations, observation, videotaping and critiquing the experience, or through the TA evaluation form. Generally, students fulfill this requirement by teaching an undergraduate class with a faculty member serving as a mentor. However, it may, at times, also be appropriate to count a community training that includes a pre- or post- conference workshop evaluation as appropriate. All students are encouraged to participate in a variety of teaching experiences to document their professional development and to be competitive in the job market.

c. Special Registration Prior to Candidacy

Students preparing for doctoral candidacy can register for HDFS 964, Pre-Candidacy Study, in the semester prior to achieving candidacy. If candidacy status is obtained prior to the Drop/Add date of the next semester, HDFS 964 will convert to HDFS 969,

Doctoral Dissertation. For registration purposes, the candidate should sign up for HDFS 964 or HDFS 969, using the designated section number of the advisory committee chair.

d. Admission to Candidacy

After the University and Department requirements are met, the committee recommends the student for admission to doctoral candidacy. The following form must be obtained from the HDFS Graduate Secretary (112 Alison West): Admission to Doctoral Candidacy and Dissertation Proposal Approval.

The Recommendation for Candidacy for Doctoral Degree and the Change of Classification Form for Graduate Students are available on the Office of Graduate Studies website. Assuming that all requirements have been met, these forms can be signed at the dissertation proposal meeting.

The Ph.D. Dissertation

a. Developing the Proposal

The Ph.D. Dissertation should reflect the results of original and significant research. The expectation is that the dissertation will identify a significant issue to be studied and will demonstrate an appropriate level of conceptual, methodological and statistical competence.

The required courses in research methods and statistics are designed to prepare students for developing research proposals. It is important to complete these courses and others before writing the proposal.

A successful proposal for the Doctoral dissertation and full Human Subject's approval must be obtained and approved by the student's committee before formal research is begun. It is appropriate to register for 1-3 credits of HDFS, 868, or 964 as the proposal is being developed.

b. Human Subjects Approval

All projects involving contact with human subjects must be submitted to the Human Subjects Committee before beginning the project. Please refer to the current policies and procedures of this committee.

c. Completing the Research

Students should work closely with their committee throughout the project/research, using their expertise and advice. Collaborative efforts will benefit both faculty and graduate students.

The Thesis Manual outlines the University's requirements for development and completion of the thesis/dissertation. It is available on-line through the website from the Office of Graduate Studies.

d. Approval of Dissertation Proposal

The final requirement for admission to candidacy is having a formal written dissertation proposal approved by the student's committee. A student has the option of substituting and expanding membership of his/her committee that will be most helpful in the research.

After a student has presented copies of his/her proposal to all committee members for feedback, a formal committee meeting is held with the student present.

Committee members must reach agreement on approval of the proposal and sign a Doctoral Dissertation Proposal Approval and the Recommendation for Candidacy for Doctoral Degree Form. The committee may either sign the form at the proposal meeting or make additional suggestions for changes in the proposal. The student will make any changes required by the committee and have them approved before again seeking the signatures of all the committee members. It may not, however, be necessary to have another formal committee meeting.

e. Dissertation Defense

The final oral examination consists of a defense of the conducted research and dissertation, and a test of the candidate's mastery of the fields covered in the program.

This meeting is planned cooperatively the student and advisor. By University policy, defenses are open and announced to the "public." The student is responsible for posting notices of the time and place of the defense.

The final oral examination is conducted by the student's thesis committee. The oral defense is evaluated on a pass/fail basis. In case there are dissenting votes, the majority opinion rules.

The oral defense must be completed before the date established by the University for degree completion, and certification of a successful defense must be submitted to the Office of Graduate Studies. If the degree candidate should fail to successfully defend his/her dissertation, the candidate can appeal to the Department. A second defense can be granted, however the student must wait a minimum of 4 months and a maximum of 12 months before attempting to defend a second and final time. No further defenses can be scheduled beyond the second attempt. Upon approval of the dissertation by the student's committee, the form Certification of Ph.D. Dissertation Defense is completed, signed and sent to the Office of Graduate Studies.

f. Guidelines for the Dissertation Oral Examination

- i. The oral examination is scheduled in consultation with the committee, following the completion of all course work and dissertation requirements. Prior to the defense, complete the Confirmation of Dissertation/Executive Position Paper Committee form.
- ii. The committee consists of the members of the student's thesis committee. Members of the committee should be given a copy of the dissertation at least one week (seven days) prior to the oral examination.
- iii. The oral examination is scheduled for at least 2 hours needs to be rigorous and sufficiently challenging to warrant the degree to be awarded.
- iv. The examination is primarily on the work of the dissertation. Committee members assess the competencies exhibited in the research work. Everyone on the committee should have an opportunity to ask questions or pursue any specific point.

- v. Discussion of editorial changes is held to a minimum; editorial changes and corrections are passed on to the student and/or major professor on an individual basis.
- vi. At the end of the examination, the student is asked to step out of the room and the committee members are to express clearly their position in regard to the following:
 - Was there a satisfactory defense?
 - Did the student perform well in the examination?
 - Is the document acceptable as presented? If not, what changes are to be made?
- vii. The formal vote on the student's overall performance is recorded on the appropriate form and any conditions prescribed by the committee are also recorded on the form at that time.
- viii. *Copies of the Certification of Doctoral Dissertation Defense form* are distributed to the student, major professor, Department Chair, Office of the Dean, College of Human Services, Education & Public Policy and the Office of Graduate Studies.

g. Submitting the Approved Doctoral Dissertation

The dissertation is expected to reflect the results of original and significant research written in a scholarly and literate manner worthy of publication. The dissertation defense must be completed prior to the submission date and the certification of a successful defense must be submitted to the Office of Graduate Studies. The dissertation must be approved by the chair of the student's thesis committee, the Dean of the College, the chair of the student's major department, and the Provost. The dissertation is to be signed by the professor in charge of the dissertation and all members of the dissertation committee. The following items are to be submitted to the Office of Graduate Studies: (1) Three original sets of the signature pages showing approval of the dissertation/executive position paper; (2) Three copies of the abstract; (3) The dissertation/executive position paper as a PDF file; (4) Certification of Doctoral Defense; (5) Survey of Earned Doctorates.

Responsibility for the scholarly and written quality of a dissertation rests with the student, advisor, and committee. Final drafts must adhere to APA style. Review of the dissertation by the thesis advisor and, potentially, the Department Chair will consist of verifying that the documents have been prepared with the appropriate format as described in the Thesis and Dissertation Manual. This review is necessary to ensure that dissertations will be acceptable by University Microfilms, and to ensure that all documents are complete and suitable for binding. *Content and style reviews* are the responsibility of the student and the committee Chair.

The guidelines for preparing dissertations as described in the Thesis and Dissertation Manual must be followed. Dissertations will not be accepted by the Office of Graduate Studies unless all signatures of appropriate advisors, committee members, Chairs and Deans have been obtained (unless other arrangements have been agreed to by the Office of Graduate Studies in advance) and an *Application for Advanced Degree form* is on file. For dissertations and other doctoral papers, additional requirements include the signed abstract approval page, extra abstract, University Microfilm form and the Survey of Earned Doctorates.

Dissertations will be reviewed thoroughly both within and outside the Department. Last minute changes may be necessary before the student is cleared for graduation. It is the student's responsibility to make such changes in a timely manner.

One bound copy of each doctoral dissertation will be retained for inclusion on the HDFS collection. It is customary for students to provide a copy of the final document to the members of the student's advisory committee. These may be bound or unbound.

VI. COMPLETING FINAL REQUIREMENTS

Degrees are conferred at the end of summer, fall and spring semesters. Approximately three months before the student's expected graduation date, an Application for Advanced Degree must be completed by the student and signed by the student's advisor and the Department Chairperson. It is submitted by the student with the required fee at the Cashier's Office in the Student Services Building.

Because the application form includes the student's program of studies (courses counted toward the degree), it is essential that the student check for changes such as titling of Independent Study courses or transferring credit. Students should confirm that final grades for HDFS-868 and HDFS-969 have been changed from S or U to a letter grade or a "pass," as appropriate, by the supervising faculty member and submitted to the Office of Graduate Studies. (See Change of Grade form).

As previously noted, changes in the Doctoral dissertation may be required by the Department Chair or the Office of Graduate Studies before clearance for graduation. It is the student's responsibility to make needed changes in a timely fashion.

Post Script

The Department of Human Development and Family Studies at the University of Delaware is proud of its mission and reputation. As such, we take our job to prepare the next generation of scholars and practitioners very seriously. All of us enjoy working with graduate students and see as them as our future colleagues. In that spirit, we always welcome suggestions about how to improve our program and how to build a strong cohort of students. We welcome the participation of our graduate students in every aspect of the Department and encourage their input.

VII. GRADUATE CERTIFICATE PROGRAMS

Graduate Certificate in Early Language and Literacy

The Graduate Certificate in Early Language and Literacy is designed for early care and education professionals desiring expertise in early language and literacy education for children from birth through age five. All coursework emphasizes early language and literacy development within the context of programs serving children and families from diverse socioeconomic and language backgrounds.

Required coursework emphasizes 1) knowledge and skills to work with families and early childhood programs to support early language and literacy development, 2) knowledge and skills to teach early language and literacy through the developmentally appropriate and research-based practices, and 3) knowledge and skills to work with children and families from diverse socioeconomic and language backgrounds.

Course requirements:

HDFS 621 Family Studies I	
or HDFS 647 Family Partnerships in Early Childhood Education	3 credits
HDFS 606 Early Childhood Literacy Skill Development	3 credits
HDFS 656 Supervision: Functions & Techniques	3 credits
HDFS 667 Early Childhood Literature	
or EDUC 601 Language Development in the Classroom	
or EDUC 602 Childhood Literature	3 credits
EDUC 676 Second Language Acquisition & Bilingualism	
or EDUC 740 Literacy for English Language Learners	3 credits
TOTAL:	15 credits

Successful completion of this Graduate Certificate Program requires five 3-credit graduate courses with a minimum grade of B- in all courses.
Students will be expected to complete this program within 4 years.

Requirements for Admission.

Applicants to this Graduate Certificate Program must have successfully completed a BS or BA in a field related to the applicant's area of interest. In addition, applicants must provide a statement of interest, career objectives and prior related experience. College transcripts will be evaluated for indicators of future academic success and written statements assessed for compatibility of interests and goals with program goals. Students can apply for admission into the MS program upon completion of 6-9 credits in the Graduate Certificate Program. All 15 credits in the Graduate Certificate Program can then be applied to the MS degree if a grade of B or above was received. Review of applications and admission are conducted on a rolling basis by the HDFS Graduate Committee.

Those wishing to complete more than one Graduate Certificate Program must apply to each separately. If admitted to a second or third Graduate Certificate Program, course requirements for each will be modified so that students will complete 15 discrete credit hours for each Graduate Certificate Program with no overlapping courses.

Graduate Certificate in Leadership in Early Childhood and Human Services

The Department of Human Development and Family Studies Graduate Certificate Program in **Leadership in Early Childhood and Human Services** provides professionals working in programs serving young children, youth and families, with skills and knowledge in the areas of adult development and learning, reflective and developmental supervision, staff development, administration, curriculum, assessment, partnerships with families, and advocacy for children, families and the profession.

Course Requirements:

HDFS 621 Family Studies I	
or HDFS 647 Family Partnerships in Early Childhood Education	3 credits
HDFS 656 Supervision: Functions & Techniques	3 credits
HDFS 637 Program Planning, Assessment & Evaluation	
or HDFS 640 Early Childhood Administration, Leadership & Advocacy	
or HDFS 642 Leadership in Human Services	3 credits
HDFS 641 Infants, Toddlers & Families: Development and Programming	
or HDFS 601 Human Development	
or HDFS 860 Cultural Diversity & Families	3 credits
HDFS 662 Curriculum Analysis in Early Childhood	
or HDFS 639 Curriculum Methods and Assessment	
or HDFS 630 Family Life Education	3 credits
TOTAL:	15 credits

Successful completion of this Graduate Certificate Program requires five 3-credit graduate courses with a minimum grade of B- in all courses.

Requirements for Admission.

Students will be expected to complete this program within 4 years.

Applicants to this Graduate Certificate Program must have successfully completed a BS or BA in a field related to the applicant's area of interest. In addition, applicants must provide a statement of interest, career objectives and prior related experience. College transcripts will be evaluated for indicators of future academic success and written statements assessed for compatibility of interests and goals with program goals. Students can apply for admission into the MS program upon completion of 6-9 credits in the Graduate Certificate Program. All 15 credits in the

Graduate Certificate Program can then be applied to the MS degree if a grade of B or above was received. Review of applications and admission are conducted on a rolling basis by the HDFS Graduate Committee.

Those wishing to complete more than one Graduate Certificate Program must apply to each separately. If admitted to a second or third Graduate Certificate Program, course requirements for each will be modified so that students will complete 15 discrete credit hours for each Graduate Certificate Program with no overlapping courses.

Graduate Certificate in Parent Education and Family Support

The Department of Human Development and Family Studies Graduate Certificate Program in **Parent Education and Family Support** provides professionals working parent education and agencies providing family support with skills and knowledge in the areas of family theory, development across the lifespan, parenting, working in partnership with families, risk and resilience in children and youth, family life education.

Course requirements:

HDFS 621 Family Studies I	
or HDFS 647 Family Partnerships in Early Childhood Education	3 credits
HDFS 627 Parenting Through the Lifespan	3 credits
HDFS 630 Family Life Education	3 credits
HDFS 641 Infants, Toddlers & Families: Development and Programming	
or HDFS 601 Human Development	
or HDFS 860 Cultural Diversity & Families	3 credits
HDFS 646 Infant & Early Childhood Mental Health	
or HDFS 665 Youth at Risk	3 credits
TOTAL:	15 credits

Successful completion of this Graduate Certificate Program requires five 3-credit graduate courses with a minimum grade of B- in all courses.

Students will be expected to complete this program within 4 years.

Requirements for Admission.

Applicants to this Graduate Certificate Program must have successfully completed a BS or BA in a field related to the applicant's area of interest. In addition, applicants must provide a statement of interest, career objectives and prior related experience. College transcripts will be evaluated for indicators of future academic success and written statements assessed for compatibility of interests and goals with program goals. Students can apply for admission into the MS program upon completion of 6-9 credits in the Graduate Certificate Program. All 15 credits in the

Graduate Certificate Program can then be applied to the MS degree if a grade of B or above was received. Review of applications and admission are conducted on a rolling basis by the HDFS Graduate Committee.

Those wishing to complete more than one Graduate Certificate Program must apply to each separately. If admitted to a second or third Graduate Certificate Program, course requirements for each will be modified so that students will complete 15 discrete credit hours for each Graduate Certificate Program with no overlapping courses.