

University of Delaware
Department of Human Development and Family Sciences

Handbook for Graduate Programs

Master of Science in Human Development and Family Sciences

Master of Arts in Early Childhood Development and Programming

4+1 Bachelor of Science and Master of Science Programs

Doctor of Philosophy in Human Development and Family Sciences

Graduate Programs in the Department of Human Development and Family Sciences

The Department of Human Development and Family Sciences 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 graduate programs in Human Development and Family Sciences 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.

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INTRODUCTION

Welcome to the graduate program in the Department of Human Development and Family Sciences at the University of Delaware. This handbook is intended to assist you in the procedures to be followed as you progress with your degree. 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/graduate-handbook>. 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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REQUIREMENTS FOR ALL STUDENTS

Pre-registration and Registration

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 Administrative Assistant II and Academic Support Coordinator may register students during designated time periods.

Students also may register or change their registration through UDSIS. 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 and Professional Education to waive the late registration fee.

The department makes every effort to regularly offer courses required for graduate degree programs. However, particularly in the Ph.D. program, 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 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 Director, and/or their advisors when selecting courses. Syllabi for all HDFS courses are on file in the department office (111 Alison West). You are welcome to review them. Graduate credits may be earned for courses numbered 600-699, 800-899 and 900-998.

Grading Option for Courses

When selecting grading options for a course, students may not choose the pass/fail option. This grading option does not factor into students' cumulative grade point average (GPA). For example, a grade of "P" does not reflect in the students' GPA and as a result, may negatively impact the student's eligibility for assistantships. Therefore, students must choose the standard grading option for non-elective and elective course work that counts toward degree completion.

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.

Note: Students are permitted to audit courses. However, students receive no credit for audited courses. In addition, students receiving assistantships, must be enrolled full-time in order to maintain their assistantship. Courses with audit status do not count toward the degree requirements.

Selecting an Advisor

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

Each student is assigned a **temporary** advisor upon being accepted to the program. Throughout the first year, students are encouraged to talk with faculty whose interests are

similar to their own, 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 two additional committee members for their advisory committee before the first annual review of graduate students in February. In December, the Graduate Director will distribute the *Annual Review* form which is to be completed and returned to both the primary advisor and the Graduate Director.

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, students 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 Director and Department Chair.

Typically, a student can expect a mentor/advisor to provide 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.

Students in the M.A. program in Early Childhood Development and Programming will be assigned a faculty advisor upon entering the program. This advisor will typically be the faculty administrator of the program. It is expected that students and their formal 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 Sciences offers every type of financial support available through the university. The department's Ph.D. students will typically be provided with some form of financial support. 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 HDFFS Graduate Director 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 Human Development and throughout the university. Many of these assistantships carry a stipend and a tuition scholarship. Specific assistantship openings will be announced in the spring by the Graduate Director to all program applicants. Inquiries should be directed to the Graduate Director. Applicants may apply for National Direct Student Loans. Further information and applications may be obtained from:

Office of Student Financial Services (http://www.udel.edu/finaid/grad_loans.html)
University of Delaware
Newark, DE 19716
(302) 831-2126
Or the Graduate & Professional Education Office:
<http://www.udel.edu/gradoffice/financial/index.html>

Note: Graduate assistantships 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 Department Chair. 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 academic standing. This is determined at the annual review, by grades and in consultation with the faculty.
- *Student's area of interest:* Students in the M.S. and Ph.D. programs 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 also may 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 for which they seek student assistance. The faculty member will notify the Graduate Committee and the Department Chair of his/her needs and may request particular students.
- *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 Ph.D. 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 (students must maintain a cumulative GPA of 3.0 each semester), are progressing in a timely fashion, and have met the expectations of any past or current assistantship. Students receiving funding must be enrolled full-time. This is defined as nine graduate credit hours per semester.

Planning and Implementing a Program of Study

Early in students' graduate school career, they need 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 nine credits to begin 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 students' 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 fully benefit 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 communication from the Graduate Director in late fall or 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.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 also should be provided to the Graduate Director. Graduate students in the M.S. and Ph.D. programs must submit this form annually to remain in good standing.

At the review, on the basis of this information, the faculty will make recommendations on whether students are making satisfactory progress. These recommendations are governed by University Graduate Policies and cumulative GPA standards as described in the Graduate Catalog, as well as timely completion of milestones such as comprehensive exams, thesis/dissertation proposals, and theses/dissertation completion and defense. 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. 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 also will 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 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 Graduate Director explaining the reason for the request and duration of the proposed leave. A *Leave of Absence* form will then be processed. After review by the Graduate Committee, the request and committee recommendation are forwarded to the University Office of Graduate and Professional Education by the Graduate Director (Please see further details in the University Undergraduate and Graduate Catalog).

Time Limits for Completion of Graduate Programs

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 ten 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 Director. The Graduate Director forwards the request to the Office of Graduate and Professional Education. The Office of Graduate and Professional Education 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". Thus, it is strongly recommended that students take advantage of opportunities provided through the department, college, and university to learn about new areas and meet professionals in the field. Students should attend colloquia, present at local and national conferences, and 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.

CORE COMPETENCIES FOR M.S. AND Ph.D. in HUMAN DEVELOPMENT AND FAMILY SCIENCES

Students completing the HDFS M.S. and Ph.D. graduate programs are expected to have a strong foundation in both theory and research methods in addition to a clear understanding of current and historical community and demographic trends which drive the need for services and/or guide the ways in which services are delivered. Specifically, we believe students should understand and be able to:

- C1:** Apply basic tenets of influential developmental and family studies theories (e.g., Lifespan, Life Course, Family Systems).
- C2:** Apply research methods and design (e.g., quantitative and qualitative methods, ethical considerations, study design, interpret results of analyses).
- C3:** Develop and apply problem-solving skills (e.g., identify a problem/s in the field, develop appropriate research questions, create a product addressing the identified problem).
- C4:** Understand trends in the field (e.g., articulate shifts in local, regional, and national trends).
- C5:** Demonstrate clarity of thought and critical thinking skills (e.g., critically examine, evaluate literature and research design.)
- C6:** Demonstrate professionalism and integrity (e.g., demonstrates commitment to integrity in research, demonstrates professional conduct in all aspects throughout their program and profession).
- C7:** Demonstrate exceptional communication skills (e.g., scientific and grant writing skills).

II. M.S. IN HUMAN DEVELOPMENT AND FAMILY SCIENCES

The M.S. program in Human Development and Family Sciences is designed to be: a) a professional program that prepares students to enter positions as leaders in early childhood, human development, human services and related fields, and b) a pathway to a doctorate degree in Human Development and Family Sciences 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 sciences, human development, and research methods.

The M.S. in Human Development and Family Sciences 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. Please note that completion of the M.S. program does not result in a teaching certification.

Qualifications for Program Admission

Admission decisions will be based on prior educational experiences, GPA, and letters of recommendation. It is generally expected that students will have an undergraduate GPA of at least 3.0 with a major GPA of at least 3.25 and (if applicable) a graduate degree cumulative GPA of at least 3.5.

All applicants will submit a personal statement and three letters of recommendation. GRE scores are not required for admission to this program. For international applicants, whose first language is not English, a Test of English as a Foreign Language (TOEFL) iBT score of 100 or a score of 7.0 on the International English Language Testing System (IELTS) is required.

University statement:

Admission to the graduate program is competitive. Those who meet stated requirements are not guaranteed admission, nor are those who do not to meet all stated requirements necessarily precluded from admission if they offer other appropriate strengths (2019).

Program Requirements

M.S. in Human Development and Family Sciences

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

HDFS 601	Theories of Human Development	3
HDFS 615	Research Methods	3
HDFS 621	Family Studies I: Empirical and Theoretical Perspectives	3
HDFS 637	Program Planning, Assessment and Evaluation	3
EDUC 665	Elementary Statistics	3
600/800	Statistics Course	3
		6
600/800	Area of Interest Electives	
HDFS 869	Thesis	6
TOTAL		30 credits

M.S. in Human Development and Family Sciences

Concentration: 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
TOTAL		33 credits

M.S. in Human Development and Family Sciences

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
HDFS 637	Program Planning, Assessment and Evaluation	3
EDUC 665	Elementary Statistics	3
600/800	Statistics	3
HDFS 869	Thesis or Theoretical paper w/ Field Experience	6

Restricted Electives:

Choose 3 courses, in consultation with your Academic Advisor, from the following list:

HDFS 642	Leadership in Human Services	3
HDFS 669	Supervised Field Experience	3
UAPP 693	Economics in Public and Nonprofit Sectors	3
UAPP 694	Financial Management in Public and Nonprofit Sectors	3
UAPP 696	Human Resources in Public and Nonprofit Sectors	3
UAPP 697	Leading Organizations in Public and Nonprofit Sectors	3
UAPP 698	Management Decision Making in Public and Nonprofit Sectors	3
TOTAL		33 credits

M.S. Program Timeline:

- a. During the first year, students identify a permanent advisor and two other committee members. The chair and the majority (two other faculty members) of a student's committee 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 nine credits. This committee also may 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.
- b. Students must complete all required course work, including area of interest and restricted electives (if applicable to students' concentration). Students must earn a minimum grade of B- in all required course work and maintain a 3.0 GPA. Students who consistently fail to maintain a 3.0 GPA will be recommended for dismissal from the program. Please review the university's policy:
<https://catalog.udel.edu/content.php?catoid=12&navoid=461>

- c. Area of interest electives should be chosen by the student in consultation with his/her advisor and or advisory committee.
- d. 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 two weeks before the scheduled defense.
- e. 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.
- f. 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 nine credits. Students who have completed all of their course work 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.

Thesis Option

The master's thesis option is designed for students who wish to gain experience and/or pursue a career path that is focused on research. Students who choose this option are expected to design an original research study as well as defend and implement their research design and report their results. Usually, the thesis option is selected by students who plan to pursue the Ph.D. in Human Development and Family Sciences.

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. However, only the credits for HDFS 869 will count toward the six credits needed for the student's thesis.

b. Human Subjects Approval

All projects involving contact with human subjects must be approved by 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 research/project process, 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 two weeks 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 and Professional Education. If the degree candidate should fail to successfully defend his/her thesis, the candidate will be given feedback on what aspects of the defense were failed, and can appeal to the department. A second defense can be granted; however, the student must wait a minimum of one month and no more than twelve-months to defend a second and final time. Students must successfully defend their second attempt. No further defenses will be scheduled beyond the second attempt. Upon approval of the master's thesis by the student's committee, the *Oral Examination for Master's 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 and Professional Education: (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: the chair of the committee in charge of the candidate's degree program or the advisor, the Department Chair, the Dean of the College, and the Provost.

Responsibility for the scholarly and written quality of the thesis rests with the student, advisor, and committee. Review of manuscripts at the Office of Graduate and Professional Education 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 ProQuest, and to ensure that all documents are complete and suitable for digital publication. **Content and style reviews are the responsibility of the student and the committee, not of the Office of Graduate and Professional Education.**

The guidelines for preparing theses are described in the *Thesis and Dissertation Manual* and must be followed by students. Thesis will not be accepted by the Office of Graduate and

Professional Education 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 and Professional Education 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. Students must provide a copy of the final document to members of his/her advisory committee. These may be electronic or hardcopy.

Non-Thesis Option

The master's project option is designed for students who seek more practical experiences and advanced knowledge in their area of interest and have flexibility in their career options. A master's project can take various forms such as creating a curriculum, writing training manuals, creating professional development modules (online or offline), portfolios, case studies, developing a pilot study, or may include other types of field projects. The project should seek to address a real-world problem in the student's area of interest.

Students will work with their committees on a case-by-case basis to identify an appropriate format for their master's project. The project must be approved by the student's committee, and follow standard procedure. This includes a project proposal defense and a final project defense. The project follows the same deadlines as a master's thesis. Students intending to continue in the HDFS Ph.D. program must complete a master's thesis, rather than a project.

a. Developing a Topic

Students should meet with their advisor to discuss potential topics for his/her master's project. Topics should be directly related to students' area of interest. Topics may be suggested by the student's advisor or committee members. Students also may select topics based on community need or gaps in the field/literature. Students must work with their advisor to refine their project ideas and complete the necessary research in developing the project.

b. Components of the Project

The master's project must include the following components:

- A cover-page
- The topic/problem being addressed and an abstract
- A rationale for choosing the identified problem
- The problem that the project seeks to address
- Theoretical perspective or conceptual framework that will guide the project
- A review of the literature,
- Problem-based research question/s
- Program development
- Data collection and analysis (if applicable)
- A product that attempts to address the problem

Determinations on what the final product should be must be discussed with the student and his/her advisor and approved by the student's committee.

c. Human Subject Approval (if applicable)

All projects involving contact with human subjects must be approved by the Human Subjects

Committee before beginning the project. Please refer to the current policies and procedures of this committee.

d. Project Proposal and Defense

Students must write, submit, and defend their project proposal to their advisory committee. Students must successfully defend their project proposal before moving on to data collection, data analysis and subsequent stages in the program.

e. Final Oral Defense/Presentation and Final Approval

Students should work closely with their committee throughout the project process, using their expertise and advice. Collaborative efforts will benefit both faculty and graduate students. Upon completion, copies of the master's project should be submitted to the student's committee members for review a minimum of two weeks 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 project 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 project 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 and Professional Education. If the degree candidate should fail to successfully defend his/her project, the candidate will be given feedback on what aspects of the defense were failed and can appeal to the department. A second defense can be granted; however, the student must wait a minimum of one month and no more than twelve-months before attempting to defend a second and final time. Students must successfully defend their second attempt. No further defenses will be scheduled beyond the second attempt. Upon approval of the master's project by the student's committee, the *Oral Examination for Master's Degree* form is completed and signed.

f. Submitting the Approved Project

The following items are to be submitted to the Department of Human Development and Family Sciences: (1) three original sets of the signature pages showing approval of the project; (2) three copies of the abstract; (3) the project as a PDF file (if applicable). The project must be approved by the chair/advisor of the student's committee and the Department Chair.

Responsibility for the scholarly and written quality of the project rests with the student, advisor, and committee. Content and style reviews are the responsibility of the student and the committee. Master's projects will be reviewed thoroughly within 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.

Students must provide a copy of the final document to the members of their advisory

committee. These may be electronic or hardcopy.

Transferring from Master's Programs to the Ph.D. Program

Students who matriculated in the HDFS master's programs who wish to continue their graduate education in the HDFS Doctoral program must submit a **formal electronic application to the university's Graduate office** (<http://grad.udel.edu/apply/>). They must submit three letters of reference, a personal statement and GRE scores with their application. Deadlines for applications are the same as those for newly entering students. The application will be reviewed with all other applicants by the Departmental Graduate Committee. Students transferring from the M.A. program in Early Childhood Development and Programming will be required to meet the Ph.D. program's collateral research requirement, demonstrating the ability to carry out research by completing a Master's thesis. Students who complete a project instead of a thesis in the M.S. program also must meet the program's collateral research requirement.

CORE COMPETENCIES FOR MASTER OF ARTS IN EARLY CHILDHOOD PROGRAMMING AND DEVELOPMENT

Students completing the M.A. in Early Childhood Programming and Development are expected to have a strong foundation in theory of child development, program administration and leadership. Students also must have a clear understanding of historical and contemporary trends in early childhood which drive the need for services and/or guide the ways in which services are delivered. Specifically, we believe students should understand and be able to:

- C1:** Demonstrate a commitment to the education of all young children and their families.
- C2:** Understand and apply theories of child development in program development and administration.
- C3:** Understand and meet the needs of young children with special needs.
- C4:** Demonstrate professionalism and integrity in all aspects throughout their program and profession.
- C5:** Demonstrate exceptional communication skills.

III. M.A. IN EARLY CHILDHOOD DEVELOPMENT AND PROGRAMMING

This professional master's degree has been designed to provide individuals who have already earned a bachelor's degree related to early childhood with the additional knowledge of child development and practical experiences necessary to lead or otherwise contribute to the administration of programs for young children. The intensive curriculum for the M.A. in Early Childhood Development and Programming will be structured to allow students to complete their degree requirements in as little as twelve months, offering an affordable alternative to two-year master's programs. Students who are admitted on a part-time basis should expect to be in their program longer than full-time students. The curriculum includes requirements for field-based experiences in local early childhood programs and schools across multiple academic terms, in addition to campus-based courses focusing on aspects of early childhood development, including literacy, play, and curriculum. Additional areas of focus include programming for young children with special needs, and adult development and learning, which will be highly relevant to graduates' future positions as staff administrators. The degree program builds upon and extends partnerships with community-based organizations and schools that have been established by the Department of Human Development and Family Sciences.

Students who successfully complete the program requirements will concurrently earn an M.A. in Early Childhood Development and Programming as well as a certificate in Leadership in Early

Childhood and Human Services. The M.A. program requires a minimum of 30 credits beyond the

bachelor's degree.

Courses will be offered on a rotating schedule to allow students the opportunity to complete the core requirements during a twelve-month period. Please note that completion of the M.A. program in Early Childhood Development and Programming does not result in a teaching certification regardless of students' area of concentration.

Program Requirements

- HDFS 606 Early Childhood Literacy Skill Development 3
 - HDFS 621 Family Studies 1: Empirical and Theoretical Perspectives 3
 - HDFS 640 Early Childhood Administration, Leadership and Advocacy 3
 - HDFS 641 Infants, Toddlers and Families: Development and Programming 3
 - HDFS 645 Programming for Young Children with Special Needs 3
 - HDFS 656 Adult Development and Learning 3
 - HDFS 669 Supervised Field Experience and Study 6
 - HDFS 691 Play and Human Development 3
 - HDFS 662 Curriculum Analysis in Early Childhood 3
Or HDFS 639 Curriculum Methods and Assessment
- Total: 30**

M.A. Program Timeline

The M.A. program in Early Childhood Development and Programming follows an intensive, one year degree with a cycle that would typically begin in fall and end in summer with courses taken during the fall, winter, spring, and summer terms. The suggested sequence of courses is shown below:

	Fall	Winter	Spring	Summer
M.A. in Early Childhood Development and Programming + Certificate in Leadership in Early Childhood and Human Services	HDFS 606 Early Childhood Literacy Skill Development HDFS 621 Family Studies 1: Empirical & Theoretical Perspectives HDFS 641 Infants, Toddlers and Families: Development and Programming HDFS 662 Curriculum Analysis in Early Childhood OR HDFS 639 Curriculum Methods and Assessment	HDFS 645 Programming for Young Children with Special Needs	HDFS 640 Early Childhood Administration, Leadership and Advocacy HDFS 691 Play and Human Development HDFS 656 Adult Development and Learning	HDFS 669 Supervised Field Experience and Study (3 initial credits) HDFS 669 Supervised Field Experience and Study (3 additional credits) (Summer sessions one and two)

Qualifications for M.A. Program

Admission decisions will be based on prior educational experiences, GPA, and two letters of recommendation. It is generally expected that students will have an undergraduate GPA of at least 3.0, and will have earned a bachelor's degree in early childhood education or related field. A federal background clearance will be required in order to enroll.

All applicants will submit a personal statement and two letters of recommendation. GRE scores are not required for admission to this program. For international applicants, whose first language is not English, a Test of English as a Foreign Language (TOEFL) iBT score of 100 or a score of 7.0 on the International English Language Testing System (IELTS) is required.

For students applying to the M.A. program who meet all of the department's admission requirements except the English proficiency requirement, conditional acceptance may be granted once cleared by the English Language Institute (ELI).

University statement:

Admission to the graduate program is competitive. Those who meet stated requirements are not guaranteed admission, nor are those who fail to meet all of those requirements necessarily precluded from admission if they offer other appropriate strengths (2019).

Procedures

Upon arrival at the University of Delaware, students will be matched with an advisor who must be a member of the HDFS faculty. The advisor will typically be faculty member designated as administrator of the M.A. program in Early Childhood Development and Programming.

Students must complete all required course work with a minimum grade earned of B- and maintain a 3.0 GPA. Students who consistently fail to maintain a GPA of 3.0 may be recommended for dismissal. Please review the university's policy: <https://catalog.udel.edu/content.php?catoid=12&navoid=461>.

Students will simultaneously meet requirements for the Graduate Certificate in Leadership in Early Childhood Education and Human Services by completing the coursework for the M.A. program. Courses needed to complete the 15-credit certificate are HDFS 621, HDFS 639 (or HDFS 662), HDFS 640, HDFS 641, and HDFS 656. The certificate will be awarded concurrently with the student's completed Master's degree.

Students in the M.A. Program must complete and submit the *Graduate Certificate Enrollment Request* form to the Office of Graduate and Professional Education in order for the certificate to be conferred. [Students may access the Graduate Certificate Enrollment Request form by selecting this link.](#)

Placements for the Supervised Field Experience and Study course (HDFS 669) will be arranged by the program director of the M.A. program in Early Childhood Development and Programming, working with the program's faculty administrator and the HDFS Graduate Director. The HDFS 669 placements will be required for all students enrolled. Students will not be required to defend a master's thesis or to complete a final project. The Supervised Field Experience and Study is intended as the capstone experience for this degree program. **Students must complete fingerprints and a background check to supervise in placements with young children.**

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

Program Description and Rationale

The 4+1 Program in Human Development and Family Sciences: 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 B.S. and M.S. in Human Services Leadership in 5 years.

This 4+1 program builds upon the strengths of our accredited undergraduate program by deepening and extending learning through graduate study. This program is in compliance with master’s degree Council for Standards in Human Services Education (CSHSE) accreditation standards.

The M.S. program in Human Development and Family Sciences 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 Sciences 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. The following form will be included as part of the application to the 4+1 program.

Graduate Course Approval Form for 4+1 Application

To the 4+1 applicant: Upload this completed form as a part of the admission application to a 4+1 program.

Student Name:			Email:	Term of Undergrad Degree
Student ID:		Undergrad Major:	Undergrad Advisor:	Current Total Earned Undergrad Credits

- The number of graduate credits completed as an undergraduate that may be “dual-counted” towards the bachelor’s and the master’s degrees for students enrolled in 4+1 programs is determined by the program policy document of the 4+1 program. The number of dual-counted courses must be established at the time of the application to the 4+1 program.
- Additional graduate course work (600 level and above) that are not a part of the dual-counted courses in the 4+1 program that are taken while an undergraduate and that are not used to satisfy undergraduate degree requirements, may be transferred to the master’s degree program by completing a *Transfer of Credit* form. Students who wish to transfer credits from their undergraduate record to their graduate record may transfer a limited number (typically no more than nine) by arranging with the Office of Graduate and Professional Education to have these courses approved by the graduate program director before the courses are taken. These courses must be at the 600 level, and the student must perform at the graduate level.

- They must be in excess of the total required for the baccalaureate degree, must have grades of no less than B-, and must not be older than five years. The credits, grades, and quality points will transfer.

List **graduate courses** taken as an undergraduate student and indicate whether or not they are to be dual- counted or transferred. Students should complete this form after discussions with their advisor and prior to applying to a graduate 4+1 program.

Course & Sec #	Title	Term/Yr	Action (Advisor only)
			<input type="checkbox"/> Dual-Count <input type="checkbox"/> Transfer
			<input type="checkbox"/> Dual-Count <input type="checkbox"/> Transfer
			<input type="checkbox"/> Dual-Count <input type="checkbox"/> Transfer

List all **other graduate courses** needed for the degree.

Course Number if known- No. of Credits	Course Number if known- No. of Credits	Course Number if known- No. of Credits

Undergraduate Advisor _____ Graduate Program Director _____

Honor's Advisor (if applicable) _____

Admission decisions for the 4+1 program will be based on 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, therefore, 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 and Professional Education. Upon completion of the undergraduate degree, the provisional status would be removed, and then students could be considered for graduate assistantships, pending availability.

Procedures:

Upon acceptance to the 4+1 program, students will be assigned a temporary graduate advisor who

is a member of the HDFS faculty. Students may choose to keep their temporary advisor as a permanent advisor throughout their program or they may choose another HDFS faculty member whose research best aligns with their interests.

Students in the 4+1 B.S. to M.S. Degree Program in Human Services Leadership must complete all requirements for the undergraduate major in Human Services. 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 M.S. classes as an undergraduate, students may enter immediately into the M.S. program full-time with the possibility of completion within one year.

UD Human Services (B.S.) undergraduate majors who are granted admission to the 4+1 program/Human Services Concentration and subsequently admitted to the M.S. 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- 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 M.S. requirement.

By the beginning of their +1-year, students must have identified a permanent advisor and two other committee members. The chair and the majority (two other faculty members) of a student's committee members must be members of the HDFS faculty. This committee also may 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 two weeks 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 nine credits. Students who have completed all of their credits but have not completed their thesis must register for UNIV 899 (Masters Sustaining).

4+1 BACHELOR OF SCIENCE AND MASTER OF SCIENCE DEGREE PROGRAM IN HUMAN DEVELOPMENT AND FAMILY SCIENCES: CONCENTRATION IN EARLY CHILDHOOD DEVELOPMENT AND INCLUSIVE EDUCATION

Program Description and Rationale

The 4+1 B.S. and M.S. in HDFS: Concentration in Early Childhood Development and Inclusive Education is designed for University of Delaware undergraduates majoring in Early Childhood Education (ECE). It provides a pathway for students with a strong academic record who show promise of success in graduate-level work to complete a B.S. in Early Childhood Education and M.S. in Human Development and Family Sciences with a concentration in Early Childhood Development and Inclusive Education in five and a half years.

The 4+1 B.S. and M.S. in HDFS: Concentration in Early Childhood Development and Inclusive Education will prepare graduates for accelerated growth as direct service providers and for advancement to administrative, policy, and research positions in early childhood development and education and related fields. In addition, this program is designed as a pathway to a doctorate in Human Development and Family Sciences where students will integrate their applied training with a program of research and scholarship.

This program is conceptually and academically sound, building on strengths of the ECE undergraduate program by increasing linkages between scholarship and practice through combining preparation for initial teacher licensure with rigorous graduate study. Students who successfully complete all requirements of this 4+1 program will qualify for licensure in Early Childhood Education Birth – Grade 2. The content of the 4+1 program is consistent with the requirements of the *National Board of Professional Teaching Standards for the Early Childhood Generalist Certificate* thereby preparing graduates for subsequent application for National Board Certification. The 4+1 program meets requirements of the *Council for the Accreditation of Educator Preparation (CAEP)* for our accredited Early Childhood Education (B.S.) undergraduate program, as well as those of the *National Association for the Education of Young Children’s Standards for Initial and Advanced Early Childhood Professional Preparation Programs*.

Qualification for the 4+1 Program

The following form will be included as part of the application to the 4+1 program.

Graduate Course Approval Form for 4+1 Application

To the 4+1 applicant: Upload this completed form as a part of the admission application to a 4+1 program.

Student Name:			Email:	Term of Undergrad Degree
Student ID:	Undergraduate Major:	Undergrad Advisor:		Current Total Earned Undergrad Credits

- The number of graduate credits completed as an undergraduate that may be “dual-counted” towards the Bachelor’s and the Master’s Degrees for students enrolled in 4+1 programs is determined by the program policy document of the 4+1 program. The number of dual-counted courses must be established at the time of the application to the 4+1 program.
- Additional graduate course work (600 level and above) that are not a part of the dual-counted courses in the 4+1 program that are taken while an undergraduate and that are not used to satisfy undergraduate degree requirements, may be transferred to the Master’s degree program by completing a *Transfer of Credit* form. Students who wish to transfer credits from their undergraduate record to their graduate record may transfer a limited number (typically no more than nine) by arranging with the Office of Graduate and Professional Education to have these courses approved by the graduate program director before the courses are taken. These courses must be at the 600 level, and the student must perform at the graduate level.

- They must be in excess of the total required for the baccalaureate degree, must have grades of no less than B-, and must not be older than five years. The credits, grades, and quality points will transfer.

List **graduate courses** taken as an undergraduate student and indicate whether they are to be dual-counted or transferred. Students should complete this form after discussions with their advisor and prior to applying to a graduate 4+1 program.

Course & Sec #	Title	Term/Yr	Action (Advisor only)
			<input type="checkbox"/> Dual-Count <input type="checkbox"/> Transfer
			<input type="checkbox"/> Dual-Count <input type="checkbox"/> Transfer
			<input type="checkbox"/> Dual-Count <input type="checkbox"/> Transfer
			<input type="checkbox"/> Dual-Count <input type="checkbox"/> Transfer
			<input type="checkbox"/> Dual-Count <input type="checkbox"/> Transfer

List all **other graduate courses** needed for the degree.

Course Number if known- No. of Credits	Course Number if known- No. of Credits	Course Number if known- No. of Credits

Undergraduate Advisor _____ Graduate Program
 Director _____
 Honor's Advisor (if applicable) _____

[Access the Graduate Course Form by clicking on this link](#)

Admission decisions for the 4+1 program will be based on GPA, work experiences, letters of recommendation, extracurricular activities, and maturity. 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 and Professional Education. Upon completion of the undergraduate degree, the provisional status would be removed, and then students could be considered for graduate assistantships, pending availability.

Procedures:

Upon acceptance to the 4+1 program, students will be assigned a temporary graduate advisor who

is a member of the HDFS faculty. Students may choose to keep their temporary advisor as their permanent advisor throughout their program or they may choose another HDFS faculty member whose research best aligns with their interests.

Students in the Early Childhood Education major will complete all requirements for the undergraduate major in Early Childhood Education. However, the four-year curriculum for the Bachelor of Science in Early Childhood Education, when taken as part of the 4+1 program, contains required graduate courses that prepare the student for completion of the Master of Science curriculum. With this 4+1 plan and the proper scheduling of M.S. classes as an undergraduate, students may enter immediately into the M.S. program full-time with the possibility of completion within one and a half years.

UD Early Childhood Education undergraduate majors who are provisionally granted admission to the 4+1 B.S. and M.S. HDFS: Concentration in Early Childhood Development and Inclusive Education and subsequently admitted to the M.S. in HDFS: Concentration in Early Childhood Development and Inclusive Education may waive the requirement to take an interest elective, HDFS 406: Supporting Literacy in Early Childhood Education (3-credits) and HDFS 411: Inclusive Curriculum: Birth-Preschool (3-credits) by completing:

- HDFS 601: Theories of Human Development or HDFS 621: Family Studies 1: Empirical and Theoretical Perspectives as an interest elective).
- HDFS 606: Early Child Literacy Skill Development instead of HDFS 406.
- HDFS 641: Infants, Toddlers and Families: Development and Programming instead of HDFS 411.

Content of the courses waived in the undergraduate program is addressed in greater depth and placed in the larger scholarly context in the corresponding graduate courses. For any undergraduate course requirement to be waived, the student needs to earn a grade of B- or better in the corresponding HDFS graduate course. In addition, UD Early Childhood Education undergraduate majors who are provisionally granted admission to the 4+1 B.S. and M.S. HDFS: Concentration in Early Childhood Development and Inclusive Education and subsequently admitted to the M.S. in HDFS: Concentration in Early Childhood Development and Inclusive Education may take up to two additional 3-credit graduate courses toward the 33 credit M.S. requirement: HDFS 615 Research Methods and EDUC 665 Elementary Statistics.

During the +1-year, students identify a permanent advisor and two other committee members. The chair and the majority (two other faculty members) of a student's committee members must be members of the HDFS faculty. This committee also may 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 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 nine credits. Students who have completed all of their credits but have not completed their thesis must register for UNIV 899 (Masters Sustaining).

Transferring from the B.S./M.S. 4+1 program to the Ph.D.

Students who matriculated in the HDFS master's program who wish to continue their graduate education in the HDFS Doctoral program must submit a **formal electronic application to the university's Graduate office** (<http://grad.udel.edu/apply/>). They MUST submit three letters of reference, a personal statement, and GRE scores 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 SCIENCES

The Ph.D. program in Human Development and Family Sciences is designed to prepare the next generation of scholars for positions as researchers, professors, and leaders in early childhood, human development, family sciences, 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 sciences, 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. It is important to begin considering research interests early in the program so that subsequent course work can reinforce that area of interest.

The Ph.D. in Human Development and Family Sciences 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.

Qualifications for Program Admission

Admission decisions will be based on prior educational experiences, grade point average (GPA), letters of recommendation, and alignment of candidate's objectives and interests with the department's capacity and faculty mentors. It is generally expected that students will have an undergraduate GPA of at least 3.0 with a major GPA of at least 3.25 and (if applicable) a graduate cumulative GPA of at least 3.5. For international applicants, whose first language is not English, a Test of English as a Foreign Language (TOEFL) iBT score of 100 or a score of 7.0 on the International English Language Testing System (IELTS) is required.

GRE scores are required for admission and candidates are typically expected to have earned a score of 150 on the verbal and quantitative reasoning sections, and a 4 on the analytical writing section. Applicants will submit a personal statement and three letters of recommendation. Applicants must participate in an interview with admissions committee members, in person or via Skype or Zoom.

University statement:

Admission to the graduate program is competitive. Those who meet stated requirements are not guaranteed admission, nor are those who fail to meet all of those requirements not necessarily precluded from admission if they offer other appropriate strengths (2019).

Program Requirements

HDFS 601	Theories of Human Development	3
HDFS 621	Family Studies I: Empirical and Theoretical Perspectives	3
HDFS 803	Human Development in Life Span Perspective	3
HDFS 815	Research Issues and Designs	3
EDUC 856	Introduction to Statistical Inference	3
EDUC 812	Regression Models in Education	3
600/800 level	Qualitative or Quantitative Methods	3
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.

Independent Study Credits

- *Purpose of independent studies:* Independent studies are often sought out by students to gain additional experience and to explore other areas of interests. They provide students with opportunities to collaborate across disciplines and to develop a network of colleagues within and across fields of study. Students are encouraged to seek opportunities to work with faculty within and outside of the department to increase their knowledge and supplement their programs.
- *Limits on the number of independent study credits that count towards program requirements:* While students are encouraged to take independent study credits, it is important to understand that independent studies are meant to enrich students' learning experiences and not replace in part or whole, the existing program requirements. Therefore, students may take a maximum of six independent study credits to be counted towards their program requirements. Students on the M.S.-to-Ph.D. track will be allowed a maximum of nine independent study credits. Independent study credits are not a requirement for program/degree completion.

Ph.D. Program Timelines

- a. During the first year, students identify a permanent advisor and two additional committee members.
- b. After completion of required course work, the student must pass a written and oral examination covering two areas of concentration: (1) theory in human development and family sciences and (2) research methodology and statistics. Failed exams may be retaken once, but students must wait until the following semester before re-examination and must retake the exam within twelve-months. Students will get a maximum of two attempts. Students who fail both attempts will be dismissed from the program.
- c. Residency Requirement: Students must meet the university requirement of one year in residence (one continuous academic year – nine 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 be successful in orally defending 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 to nine 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 credits to be considered full-time. 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 (two 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 nine credits.

As students move through the program they must add a minimum of one 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 and no more than six 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 Sciences 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 with a minimum of nine 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 will be required to meet a collateral research requirement.** The expectation is that the student will complete a research project resulting in an M.S. thesis and that this will provide adequate background for Ph.D. level research. The six-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

All doctoral students should complete and submit a written program plan to members of their committee by the end of their first semester. The program plan should be approved and signed by all members of the student's committee and the Graduate Director. The original copy should be stored in the student's file. Copies of the signed document should be provided to each member of the students' committee and the student should maintain a copy to document progress through the program. It is encouraged that students meet with their advisors to revisit the program plan and make decisions regarding coursework and progress towards programmatic milestones.

d. The Comprehensive Examination Process

The purpose of the comprehensive exam is to assess students' foundational knowledge in the field of Human development and Family Sciences and in the understanding of research methods. Students must successfully pass the exam process in order to progress through the program. **Students must complete all required coursework, including area of interest electives, to be eligible to take the exam.** Students who matriculated into the Ph.D. program with an undergraduate degree or master's degree that did not require a thesis must complete all course work and thesis requirements in order to be eligible to take the exam. Regarding course work, **exceptions will be made only in the rare case that a required course is not offered and as a result, hinders a student's progress towards program completion.**

The exam will be offered once each semester (October/November and March/April). A student's eligibility to take the comprehensive exam will need to be confirmed by the student's academic advisor and or advisory committee. The student must notify the Graduate Director, in writing, by the first Friday of the semester (fall or spring) that he/she plans to take the exam. The student's graduate advisor must be notified, in writing via email, of his/her intention to take the exam.

There are two options for the comprehensive exam. For option one, students (in consultation with their advisor) may choose to take the exam on campus where the written portion of the exam is administered in two parts with each part being four hours in duration. This option allows the student to address two exam questions for each part of the exam in a controlled testing environment. All students who choose this option will receive the same exam questions. Option two allows students to complete the exam at home within a specified time frame. For this option, students will receive all four exam questions. Students must pick up their exam questions and drop off their completed exam at a designated time and place. Students who choose this option will receive different exam questions. **Extensions will not be granted and late exams will not be accepted.**

Option 1: On-campus

- 1) The Graduate Committee is responsible for developing questions for the comprehensive exam.
- 2) Part I of the exam will focus on Human Development and Family Sciences – concepts, theories, trends, and issues. It will include two questions – a human development question, and a family studies question. Four hours will be allotted for part I.
- 3) Part II of the exam will focus on research methods and statistics. It also will include two questions – these usually include a research design question, a statistics question, and or a review/critique of a research study to be provided at the time of the exam. Four hours will be allotted for part II. Part II of the exam will take place one week after part I is completed.
- 4) The Graduate Committee will evaluate the written comprehensive exam responses as well as the oral defense. If issues arise, the core faculty will be contacted for consultation. The oral defense of the comprehensive exams will occur, approximately, within three weeks of the written exam. The oral exam will be two hours.
- 5) If a student fails part I or II of the written comprehensive exam, he/she must retake the entire written portion of the exam. The student may choose to retake the exam the next time the exam is offered. However, the exam must be retaken within twelve-months of the first exam. Unless an extension or leave of absence is granted prior to the end of the twelve-month period, students who fail to retake the exam within the designated time period will be recommended for dismissal from the program. If the student fails the oral defense, it may be retaken within one month of the failed defense. **There are no attempts beyond the second attempt for the written or oral portions of the exam.**
- 6) Upon completion of part I and part II of the exam, 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.**
- 7) Upon completion, students taking part I and/or part II will provide the HDFS office staff with a flash drive 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.

Note: Option 1 will take place in the testing center: <http://www.pcs.udel.edu/testing-center-policies/>

Option 2: Take-Home

1. The Graduate Committee is responsible for developing questions for the comprehensive exam.
2. Students will receive all questions at the same time. The exam will be divided into two sections. Similar to the first option, the exam questions will focus on Human

Development and Family Sciences – concepts, theories, trends, and issues as well as research methods and statistics. It will include questions on human development, and or family studies as well as questions that focus on research methods and statistics. These usually include a research design question, a statistics question, and or a review/critique of a research study to be provided at the time of the exam.

3. The week of the exam, students will pick up their exam questions on **Monday by 9:00am at 111 Alison Hall West**. Completed exams must be typed, double-spaced, with standard APA formatting and citation mechanisms and include a complete reference list on a flash drive provided at the time of pickup. A hard copy of the completed exam also must be submitted. **Completed exams (both the hard copy and the flash drive) must be returned in one large, sealed envelope to one of the departmental administrators, no later than Friday of the same week by 4:00pm**. Late exams will not be accepted and extensions will not be granted, unless extreme extenuating circumstances prevent a student from meeting this requirement. The student must notify the Graduate Director prior to missing the deadline. The student must reschedule his/her exam and will be given a different set of questions. **Failure to return the completed exam at the date and time specified at the time of pick up will result in an automatic failure of the student's first attempt**. Students who fail the exam after choosing the take-home option must retake the exam on campus.
4. For the sake of testing integrity, it is essential that students not discuss the exam's make-up, content, or questions, with neither peers nor professors at the University of Delaware or elsewhere. Specifically, it also is expected that students work independently and solicit no help from any person on the exam's questions or content.
5. Responses for each question of the exam should be approximately fifteen pages in length. This does not include the reference list.
6. The Graduate Committee will evaluate the written comprehensive exam responses as well as the oral defense. If issues arise, the core faculty will be contacted for consultation. The oral defense of the comprehensive exams will occur, approximately, within three weeks of the written exam. The oral exam will be two hours.
7. If a student fails either section or fails across sections, they must retake the entire written portion of the exam. The student will no longer have the second option available and must retake the exam as outlined in option one (1).
8. The student may choose to retake the exam the next time the exam is offered. However, the exam must be retaken within twelve-months of the first exam.
9. Unless an extension or leave of absence is granted prior to the end of the twelve-month period, students who fail to retake the exam within the designated time period will be recommended for dismissal from the program.
10. If the student fails the oral defense, it may be retaken within one month of the failed defense. **There are no attempts beyond the second attempt for the written or oral portions of 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 (i.e., three) 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 also may 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, and electives/areas of emphasis credits before admission to candidacy. Students must earn a minimum grade of B- in all required coursework and maintain a cumulative GPA of 3.0. Students who consistently fail to maintain a 3.0 GPA may be recommended for dismissal. Please review the university's policy: <https://catalog.udel.edu/content.php?catoid=12&navoid=461>.

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 course 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 *Recommendation for Candidacy for Doctoral Degree and the Change of Classification* form for Graduate Students are available on the Office of Graduate and Professional Education 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 Subjects 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.

Note: The format of the dissertation may be the traditional format (i.e., five chapters/book format) or a series of publishable manuscripts. This must be determined by the student and his/her advisor and/or committee members.

b. Human Subjects Approval

All projects involving contact with human subjects must be approved by 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 and Dissertation Manual* outlines the University's requirements for development and completion of the thesis/dissertation. It is available on-line through the Office of Graduate and Professional Education.

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 presents 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 the *Doctoral Dissertation Proposal Approval* and *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.

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. (<http://sites.udel.edu/gradoffice/dissertation-defense-schedule/>).

The final oral examination is conducted by the student's dissertation 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 and Professional Education. 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 within one month and a maximum of twelve months before attempting to defend a second and final time. **No further defenses will 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 and Professional Education.

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 for the oral examination consists of the members of the student's dissertation committee. Members of the committee should be given a copy of the dissertation at least two weeks prior to the oral examination.
- iii. The oral examination is scheduled for at least two hours. It 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 also are recorded on the form at that time.
- viii. *Copies of the Certification of Doctoral Dissertation Defense* form are distributed to the student, advisor, Department Chair, Office of the Dean, College of Education and Human Development, and the Office of Graduate and Professional Education.

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 and Professional Education. 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 and Professional Education: 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, and (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. 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 and Professional Education 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 and Professional Education 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. 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 or in electronic format.

VI. COMPLETING FINAL REQUIREMENTS

Degrees are conferred at the end of summer, fall, winter, and spring semesters. Approximately three months before the student's expected graduation date, an *Application for Advanced Degree* form 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 and Professional Education. (See Change of Grade form).

As previously noted, changes to the Doctoral dissertation may be required by the Department Chair, the Dean of the College or the Office of Graduate and Professional Education 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 Sciences 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

Requirements for Admission

Applicants to this Graduate Certificate Program must have successfully completed a B.S. or B.A. 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 M.S. program, or as appropriate, the M.A. program, upon completion of six to nine credits in the Graduate Certificate Program. All 15 credits in the Graduate Certificate Program can then be applied to the Master’s 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 Early Language and Literacy

THIS GRADUATE CERTIFICATE PROGRAM IS CURRENTLY ON MORATORIUM

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

Course requirements:			Credits
	HDFS 621	Family Studies I	3
<i>or</i>	HDFS 647	Family Partnerships in Early Childhood Education	
	HDFS 606	Early Childhood Literacy Skill Development	3
	HDFS 656	Adult Development and Learning	3
	HDFS 667	Early Childhood Literature	3
<i>or</i>	EDUC 601	Language Development in the Classroom	
<i>or</i>	EDUC 602	Childhood Literature	
	EDUC 676	Second Language Acquisition & Bilingualism	3

or EDUC 740 Literacy for English Language Learners 3

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.

Graduate Certificate in Leadership in Early Childhood and Human Services

The Department of Human Development and Family Sciences 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:	Credits
HDFS 621 Family Studies I	3
or HDFS 647 Family Partnerships in Early Childhood Education	
HDFS 656 Adult Development and Learning	3
HDFS 637 Program Planning, Assessment & Evaluation	3
or HDFS 640 Early Childhood Administration, Leadership & Advocacy	
or HDFS 642 Leadership in Human Services	
HDFS 601 Theories of Human Development	3
or HDFS 641 Infants, Toddlers & Families: Development and Programming	
or HDFS 860 Cultural Diversity & Families	
HDFS 662 Curriculum Analysis in Early Childhood	3
or HDFS 639 Curriculum Methods and Assessment	
or HDFS 630 Family Life Education	
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.

Graduate Certificate in Parent Education and Family Support

THIS GRADUATE CERTIFICATE PROGRAM IS CURRENTLY ON MORATORIUM

The Department of Human Development and Family Sciences 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:	Credit
HDFS 621 Family Studies I	3

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

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

Graduate Certificate in Disability Leadership

THIS GRADUATE CERTIFICATE PROGRAM IS CURRENTLY ON MORATORIUM

The Graduate Certificate in Disability Leadership is designed to prepare organizational leaders in the nonprofit and government sectors to transform and lead organizations providing services to people with intellectual and developmental disabilities. The certificate requires 15 credits and contains both distance learning and on-campus components.

Course Requirements	Credits
HDFS 624 Introduction to Leadership and Disabilities	3
HDFS 603 Adult Disability Issues	3
HDFS 694 Financial Management in Public and Nonprofit Sectors	3
UAPP 697/	
HDFS 642 Leading Organizations in Public and Nonprofit Sectors	3
UAPP 690 Seminar in Public Administration	3
Total	15 credits

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

VIII. STUDENT RESOURCES

Center for Black Culture - <https://sites.udel.edu/cbc/>

Center for Counseling and Student Development - <https://sites.udel.edu/counseling/>

Crisis Services and Crisis Textline - <https://sites.udel.edu/counseling/services/> - [crisis](#) (scroll down)

Disability Support Services - <https://sites.udel.edu/dss/>

English Language Institute - <https://sites.udel.edu/eli/>

Information on DACA at UD - <https://sites.udel.edu/studentlife/daca/>

LGBTQ+ Resources on Campus - <https://sites.udel.edu/lgbtq-support/ud-information/ud-resources/>

Office of Equity and Inclusion - <https://sites.udel.edu/oei/>

Office for International Students and Scholars - <http://www1.udel.edu/oiss/>

Sexual Assault Support on Campus - <https://sites.udel.edu/sos/>

Student Health Services - <https://sites.udel.edu/studenthealth/services/> - medical

UD Writing Center - <https://www.writingcenter.udel.edu/>