

New York State College of Human Ecology

Administration

Jerome M. Ziegler, dean
 Nancy Saltford, associate dean; assistant director,
 Cornell University Agricultural Experiment Station
 Lucinda A. Noble, associate dean; director of
 Cooperative Extension
 Carol L. Anderson, assistant dean; associate director
 of Cooperative Extension
 William H. Gauger, assistant dean, undergraduate
 education and student services
 Nancy S. Meltzer, assistant to the dean
 Carolyn Cook, director, alumni affairs
 Brenda Bricker, director, admissions
 Peggy Anne Frazer, director, International Program
 Joyce McAllister, registrar
 Clarence H. Reed, director, special educational
 projects
 Timothy K. Stanton, director, Field Study Office
 Lynne M. Wiley, director, Placement Office
 Nevart Yaghlian, director, Counseling Office

Facilities

The College of Human Ecology is housed in Martha Van Rensselaer Hall. The Division of Nutritional Sciences, an intercollege division supported jointly by this college and the College of Agriculture and Life Sciences, has space in Savage Hall and in Martha Van Rensselaer Hall.

The physical plant includes administrative offices, faculty offices, classrooms, auditoriums, and lecture halls; wet chemistry and biochemistry laboratories for nutrition, food science, and textile science; household equipment laboratories; experimental food laboratories; design studios; woodworking shops; a children's creative-art laboratory; experimental observation rooms with one-way vision screens and sound-recording equipment; educational television studios; and a printing and reproduction facility. Also included are learning resource centers (human development and family studies, home economics education, interior and product design, nutritional sciences), a historical costume collection, a human metabolic research unit, research animal facility, cold rooms, a constant temperature and humidity laboratory, and an experimental nursery school.

Specialized equipment for teaching and research includes biochemical and chemical instruments for spectroscopy, chromatography, radioisotope analysis, electrophoresis, microscopy and ultracentrifugation; physical testing equipment such as an Instron; and cameras, videotape, and sound-recording equipment.

Degree Programs

	Degree
Biology and Society	B.S.
Consumer Economics and Housing	B.S.
Design and Environmental Analysis	B.S.
Human Development and Family Studies	B.S.
Human Service Studies	B.S.
Nutritional Sciences	B.S.
Social Planning and Public Policy	B.S.
Individual Curriculum	B.S.

The Students

The College of Human Ecology undergraduate enrollment is 1150, with 53 percent in the upper division. About 312 students are graduated each year; about 250 freshmen and 100 transfer students are admitted. About 100 faculty members serve as advisers for undergraduates. About 200 graduate students have members of the college's faculty chairing their special committees.

The college admissions committee selects applicants who are academically well prepared and appear most likely to profit from the college's various curricula. About fifty master's degrees and thirty doctorates are awarded each year. Admissions is selective; about 63 percent of the freshmen were in the top 10 percent of their high school graduating classes. Mean Scholastic Aptitude Test (SAT) scores for freshmen entering in fall 1981 were 561 verbal and 595 math.

Approximately 80 percent of the student body comes from New York State, with the remainder from other parts of the United States or abroad. Eighteen percent are identified as members of minority or ethnic groups.

Students of Mature Status

The college recognizes that students who interrupted their formal education and are returning to school have problems different from those of the average undergraduate. To facilitate the education of mature students, defined as those twenty-four years old or older at matriculation, the college has adopted certain procedures specifically for that group.

Mature students are permitted to enroll for as few as 6 credits without petitioning and also are permitted to extend their residency beyond the normal eight terms.

It is highly recommended that mature students contact Vivian Geller, the director of Continuing Education Information Center, 158 Olin Hall, for information on services available through that office.

Special Students

Students eligible for special status are those visiting from other institutions and interested in particular programs in the college; those with bachelor degrees preparing for graduate study or jobs and careers in human ecology-related fields; or those who have interrupted their educations and are considering completing degree programs. Students accepted in the nondegree status of special students may enroll for a maximum of two semesters. During the second semester of attendance, a special student must either apply for admission as a transfer or plan to terminate studies in the college at the end of the semester.

Special students are expected to take a minimum of 12 credits each semester and to take one-half to two-thirds of their work in the state divisions of the University. Work taken while classified as a special student may be counted toward the requirements of the bachelor's degree.

Empire State Students

Occasionally a student who is completing requirements for a degree through the Empire State College Program is interested in taking a human ecology course. This can be done by registering through the Division of Summer Session, Extramural Courses, and Related Programs, B12 Ives Hall. All rules of the extramural division apply, and registrations will be accepted only on a space-available basis and with the written approval of the course instructor.

At the time of registration, Empire State College students provide the extramural division with a completed copy of the Empire State College "Notification of Cross-Registration" form number

SA-22, F-031, to verify enrollment in Empire State College. Such students will be charged 25 percent of the standard extramural tuition per credit.

Academic Advising

When students decide to major in a particular department, they are assigned to a faculty adviser by the advising coordinator in that department. Talking with the advising coordinator can help match the student's needs with the special interests of a faculty member. Students are free to change advisers as their own interests change and should see the advising coordinator to discuss such a change. Faculty advisers are available to discuss course requirements and sequences, and electives inside or outside the college, as well as future goals and career opportunities. Although advisers must sign the green schedule card during course enrollment each term, it is the student's responsibility to keep track of his or her courses and to make sure that the program meets graduation requirements for the major and the college. Advising coordinators in each department are happy to answer questions about the advising system and the undergraduate major. Students who are exploring alternative majors need to work closely with a college counselor who is available for planning and referral to department resource faculty.

Consumer Economics and Housing

Increasing concern with the welfare of the consumer in society is evident at all levels of government and in private industry. The Department of Consumer Economics and Housing (CEH) offers students an opportunity to focus on social and economic policies affecting individuals and families. The program encourages an understanding of economics and sociology, particularly as they relate to the consumption of both privately and publicly supplied goods and services. Students who complete their undergraduate work in this department are well prepared for a variety of positions within a developing field of consumer-related work in business, banking, real estate, and public and consumer relations.

The CEH major is flexible and allows individual program planning. All students majoring in consumer economics and housing are assigned a faculty adviser by the advising coordinator. The earlier a student decides to major in the department, the greater the opportunity to develop a program that will meet individual educational or career goals. Transfer students are urged to discuss their plans with a faculty adviser as soon as possible. An appointment to talk with either an adviser or the advising coordinator, Ramona Heck, may be made directly with the faculty member or through the secretary in 116 Martha Van Rensselaer Hall.

Interdepartmental Major in Social Planning and Public Policy. The Department of Consumer Economics and Housing participates in the Interdepartmental Major in Social Planning and Public Policy with the Department of Human Service Studies. See the description of the major, p. 276.

Options

Two options are offered to undergraduates majoring in the department: consumer economics or housing. Either provides excellent preparation for employment in government, business, and continuing education programs such as Cooperative Extension. They also provide an excellent undergraduate foundation for further studies in law, economics, and business.

In addition to courses to be taken within the department, each option presents alternatives for the thorough development of a related interest.

Option I: Consumer Economics

Consumer economics is concerned with the economic behavior and welfare of consumers in the private and public sectors of the economy: how consumers allocate their scarce resources, especially time and money. This option requires an understanding of the market economy, of consumers' rights and responsibilities, and of household production, consumption, and management. Graduates may choose to work in government agencies providing consumer services, in business and industry, or in consumer-related community programs.

Option II: Housing

Housing, a major societal problem, is studied through an interdisciplinary approach that includes sociology and economics. The sociological approach considers the interplay between housing demand and population trends, analyzing such contemporary issues as residential segregation and population mobility. The economics of housing familiarizes the student with the operations of the housing market, including supply and demand, production and consumption, and finance. The role of federal, state, and local governments in designing and implementing housing policies is scrutinized. Careful analysis and evaluation of housing research are stressed.

Design and Environmental Analysis

The Department of Design and Environmental Analysis (DEA) is concerned with creating, selecting, and managing the quality of our near environment. The program of the department emphasizes the interaction between environments and people: the needs of individuals, families, and other groups as they affect and are affected by the space, objects, and materials around them.

Options are based on subject matter in:

- 1) *Design*—the manipulation of form, space, and color to solve aesthetic and functional problems;
- 2) *The physical sciences*—the chemical, physical, and structural properties of materials such as textiles, and plastics; and
- 3) *The social sciences*—psychological, sociological, and managerial analyses of our relationship to the physical environment.

Diverse faculty backgrounds and teaching approaches lead to multidisciplinary problem solving and development of creative abilities, aesthetic judgment, and analytical thinking of students.

Laboratory and studio facilities permit exploration of textiles and other materials, and design concepts, through analytical and creative problem-solving techniques. The relationship between humans and their surroundings is explored through a combination of academic courses, field experience, and applied research. Examples of student class projects, faculty work, and items from the Cornell Costume Collection are frequently on display in the department's galleries and exhibit case. The DEA Resource Center includes books, journals, materials samples, and self-instructional videotapes for student use. Items from the Costume Collection are made available to students as necessary for classroom and special study projects.

All DEA majors are assigned a faculty adviser during their first semester by the advising coordinator, Anita Racine, 3M4 Martha Van Rensselaer Hall, or Sue Woodard, 3M11 Martha Van Rensselaer Hall, on the mezzanine. Consultation with faculty advisers about future goals, department requirements, sequences of courses, and electives inside or outside the college to meet special needs helps students develop their programs.

Options

The department offers undergraduate education in five professional areas: interior design, apparel design, textiles, apparel and textile management, and human-environment relations.

To take full advantage of the course sequences, it is important to select an option as early as possible. This is particularly true in the design options that specify more credits in the major fields than do the other two options. Transfer students in the two design options or the textiles option may need one or two extra semesters to complete the program.

Option I: Interior Design

This option prepares students for professional careers in the planning and design of interior spaces and associated products. The program emphasizes a problem-solving approach based upon knowledge of buildings and their associated systems, furnishings and interior products, human-environment relations, and design principles. Some students combine this program with option III.

Careers are available in interior design and space planning, interior architecture, facility planning, housing, and building technology. This program also serves as an excellent preparation for graduate study in interior design, facility management, and architecture.

Option II: Apparel Design

The option in apparel design focuses on both fashion and functional considerations in the design of body coverings. The program emphasizes a problem approach that enables the student to integrate knowledge of design, human-environment relations, and textiles in the apparel design process. Some students combine this option with option III. The program also serves to prepare students for graduate study in apparel design and textiles and clothing.

Graduates have found challenging employment in the textile and apparel industries, in independent and government-sponsored research projects, and in community organizations.

Option III: Textiles

Students explore the chemical and physical structures and properties of textiles, textile products, and other materials. Supporting courses are found in physical sciences, design, human-environment relations, and consumer economics and housing. Some students combine this option with option II. The program gives excellent preparation for graduate study in many fields, including textile science and technology, business, public policy, consumer affairs, and apparel design.

Careers are available in the fiber and textile industries, government, and education. Recent graduates are active in new product development and evaluation, research, technical marketing services, consumer information, and product safety.

Option IV: Apparel and Textile Management

The fields of textiles and apparel, or textiles and interior design are combined with those of business management and organizational policy. Students learn to apply theoretical and scientific information to find practical solutions by using a problem-solving approach. Courses are drawn from many related disciplines and include history, visual design, textile science, business management, human development, economics, and experiences in the field. Students learn to work effectively with professionals from a wide variety of disciplines including textile science, design, manufacturing, state and federal regulatory agencies, and retailing.

Option V: Human-Environment Relations

Human-environment relations is an applied behavior science program. It is a field that seeks to expand our understanding of how the environment affects human perception, cognition, motivation, performance, health, safety, and social behavior such as cooperation, conflict, and friendship formation. Its applied orientation stresses using knowledge about human behavior as a basis for designing and managing settings that support both individual and organizational objectives. Some students combine this option with option I. This program is a good preparation for graduate study in environmental psychology, environmental sociology, human factors, architecture, interior design, landscape architecture, and city and regional planning. The program also serves to prepare students for entry-level positions in facility planning and management departments in large public and private organizations and institutions.

Human Development and Family Studies

The programs of the Department of Human Development and Family Studies (HDFS) are concerned with how people develop and change throughout the entire life span. Of equal interest is the family as a context for individual development and as a part of the larger structure of society. An ecological perspective—the person in interaction with complex situational and environmental conditions of everyday life—is featured in many departmental courses.

Major social sciences disciplines concerned with the development of individuals and with the structure and function of families are represented among faculty members with backgrounds in psychology, sociology, history, and early-childhood education. The department's programs of instruction, public service, and research provide diverse opportunities for students to prepare for careers or to acquire the bases for graduate study. University teaching and research, medicine, law, and clinical psychology require graduate education. Positions as research technicians, program assistants, personnel supervisors, youth counselors, and child-care workers may be available to graduates with the bachelor's degree. The department does not offer programs leading to teaching certification at any level.

The Curriculum

HDFS majors may take a broad and general program or a more specialized one. Areas of specialization available within HDFS include adolescent development, adult development and aging, atypical development, child development, cognitive development, family studies, and social-personality development. Some students combine an HDFS major with premedical or prelaw training, or with specialized work in an area outside the department, such as communication arts, business, or government.

During their first two years, students are expected to combine a variety of liberal arts courses with three HDFS core courses, HDFS 115 (Human Development: Infancy and Childhood), HDFS 116 (Human Development: Adolescence and Youth), and HDFS 150 (The Family in Modern Society). This encourages breadth yet ensures a common base for upper-level courses in the major. Courses within the department vary from lectures and discussions to research and independent study. All students are required to participate in a laboratory or field setting.

An HDFS major also takes at least one second-level course in each of three areas: cognitive development, personality-social development, and family and society. Courses deal with language and learning; individual, social, personality, and cognitive

development; the family in its traditional and contemporary forms; and settings for human development outside the home.

Honors Program

The Honors Program leading to a Bachelor of Science degree with honors in HDFS is designed to provide in-depth research experience for students interested in graduate school and to challenge students who enjoy research. Interested students should notify the director of the Honors Program during the second term of their sophomore year, although students may enter at a later date with special permission from the honors director.

A grade-point average of 3.5 is recommended for entry into the program, although promising students who lack the grade-point average also may apply if they can otherwise demonstrate their potential for honors work. Honors students must take a course in experimental research design before their senior year.

Students spend their senior year working on a thesis under faculty supervision, completing the project by the end of April. All thesis work must be completed by May, when the student's oral examination is held. More information is available in the department chairperson's office, NG14 Martha Van Rensselaer Hall.

Human Service Studies

The curricula in the Department of Human Service Studies (HSS) prepare students for professional careers in human services. Graduates of the department may want to enter a variety of professions, including teaching home economics, social work, adult health, and community activities. HSS graduates work in schools, social agencies, cooperative extension services, and community development agencies and serve children, youth, the elderly, and families. The range of career opportunities depends both on the option and on electives chosen to meet individual career objectives. HSS is unique in that it integrates a broad spectrum of studies, offered by several departments and colleges, and focuses them for professional practice in the human services.

All HSS students take three core courses that together provide a base for understanding the community and community services, organizational behavior and group processes, program planning, and research analysis. Regardless of their specific professional goals, students acquire an understanding of the commonalities and differences of related professions and the ways they can collaborate to improve the human condition.

The curricula in HSS are demanding; each of the HSS options requires breadth and depth in several areas. The core courses (HSS 202, HSS 203, and HSS 292) must be taken in the freshman and sophomore years, and prerequisites for each of the options should be completed before the junior year, if possible. (Special provisions are made for junior transfers.) Each student must have a practicum supervised by HSS faculty that is tied directly to his or her professional preparation.

It is important for a student who is interested in majoring in human service studies to declare that major and select an option as early as possible. Once the major is declared, the departmental advising coordinator, Edythe Conway, assigns an adviser from the HSS faculty. A student who is unsure about which option to pursue should talk with a faculty adviser. With judicious planning, opportunity to change options or the major can be built into the program. When an option is changed, the student is reassigned to an appropriate adviser for that program.

Every student in the department is required to have a supervised field experience directly related to his or her career objectives.

Interdepartmental Major in Social Planning and Public Policy. The Department of Human Service Studies participates in the Interdepartmental Major in Social Planning and Public Policy with the Department of Consumer Economics and Housing. See the description of the major, p. 276.

Options

Two options are available in the department: (1) community and family life education, and (2) social work.

Students who elect the option in community and family life education focus on the educator's role in a variety of organizational settings (schools, cooperative extension, social and government agencies, and business) with learners of all ages. Students may choose to emphasize an area of adult and community education or the teaching of home economics in a school or a nonschool setting. Students who wish to teach home economics in schools (kindergarten through twelfth grade) select a sequence of courses that meet New York State certification requirements.

Students who pursue the accredited social work option are prepared for entry-level jobs in social work and are eligible to apply for a year's advanced standing in graduate schools of social work.

Option I: Community and Family Life Education

This option prepares participants to plan, implement, teach, and evaluate innovative educational programs in formal and informal learning environments. Students from this option may take positions in cooperative extension, schools, outreach programs (teen-age pregnancy centers, half-way houses, consumer and homemaking programs), drug rehabilitation programs, community centers, continuing education centers, and business and government agencies.

Course work combines a liberal education with professional preparation and integrates field-based learning to link theory with practice.

Building on basic courses taken early in the programs, students select an area of concentration based on their interests, background, and professional goals that permits them to study the relationships between a particular area and individual, family, and community life. With careful planning, students often are able to meet the requirements of a second major closely related to the area of concentration and thus widen their career choices.

Faculty advisers help students develop a plan for course work that may include courses from basic disciplines or other departments, tutorials, fieldwork, and research. Plans should be completed by spring course registration during the student's sophomore year.

Students who wish to teach home economics in schools select a sequence of courses that lead to certification for teaching kindergarten through twelfth grade in New York State and many other states. This certificate is exchanged for a provisional certificate when the student takes a home economics teaching position. Permanent certification requires two years of teaching experience and a master's degree. Students who want to qualify for certification in other states or in New York City should investigate the special requirements of each. Most can be met by making careful choices of electives.

Students who plan an emphasis on adult and community education do not need to meet home economics teacher certification requirements, although by careful planning this may be accomplished.

Option II: Social Work

The undergraduate program in social work at Cornell has three major goals: to prepare students for positions in the field that do not require advanced degrees; to prepare students for graduate education in social work; and to contribute to the enrichment of a general college education by helping students understand social-welfare needs, services, and issues.

The social-work curriculum is based on the biological and social sciences, the humanities, and three core courses in the department, HSS 202, HSS 203, and HSS 292. These requirements generally are completed during freshman and sophomore years.

Introductory courses in social work, HSS 370, Introduction to Social Welfare as a Social Institution, and HSS 246, Ecological Determinants of Human Behavior, should be taken in the sophomore year as prerequisites for HSS 471–472, Social-Work Practice, in the junior year. A grade of C+ or better in the introductory courses (HSS 246 and HSS 370) is required to continue in the option.

HSS 471–472, Social-Work Practice, is a year-long methods course that includes fieldwork. Students are placed with agencies within a fifty-mile radius of Ithaca. Students spend Tuesdays and Thursdays in the field and Mondays and Wednesdays on campus in seminars. Students are expected to pay the costs of transportation, but the department will reimburse part or all of the travel costs of placements outside the Ithaca area within the limits of its resources. A driver's license is highly desirable. Students must have permission of the instructor to register for HSS 471. Satisfactory work in the field placement and a grade of B– or better is required in HSS 471 for a student to continue with HSS 472.

Accreditation. The social-work program is accredited by the Council on Social Work Education. Students who complete all requirements are eligible to apply for advanced standing in graduate schools of social work, or they may seek employment as professional social workers.

Nutritional Sciences

See p. 314.

Interdepartmental Major in Biology and Society

Biology and society is a multidisciplinary program for students with special interests in such problems as genetic engineering, environmental quality, food and population, the right to medical care, and the relation between biology, society, and ethics and/or public policy, as well as for students who plan postgraduate study in management, health, medicine, law, or other related fields.

Because the biology and society major is multidisciplinary, students must attain a basic understanding of each of the several disciplines it comprises by including introductory courses in the fields of biochemistry, chemistry, mathematics, genetics, ecology, ethics, and history. In addition, majors are required to take two core courses in biology and society, a set of electives, and a special senior seminar. Course work in the College of Human Ecology must be taken in two of the following three concentrations: Human Development and the Environment, Health, and Social Policy and Human Services. The other basic requirements of the college must also be met. Programs incorporating these required courses are designed in consultation with a special group of faculty advisers to accommodate

each student's individual goals and interests. For further information on the major, including courses of related interest, specific course requirements, and application procedures, see the human ecology *Student Guide*.

Interdepartmental Major in Social Planning and Public Policy

The legislative trend in the United States that is moving public policy development from the federal to the state and local levels emphasizes the need for trained personnel in social planning and public policy. The Interdepartmental Major in Social Planning and Public Policy is designed to meet this need. The program is sponsored jointly by the Departments of Consumer Economics and Housing, and Human Service Studies.

Students increase their knowledge of (1) the historical development of, and the current issues in, social planning and public policy; (2) the ways policies and plans are formed, implemented, evaluated, and changed; (3) social systems, from the structure and functioning of contemporary society to the dynamics of individual and group behavior; and (4) values that help foster and maintain some policies and plans rather than others.

Students electing this major have opportunities to improve their skills in policy analysis, evaluative research, developing information systems, engaging consumers in the planning and policy-making process, and budgeting. The foci on policy and planning also make this major very attractive to students wishing to use it as a prelaw or pregraduate business program.

Faculty advisers whose interest and experience lie in the fields of social planning and public policy are available to counsel students on career goals and to help plan curricula.

Advising coordinators Keith Bryant and Alan Hahn will be glad to answer questions about the advising system.

Options

Two options are available in the major; a student selects the one most suited to his or her interests and career plans and completes the necessary requirements. Either option prepares a student for graduate or professional study.

Option I: Social Planning. The option in social planning prepares students for careers in planning the organization and delivery of human services. Social planners are employed in local, regional, and state planning agencies and assist public and private health and social agencies in the design, development, and evaluation of regional and local programs.

Option II: Public Policy. This option is planned for students who are primarily interested in the evaluation of public policy alternatives, especially implications of these policies for consumers and households. Graduates may build careers as researchers or policy analysts in planning departments or other public or private agencies at the local, regional, state, or federal level in areas related to housing, welfare, income and employment, or consumer affairs.

Individual Curriculum

Students in the college who find that none of the major curricula meets their educational objectives may want to investigate designing their own program of study. An individual curriculum must be within the

focus of the college and must be better suited to a student's objectives than is an existing major. The individual program must include at least 40 credits in human ecology courses and may not exceed the normal number of credits allowed in the endowed divisions of Cornell.

Such a program of study should encompass a substantial part of the student's undergraduate education and must include at least three semesters. For this reason, a request to follow an individual curriculum should be made as early as possible and always before the second semester of the junior year.

If objectives meet the requirements, the student should discuss plans with a counselor. If an individual curriculum seems a possibility, Barbara Morse, in the Counseling Office, will help the student formally develop a program.

Special Opportunities

Several special programs allow students to receive academic credit for fieldwork and internship experience, to study in absentia, or to enter particular graduate programs after the junior year.

Human Ecology Field Study

Field study enables students to learn through participation in a community setting and through reflection on that experience through discussion, reading, and writing. This process of integrating theory with practice distinguishes field study from work experience and provides the rationale for granting academic credit.

The Human Ecology Field Study Office, 159 Martha Van Rensselaer Hall, offers interdepartmental, prefield preparation and field-based courses with an interdisciplinary problem-solving approach to social issues. Field placements are located in the Ithaca area, New York City, Albany, Washington, D.C., and elsewhere. College departments offer field-study opportunities that emphasize professional exploration or training related to particular majors.

Human Ecology International Program

The International Program provides students with an opportunity to add an international dimension to their human ecology program through course work focusing on international problems and intercultural understanding, and through occasional intersession study tours. In addition, cooperative arrangements between the College of Human Ecology and overseas universities enable students to undertake foreign study as an integral part of their Cornell program. Course work in the foreign institution will, in general, be planned to increase knowledge of the people and institutions of the country concerned; field work will provide guided experience in family, community, or agency situations in an area related to individual student interest in human ecology. A core course in the college, HE 360, Preparing for International or Intercultural Experience, assists students in developing the skills necessary for effective cross-cultural interaction and enables students to become oriented to the nations, regions, and cultures in which they intend to work and study. Interested students should contact the International Program Office in 159 Martha Van Rensselaer Hall.

University Programs

Africana Studies and Research Center

Courses taken in the Africana Studies and Research Center (ASRC) may be used to meet some of the distribution requirements of the college. Up to two courses or 8 credits of such courses may be applied toward the 12 additional credits in natural and social sciences (Section I-C of the graduation requirements) or toward the 9 additional credits in communication,

analysis, and the humanities (Section II-B). This allowance is in addition to the Freshman Seminar credits that may be taken in ASRC. Other courses taken in the center count as endowed division electives.

A list of ASRC courses approved to meet distribution requirements or as electives is available in the Counseling Office and in the Office of the College Registrar.

Center for International Studies, and Women's Studies

Courses that have been approved by the faculty of the College of Human Ecology for credit are posted on the bulletin board outside the Office of the College Registrar. Other courses offered in these special programs may not be taken for credit unless permission is obtained through petition to the director of special educational projects.

Dual-Registration Programs

Graduate School of Business and Public Administration

A limited number of highly qualified students from Cornell undergraduate divisions, including Human Ecology, may be accepted by the Cornell School of Business and Public Administration after their junior year. Students need the approval of the B&PA admissions office and the director of special educational projects in the College of Human Ecology. Accepted students should be aware that if the B&PA course work taken in their senior year is in excess of the 21 additional credits allowed in the Cornell endowed divisions, they will be charged for the additional credits on a per-credit basis.

Law School

A small number of highly qualified applicants may be admitted to the Cornell Law School after only three years of undergraduate education. The requirements for admission under these circumstances are more stringent than for acceptance after four years of undergraduate study. Applicants must present outstanding qualifications and strong professional motivation. The junior-year applicant follows the ordinary application procedures for Cornell Law School admission. Interested students should contact the Law School director of admissions to discuss the extraordinary admissions criteria. Since students accepted to this program will be spending their senior year in the Cornell Law School, they need to plan ahead to insure that distribution requirements for the B.S. degree from the College of Human Ecology will be met. Successful applicants need the approval of the college's director of special educational projects.

Cornell Medical College

A limited number of highly qualified students from three Cornell divisions, including the College of Human Ecology, may be accepted by the Cornell Medical College after the junior year. To be considered for this program, the student must have completed 105 credits toward graduation by the end of the junior year. Students also need to plan ahead to ensure that distribution requirements for the Bachelor of Science degree will be met. Accepted students receive 15 credits toward the B.S. degree from their first year of study at the College of Medicine. Interested students should contact the Health Careers Program office in the Career Center, 14 East Avenue.

Off-Campus Programs

New York State Assembly Internships

A limited number of session internships with the New York State Assembly are available in spring semester to students of sophomore status and above who are

enrolled in New York State colleges or universities. Human ecology students apply to the program through the student's major department. The New York State Assembly also sponsors a summer internship. Further information about internship programs may be obtained through the Field Study Office.

Ithaca College

Full-time undergraduate students at Cornell may petition to enroll in courses at Ithaca College. Students pay regular tuition to Cornell and only special fees to Ithaca College, if any are charged. Students are allowed to register for one course a term and may take no more than 12 credits in four years. Exceptions will be granted to Cornell students enrolled in methods-and-practice teaching courses at Ithaca College.

Cornell students are eligible to register only in Ithaca College courses that are relevant to their program and that do not duplicate Cornell courses. Acceptance of Cornell students into Ithaca College courses is on a space-available basis. Participation in this program is not guaranteed, and Ithaca College has the right to accept or reject students for whatever reason it deems appropriate. The program is available only during the fall and spring semesters.

For further information, contact Joyce McAllister, 146 Martha Van Rensselaer Hall.

Planning a Program of Study

Majors

Each department offers a major, and within most departmental majors there are specific options. The college also offers an interdepartmental major. Selecting a major means choosing one option in one department. Although a student may satisfy the requirements of more than one major option, he or she is officially certified to graduate under only one. (The college urges students who satisfy more than one major or option to make note of this in the credentials they file in the Placement Office and to seek recommendations from faculty associated with the options completed.) Majors include the following options.

Consumer Economics and Housing (CEH): consumer economics, housing.

Design and Environmental Analysis (DEA): interior design, apparel design, textiles, apparel and textile management, human-environment relations.

Human Development and Family Studies (HDFS): does not have specific options; courses focus on cognitive, personality, and social development; infant through adolescent development; atypical development; and family studies.

Human Service Studies (HSS): community and family life education, social work.

Nutritional Sciences (NS): consumer food science, consumer food and nutrition, community nutrition, clinical nutrition, nutritional biochemistry. (By careful planning, students may also meet the minimum academic requirements of the American Dietetic Association.)

Interdepartmental Major in Biology and Society (ID-BS).

Interdepartmental Major in Social Planning and Public Policy (ID-SPPP): social planning, public policy.

Individual Curriculum: It is possible to develop an individual program of study if none of the above programs fit particular educational and career objectives.

Changing Majors

Because any student's interests and goals may change as new options emerge, the college provides ways for students to change their majors. When a

declared major no longer seems to meet a student's educational goals, a counselor or faculty adviser may be able to point out alternatives. If the student decides to make a change, a change-of-major form (available from the Office of the College Registrar, 146 Martha Van Rensselaer Hall) ensures that the change is sent to the department in which the student wishes to major so an adviser can be assigned to the student.

Completing a Major

A summary of record is kept for each student in the Office of the College Registrar. At fall registration each continuing student receives a copy showing which major and graduation requirements have already been met. It is important to check this summary and to bring any questions to the attention of staff members in the Office of the College Registrar. Although a student may complete the requirements of more than one major, he or she is officially certified to graduate under only one.

Electives

Students have individual objectives in choosing courses beyond the minimum requirements of the major. The University is diverse; the departments, centers, and special programs numerous; the fields of study almost unlimited. Counselors and department advisers are available to discuss which courses may interest students and found out their educations.

Students should consult the index of this Announcement for information on where different subjects are taught in the University. Some subjects are taught in more than one division of the University.

Foreign Language Study and Placement

Students who studied a foreign language before coming to Cornell and who want to continue must take either the College Entrance Examination Board (CEEB) achievement test in that language or a departmental language placement test. The latter is given during orientation week in September and again in December, January, and May. Students in human ecology who plan to work with non-English-speaking people in this country or overseas often find it necessary to be proficient in another language. For more detailed information, see the Advanced Placement of Freshmen section.

Graduation Requirements

To graduate, students need:

- 1) to meet college credit and distribution requirements,
- 2) to complete the requirements for a major,
- 3) a cumulative average of 1.7 (C-) or better,
- 4) to fulfill residency requirements, and
- 5) to fulfill the physical education requirement.

College Requirements

These are the general areas of study and specific courses and credits required of every student in the college.

I. Natural and Social Sciences (24 credits)

- A. *Natural sciences* (6 credits) selected from Biological Sciences 101–103, 102–104, 102–208, 105–106, 109–110; Chemistry 103–104, 207–208, 215–216; or Physics 101–102, 112, 201 or 202, 207–208. Biological sciences courses must be taken sequentially.
- B. *Social Sciences* (6 credits) selected from economics (including CEH 110, 111, but excluding Agricultural Economics 221 and 310;

psychology (including Education 110, 311, 317, DEA 150, and HDFS 115, 116, 117); sociology (including rural sociology, CEH 148, and HDFS 150 and 307). Do not take Economics 101 and CEH 111; Economics 102 and CEH 110; or Psychology 101 and Education 110; they are equivalent courses.

- C. *Additional credits* (12 credits) selected from any subjects listed above or with courses in anthropology (except archaeology); Astronomy 101 or 102; biochemistry; microbiology; genetics and development; Geological Sciences 101; and government.

II. Communication, Analysis, and the Humanities (15 credits)

- A. *Freshman Seminars* (6 credits) selected from courses listed in the Freshman Seminar brochure, which may be obtained at 322 Goldwin Smith Hall.
- B. *Additional credits* (9 credits) selected from art; communication arts; comparative literature; computer science; drawing; English; ancient or modern foreign languages; history; history of art; history of architecture; mathematics; music; Natural Resources 407; philosophy; statistics (students should not take both I&LR 210 and Agricultural Economics 310, since the courses are substantially the same); theatre arts; DEA 101 or 115; or HSS 292.

III. Human Ecology (40 credits)

- A. *Requirements for the major* (the number of credits required varies by major and option).
- B. *Course work in at least two departments outside the major* (15 credits), including at least 6 credits or two courses in one department outside the major.

IV. Additional Credits (41 credits)

- A. *Requirements for the major* (number of credits varies from 0 to 15 credits).
- B. *Electives* (number of credits varies from 26 to 41 credits).

Credit requirements in this section are met through courses in the *state divisions of Cornell*:

- College of Human Ecology (in addition to courses in sections I, II, and III)
- College of Agriculture and Life Sciences
- School of Industrial and Labor Relations
- College of Veterinary Medicine

and through courses in the *endowed divisions of Cornell*:

- Africana Studies and Research Center
- College of Architecture, Art, and Planning
- College of Arts and Sciences
- College of Engineering
- School of Hotel Administration
- Graduate School of Business and Public Administration

Courses in the endowed divisions in this section may not exceed a total of 21 credits. If Economics 101 or 102, Psychology 101, or Sociology 101 or 107 are selected to meet requirements for section I, credits in the endowed divisions allowed for Section IV will be reduced accordingly.

V. Physical Education (2 credits)

Students who have successfully fulfilled these requirements should have completed at least two terms of physical education in their freshman year.

Related Policies

College course requirement. Freshmen and sophomores are required to enroll in at least one course in the College of Human Ecology a semester. Students who fail to comply with this requirement will be reviewed by the Committee on Academic Status for appropriate action.

Section II. Students who receive advanced placement in English are still held for the Freshman Seminar requirement.

In Sections I, II, and III, the required credits listed are the minimums; credits taken in excess of those minimums (Section I, 24 credits; Section II, 15 credits; and Section III, 40 credits) count toward electives (Section IV, 41 credits).

In Sections I and II, courses specified by the major to meet the requirements in these sections may either be used as meeting the credit requirements in these sections or be applied toward the additional credits in Section IV.

In Sections I, II, and III-B, students are permitted to lack 1 credit toward meeting the requirements. For example, 14 instead of 15 credits of human ecology courses may have been taken outside the major department, or 23 instead of 24 credits of courses in the natural and social sciences may have been taken; however, the minimum total of 120 credits (exclusive of physical education) must be met.

Section IV. *There is no limit to the number of credits that may be taken in the state divisions of Cornell,* and therefore students may choose to take additional state credits and graduate with more than 120 credits.

Credits in the endowed divisions in this section may not exceed 21. If Economics 101, 102; Psychology 101; Sociology 101, 107 are selected to meet requirements for section I, credits in the endowed divisions allowed for Section IV will be reduced accordingly. Any course taken in an endowed division for which a grade of F or U is received will also be counted against the 21 endowed credits allowed.

Elective credits earned in Cornell's endowed divisions during Summer Session, in-absentia credits, and transfer credits are counted as credits earned in the state divisions and therefore do not count against the 21 credits allowed in the endowed divisions in meeting the requirements of this sections.

Not more than 21 credits may be taken in the endowed divisions of the University except under both of the following conditions:

- 1) The students must be in the final two semesters prior to graduation.
- 2) Payment must be made for each credit taken in excess of the 21 allowed, whether or not the credits are passed. In 1982-83 the fee will be \$189.0625 per credit.

Related Policies for Transfer Students

Natural sciences. Entering transfer students who lack preparation in biology and either chemistry or physics, either at the high school or college level, must make up this deficiency before registering for their third semester in the college. Deficiencies may be made up either through successful completion of Cornell courses or courses taken elsewhere at either the high school or college level. A semester college-level course in the appropriate science is considered equivalent to a high school unit and counts as credit toward graduation requirements.

Effective spring 1983, students applying as undergraduates who do not have the required academic unit in biology, chemistry, or physics are required to show evidence of having made up this deficiency prior to matriculation in the college.

Section I-A. Transfers who are entering human ecology programs in consumer economics, housing, social planning, public policy, or human development and family studies can satisfy the College of Human Ecology's natural science graduation requirements

with any course(s) taken to meet a former college's natural science requirements as long as course(s) transferred dealt with matter, energy, and their interrelationships and transformations. Courses in areas such as psychology and mathematics are not included even though courses in these areas may have been taken to meet a former institution's natural science requirement.

Section II-A. Transfer students should have taken at least 6 credits in courses in English composition or in courses requiring substantial writing and offering instruction in writing equivalent to that offered in the Freshmen Seminars. Students who have not fulfilled this requirement before transferring must fulfill it at Cornell.

Section III-B. Transfer students can meet the requirement for course work outside the major in the College of Human Ecology by completion of:

- 1) 15 credits of work outside their department comprised of transfer credit and credit earned in the college,
or
- 2) Credits all taken in this college (no transfer credit allowed to meet this requirement), based on the status of the student's matriculation and prorated as follows:

	Cornell Human Ecology Credits to Satisfy Work outside the Major
Status at Matriculation	
Freshman (1-25 transfer credits)	15
Sophomore (26-55 transfer credits)	12
Junior (56-85 transfer credits)	9
Senior (86-120 transfer credits)	9

In both options, the courses must be in at least two departments with two courses or 6 credits in one department.

Note that transfer students are still responsible for completing a total of 40 human ecology credits.

Section IV. Transferred credits for courses applied toward electives do not reduce the 21 Cornell endowed credits that students are allowed. Any grade below C- will not transfer for a major requirement or a distribution requirement. Such courses will transfer only as elective credit.

Section V. Transfer students who have had the equivalent of two semesters of college (and therefore enter as sophomores) are not required to take physical education at Cornell, regardless of whether they took physical education at their first college. Exemption or postponement for medical reasons must be cleared by Gannett Health Center. For further information about exemption or postponement from physical education, consult the college registrar, Joyce McAllister, in 146 Martha Van Rensselaer Hall.

Related Policies for Freshmen

Natural sciences. The college recommends that entering students complete a unit of biology and either a unit of chemistry or physics before they matriculate. Entering freshmen who lack a unit of biological or physical science must make up this deficiency before they register for their fourth semester. A semester-long college-level course in the appropriate science is considered equivalent to a high school unit and counts as credit toward graduation requirements.

Effective spring 1983, students applying as undergraduates who do not have the required academic unit in biology, chemistry, or physics are required to show evidence of having made up this deficiency prior to matriculation in the college.

Section V. Freshmen are required to take two semesters of physical education during their freshman year.

Residency Requirements

All college curricula are planned to fit within an eight-semester program. An average schedule of 15 credits a semester (in addition to physical education) is considered standard, and if pursued for eight semesters will provide the credits needed for graduation. If the student completes all the requirements—for the major, for distribution, for total credits, and for cumulative average—in fewer than eight semesters, the degree may be conferred at the end of the semester in which the last requirements are met. Students who plan to receive their degrees early should notify the registrar at the beginning of the semester so that their summaries of record may be prepared and their names placed on the list of degree candidates.

Sometimes a student (particularly a transfer student) may need an additional semester to complete a program. To register for a semester beyond the eighth, the student submits a written request to the director of special educational projects. The request should detail the reasons for wanting to enroll for the extra semester and include a list of courses planned for the additional semester. Such requests usually are granted when there appears to be no feasible way for the student to complete the professional curriculum or the degree requirements without the extra semester.

Freshmen entering the college with 15 transfer credits have seven semesters in which to complete the degree. Transfer students must complete at least 60 credits at Cornell.

Mature students (those at least twenty-four years old at the time of matriculation) are not required to petition the director of special educational projects for approval to study beyond the usual eight semesters.

Exemptions from Requirements

Students who want an exemption from a specific graduation or major requirement may petition the director of special educational projects. Approval may be given under certain circumstances. For example, transfer students may have problems scheduling courses to meet college distribution requirements, and the director of special educational projects may approve alternative courses. If the requirement for which the student seeks exemption is one specified by the major, the director of special educational projects will refer the petition to the department for consideration.

Petition forms are available in the Counseling Office, N101 Martha Van Rensselaer Hall.

Procedures

Course Enrollment

Students are expected to complete course enrollment during a designated period each semester. Failure to do so carries a \$10 penalty that can be waived only if circumstances are completely beyond the student's control. It is the student's responsibility to find out the dates of course enrollment.

Before or during course enrollment, students talk to a department adviser or counselor or both in the Counseling Office about their program plans. Students must have their course enrollment schedule

signed by their departmental faculty adviser or by a college counselor if they have not declared a major. A listing of course changes plus directions for course enrollment are issued by the Office of the College Registrar before the start of course enrollment. Last-minute course changes are posted in that office as well as in the Counseling Office, N101 Martha Van Rensselaer Hall. Students will also need the *Course and Time Roster*, issued by the Office of the University Registrar each semester before advance course enrollment.

Since new students starting at midyear do not have an opportunity to enroll in courses until after they arrive on campus, the college tries to reserve places for them in human ecology courses. A specified time for enrolling in such courses is listed on the orientation schedule given to all new students. For the first three weeks of the term, new students have an opportunity to add courses in other divisions of the University as well as in human ecology.

Freshmen and transfer students registering for the first time in the University in the fall term enroll in their courses during the summer before they arrive on campus.

Continuing students enroll for courses for fall semester in March or April; for spring semester in October or November preceding the beginning of the term. Course enrollment materials are mailed to each new student; continuing students are notified of course enrollment dates by posters and notices in the *Cornell Daily Sun*. Course enrollment materials are available from the Counseling Office and must be completed and filed in the Office of the College Registrar by the announced deadline.

Permission of the Instructor

Certain courses may be taken only with the permission of the instructor, as indicated in the course descriptions. The instructor's permission must be obtained before the student enrolls in the course. After giving permission, the instructor initials the green registration schedule or signs the optical-mark course-enrollment form that can be obtained from the Office of the College Registrar or the Counseling Office.

Students interested in taking a course in the Department of Art in the College of Architecture, Art, and Planning are required to register with the departmental secretary before enrolling in the course. Seniors who want to take an elective course in the School of Business and Public Administration are required to obtain permission of the instructor on a course authorization form that the student then files with the school's registrar, 312 Malott Hall.

Special Studies Courses

Each department in the College of Human Ecology offers special studies courses that provide an opportunity for students to do independent work not available in regular courses. One of these, 300, Special Studies for Undergraduates, is intended primarily for students who have transferred from another institution and need to make up certain course work.

The other special studies courses are 400, Directed Readings; 401, Empirical Research; and 402, Supervised Fieldwork. These courses are normally taken by upperclass students, and work is supervised on an individual basis by a faculty member in the department in which the course is offered. It is important to enroll in the appropriate course number (300, 400, 401, or 402) for the special project.

Students who want to take a special studies course must talk with the faculty member under whose supervision the study would be done and then prepare a plan of work. If the faculty member agrees to supervise the study, a multicopy description of the study to be pursued must be filled out. Signatures of the instructor and the department chairman as well as

the student's departmental adviser must be on the form before it is taken to the office of the college registrar, where the student will officially register for the course by filling out an optical-mark course-registration form. Forms and instructions are available in the Counseling Office.

To register in a special studies course taught in a department outside the college, students should follow the procedures established for that department.

Course Loads

The normal course load in the college ranges from 12 to 18 credits. *During the course enrollment period no student may enroll for more than 15 credits or five courses, whichever is greater, without special permission from the college registrar.* To receive permission, the student attaches a note to the hardback green course schedule citing reason(s) for carrying a heavier load before handing it in to the Office of the College Registrar.

Credits beyond 15 may be added during the change-of-registration period at the beginning of the semester without special permission.

Students should avoid planning excessive work loads; the time required to keep abreast of courses tends to increase as the semester progresses. *Courses cannot be dropped after the seventh week of classes without petitioning*, so students should try to avoid the need to drop courses.

Except for those with mature-student status, a student must carry at least 12 credits (exclusive of physical education). In special cases, a student may petition to carry between 8 and 12 credits. Forms for petitioning and advice on how to proceed are available from the Counseling Office.

Students who petition *before the beginning of the term* to carry less than 12 credits may be eligible for proration of tuition. To apply for proration, students obtain a form from the bursar's office in Day Hall or from the Office of the College Registrar. After the petition to carry less than 12 credits is approved, the proration form signed by the college registrar must be returned to the Office of the Bursar, 260 Day Hall.

Students of mature status may carry 6 to 12 credits without petitioning. However, at the beginning of each term, mature students planning to take a light course load should pick up a proration of tuition form from the Office of the College Registrar, fill it out, have it signed by the college registrar, and return it to the bursar's office in Day Hall.

Oversubscribed Courses

Enrollment in many human ecology courses is limited. When a course is overenrolled, students are generally assigned on the basis of seniority. The student's professional goals may be considered. Those students not admitted to a course may be placed on a waiting list and will find a note to that effect attached to the course enrollment printout.

Late Course Enrollment

Students who fail to enroll in courses by the deadline normally must wait until the beginning of the semester to enroll and must pay a \$10 fee. Extensions are sometimes granted if requested from the college registrar before the end of course enrollment. Students who fail to meet the deadline for any reason should see a counselor in the Counseling Office as soon as possible. In some cases, if the delay was absolutely unavoidable, the student may be allowed to enroll in courses late, and it is sometimes possible to have the fee waived. Waiving of the fee must be handled through the college registrar, who can advise students about course enrollment under these circumstances.

University Registration

Students go to Barton Hall for University registration at times announced by the Office of the University Registrar. At registration, students fill out and return materials that are given to them, and their IDs are validated.

After completing University registration, students proceed to the College of Human Ecology table in Barton Hall. At that table they hand in their college registration card and in return receive a computer printout of courses for which they are officially enrolled. It is the student's responsibility to check the listing for accuracy of course numbers, credits, and other data. If there are errors, they should be corrected immediately. Procedures for making changes because of errors in the printout as well as for other reasons are described below.

During University registration for the fall semester, each continuing student receives a copy of his or her summary of record from the Office of the College Registrar. The summary shows which graduation and major requirements have been completed. Students who have any questions about the summary's accuracy should see a counselor in the Counseling Office or someone in the Office of the College Registrar.

Late University registration. A student who misses registration day must pay a \$30 penalty during the first three weeks. The late-registration fee is increased by \$10 each week for the fourth, fifth, and sixth weeks and \$25 for each additional week beyond. Late University registration is held during the first three weeks of the term. After the first week of classes, students must also have the written permission of the college registrar before they will be allowed to register in the University. After the third week of classes, students registering late must also have the permission of the Office of the University Registrar in addition to the written permission of the college registrar, and pay the late fee. After completing late University registration, students must take their college registration cards to the Office of the College Registrar, where they will then receive computer printouts of the courses for which they are officially registered. Students who fail to register by the seventh week of the term will be withdrawn from the University. Students who want to return must reapply through the Admissions Committee.

Course Enrollment Changes

Deadlines

- During the first three weeks of the term, courses may be added or dropped without charge.
- From the fourth through the seventh week of the term, course changes may be made with the permission of the instructor and payment of a \$10 processing fee.
- After the seventh week of the term, no course change may be made without petitioning for approval. Petitions are usually granted only in circumstances beyond the student's control (for example, illness). A student petitioning for medical reasons should provide substantiating medical evidence with the petition.
- After the third week of the term, instructors have the right to consider students' requests for course changes on an individual basis or to announce at the beginning of the term a specific date between the fourth and seventh weeks beyond which they will no longer approve course changes.

Procedures

Students who need to make course enrollment changes should make them as soon as possible. It is to the student's advantage to add the desired courses as soon as possible, and it is helpful to other students if unwanted courses are dropped promptly.

Students should assess their work loads carefully at the beginning of each term. If in the first week or two the instructors do not discuss the amount of material to be covered and the extent of assignments, students are advised to ask about course requirements.

Some of the same procedures are required for course enrollment changes as were necessary for course enrollment—for example, permission of the instructor must be obtained for a course requiring it, and the same forms for special studies courses must be filled out. In addition to the procedures listed below for course enrollment changes, all course change forms for nutritional science majors must be signed by the departmental faculty adviser.

Specific procedures for making course changes during the change-of-enrollment period (first three weeks of classes) are listed below. The student should:

- 1) Obtain an optical-mark course change form from the Office of the College Registrar or from the Counseling Office.
- 2) Fill the form out and take it to the appropriate office for signature; for human ecology courses, the forms should be taken to the Office of the College Registrar; for courses outside the college, the forms should be taken to the appropriate departmental offices.
- 3) Ask the person handling the class lists to add the student's name to the list of enrolled students for a course being added or to remove his or her name from the class list for a course being dropped. That person should sign the optical-mark course change form in the appropriate place.
- 4) Turn all signed forms in to the Office of the College Registrar, including the forms for out-of-college courses. Enrollment cannot be officially changed until the signed forms are filed in the registrar's office. For example, students who fail to "cancel" a course they are no longer attending are in danger of receiving an F in the course because they are still officially enrolled. There is no charge for course changes during the first three weeks of classes.
- 5) Receive carbon copies of each optical-mark course change form at the time it is turned in. These copies are stamped with the date of receipt. It is important to keep these copies in case they are needed to verify later that the forms were filed.

A student who wants to have his or her name placed on a waiting list for a human ecology course should be aware that such lists are compiled during the change-of-course-enrollment period on a first-come—first-served basis, without regard to seniority or other factors. Students must check their status on the waiting lists in person every forty-eight hours, and if space has not opened up, request that their names be kept on the list. Names are automatically dropped if they are not updated.

If a student is enrolled in a human ecology course with a limited enrollment and has not attended the first two class sessions, he or she will be dropped from the course unless circumstances have prevented him or her from attending class and the instructor has been notified.

After the third week and through the seventh week of the term, the procedures outlined above for changes made during the first three weeks of the semester are followed, except that the instructor must sign the course change form for human ecology courses, and a \$10 fee must be paid.

After the seventh week of classes, a student may not make course changes without petitioning for approval. Students should realize that they are expected to attend classes and do assigned work until the petition has been formally approved.

Study in Absentia

Under certain conditions, credit toward a Cornell degree may be given for study in absentia, that is, study done at an accredited institution away from

Cornell after entering the College of Human Ecology. To be eligible for credit for such study, a student must be in good academic standing and must receive permission in advance from the college registrar. Students not in good standing may study in absentia but will not receive transcript credit until they return to good standing.

In absentia petition forms are available in the Counseling Office. The petition form should be filled out and catalog descriptions attached for the courses the student wants to take, and then it should be filed in the Office of the College Registrar.

Students whose petitions are granted receive a letter giving them permission from the college registrar to study in absentia. Credit may be granted for study in absentia after the work has been done, but there is no guarantee that such credit will be awarded if permission has not been obtained in advance.

A \$15 fee is charged to bind a student's in-absentia registration. If the in-absentia study is undertaken during the summer, the \$15 fee is charged only if the summer study is for more than 8 credits. A form is included with the letter sent to the student, giving permission to study. This form must be completed and returned to the Office of the College Registrar, 146 Martha Van Rensselaer Hall, along with a check for \$15, before the student is officially registered in absentia.

Up to 15 credits may be taken in absentia as long as the work done does not duplicate courses already taken and the study is relevant to the student's program and the requirements of the college. More than 15 credits of work in absentia may be allowed under the following conditions: (1) the work taken represents a special educational opportunity not available at Cornell, (2) it relates to the student's particular professional goals, and (3) that goal is consistent with the focus of the college. To take more than 15 credits in absentia, a student must submit a petition to the director of special educational projects, who will evaluate the proposed program. (Forms are available in the Counseling Office.)

If part of the work for which credit is sought is to be applied to requirements of the major, the petition will be sent to the appropriate department for approval. If credit is sought for work to be done in a modern foreign language that the student has previously studied, the approval of the Department of Modern Languages and Linguistics in the College of Arts and Sciences must be obtained.

Students are responsible for having the registrar of the institution where they study in absentia send transcripts of grades to the Office of the College Registrar at the College of Human Ecology. Credit can then be officially assessed and applied toward the Cornell degree. Only credits (not course names and grades) for study in absentia appear on the Cornell University transcript.

A student who holds a Regents or Children of Deceased or Disabled Veterans Scholarship may claim that scholarship for study in absentia if the study is done in a college in New York State and if it is for a maximum of 15 credits acceptable to the College of Human Ecology.

The rules regarding study in absentia apply to transfer students with the additional stipulation that at least 60 credits must be taken at Cornell. At least 40 of the 60 credits must be in the College of Human Ecology at Cornell unless the student has transferred equivalent human ecology credit. (No more than 20 credits of equivalent credit may be applied to the 40 credits required in human ecology course work.)

Leaves of Absence or Withdrawal

Students may request a leave of absence before the beginning of the semester for which a leave is desired or during the first seven weeks of the semester. A leave may be extended for a second semester by requesting an extension in writing from the Office of the College Registrar. Students who are contemplating taking a leave of absence or

withdrawal are urged to discuss plans with a counselor. If the student decides to take a leave of absence or withdraw, a counselor will notify the Office of the College Registrar and the office will process the official forms.

Requests for leaves of absence received after the first seven weeks of the semester, or requests for a leave of absence from students who have already had two semesters' leave of absence will be referred for action to the Committee on Academic Status. The committee may grant or deny such requests, attaching conditions as it deems necessary. Leaves of absence after the first seven weeks generally are granted only when there are compelling reasons why the student is unable to complete the semester, such as extended illness.

If a leave of absence is requested after the first seven weeks, students are advised to attend classes until action is taken on their petitions. A student whose petition for a leave of absence is denied may choose to withdraw or to complete the semester.

The academic records of all students who are granted a leave of absence are subject to review, and the Committee on Academic Status may request grades and other information from faculty to determine whether the student should return under warning, severe warning, or in good academic standing.

Students who leave the college without an approved leave of absence or do not return after the leave has expired will be given a withdrawal after the seventh week of the term in which they failed to register. A withdrawal is a termination of student status at the University. Students may voluntarily withdraw at any time by notifying a counselor and the Office of the College Registrar. A student who has withdrawn from the college and who wants to return at a later date must reapply through the Committee on Admissions for consideration along with all other applicants for admission.

Petition Process

There are two kinds of petition forms: the *General Petition Form*, which is multicopied, and the *In-Absentia Petition Form*, which is a single sheet and has no copies attached. Both types of forms are available from the Counseling Office, N-101 Martha Van Rensselaer Hall.

The use of the *General Petition Form* is described in the human ecology *Student Guide*. After completing the petition, the student should file the General Petition Form in N-101 Martha Van Rensselaer Hall. He or she will find out if the petition has been granted or denied by checking his or her mail folder in the foyer.

The *In-Absentia Petition Form* is used when the student wishes to study at another institution. (See the human ecology *Student Guide* for regulations concerning in-absentia study.) This form is also used for students who wish to take more than 15 credits in absentia during their college career. Catalog descriptions of the courses the student wishes to take at the other institution must be attached to the petition form. After completing the petition, the student should file the In-Absentia Petition Form in 146 Martha Van Rensselaer Hall. A letter in the mail will inform the student of the decision.

It should be noted that although many kinds of requests are petitionable in the college, some kinds of situations are governed by college faculty legislation and cannot be altered by filing a petition. If the student is in doubt about whether a request could be considered by petition, he or she may discuss the problem with the college registrar or the director of special education projects.

Grades

See the Grading Guidelines section for information on the official University grading policies.

S-U Grades

Some courses in the college and in other academic units at Cornell are offered on an S-U basis; that fact is indicated in the course description. University regulations concerning the S-U system require that a grade of S be given for work equivalent to a C- or better; for work below that level, a U must be given. No grade-point assignment is given to S, and S or U grades are not included in the computation of semester or cumulative averages. A course in which a student receives an S is, however, counted for credit. No credit is received for a U. Both the S and U grades appear on a student's record. A student who is attempting to qualify for the Dean's List must take at least 12 credits for the usual A-F grades.

Only juniors and seniors may take courses for an S-U grade in which the grade of S or U is optional; sophomores may take courses in which *only* the grade of S or U is offered. A student may take no more than four courses (or 12 credits) on an S-U basis during his or her college career; however, more than one S-U course can be taken in one semester. S-U courses may be taken only as electives or in the 15 credits required in the college outside the major unless the requirements for a specific major indicate otherwise. Freshmen enrolled in English 137 and 138 (offered for S-U grades only) are permitted to apply these courses to the Freshmen Seminar requirement.

To take a course for an S or U, a student must first make sure by checking the course description that the course is offered on that basis, then obtain the permission of the instructor and file a special S-U form with the instructor's signature and the add/drop/change form in the Office of the College Registrar before the end of the third week of the term. After the third week of the term, students must petition the college registrar to change S-U grading status. Forms are available in the Office of the College Registrar and in the Counseling Office.

Incompletes

A grade of INC (*Incomplete*) is given when a student does not complete the work for a course on time, but when, in the instructor's judgment, there was a valid reason. A student with such reason should discuss the matter with the instructor and request an INC. A grade of *Incomplete* remains permanently on a student's official transcript even after the work is completed and a final grade recorded.

A student who receives an INC in a course may be permitted a maximum of two semesters and a summer in which to complete the work and receive a regular grade; if the work is not completed by that time, the INC remains on the record, and no credit is given for the course.

When a student wants to receive a grade of INC, a conference should be arranged with the instructor (preferably before classes end and the study period begins) to work out the agreement. A form, called Explanation for Reporting a Final Grade of F or Incomplete, which has been signed by both the instructor and the student, must be submitted by the instructor. This form is submitted with the final grade sheets whenever an *Incomplete* is given.

This form is for the student's protection, particularly in the event that a faculty member with whom a course is being completed leaves campus without leaving a record of the work completed in the course.

If circumstances prevent a student from being present to consult the instructor, the instructor may, if requested by the student, initiate the process by filling out and signing part of the form and turning it in to the Office of the College Registrar with the grade sheet. Before a student will be allowed to register for

succeeding semesters, he or she must go to the Office of the College Registrar to fill out and sign the remainder of the form.

If the work is satisfactorily completed within the required time, the course appears again on the student's official transcript, with the final grade received, for the semester in which the course was completed.

A student who completes the work in the required time and expects to receive a grade must take the responsibility for checking with the Office of the College Registrar (about two weeks after the work has been handed in) to make sure that the grade has been received. Any questions should be discussed with the course instructor.

Academic Honors

The college encourages high academic achievement and recognizes outstanding students in several ways.

Dean's List. Excellence in academic achievement is recognized each semester by placing on the Dean's List the names of students who have completed satisfactorily at least 12 credits with letter grades other than S or U and who rank in the top 10 percent of their class for the semester. No student who has received an F or U in an academic course will be eligible.

Omicron Nu seeks to promote graduate study and research and to stimulate scholarship and leadership toward the well-being of individuals and families. A chapter of a national honor society in the New York State College of Human Ecology, it stimulates and encourages scholarly inquiry and action on significant problems of living—at home, in the community, and throughout the world.

Students are eligible for membership when they have attained junior status and if they have a cumulative average of not less than B. Transfer students are eligible after completing one year in this institution with a B average. Current members of Omicron Nu elect new members. Not more than 10 percent of the junior class may be elected to membership, and not more than 20 percent of the senior class may be elected. Graduate students nominated by faculty members may be elected.

Bachelor of Science with honors recognizes outstanding scholastic achievement in an academic field. Programs leading to a degree with honors are offered to selected students by the Department of Human Development and Family Studies and the Division of Nutritional Sciences. Information about admission to the programs and their requirements may be obtained from the appropriate department or division.

Bachelor of Science with distinction recognizes outstanding scholastic achievement. Consideration will be given to seniors whose academic standing at the end of seven semesters is in the top 10 percent of the graduating class. The honor is conferred on those seniors who are in the top 5 percent of the class after grade-point averages have been adjusted by including grades for transfer work and after grades earned in the fifth, sixth, and seventh terms have been given double weighting in the final average. The graduating class includes students who will complete requirements for Bachelor of Science degrees in January, May, or August of the same calendar year.

To be eligible for consideration, transfer students must have completed 45 credits at Cornell. In determining the academic standing of a transfer student, previous work taken at another institution is included in the computation of the student's academic average. Names of seniors who meet these requirements are presented to the faculty of the college for approval.

Nondepartmental Courses

General Courses

100 Developmental Studies: Reading and Learning Strategies Fall, spring, or summer. 2 credits. Enrollment limited. S-U grades only.

Fall and spring: sec. T R 11:15 or 3:35, plus two 1-hour labs to be arranged. A. Grinols.

Theoretical applied approaches to academic achievement are examined and utilized by students as they pursue personal growth goals: to maximize academic reading rate and comprehension level, and to master efficient learning strategies. Individual conference and laboratory practice are included as course requirements.

International Education Program

P. Frazer, director

The International Education Program both prepares students for international and intercultural education, and grants credit for foreign study at approved institutions. For information about study at cooperating foreign institutions, see the director of the program.

360 Preparing for International or Intercultural Experience Fall or spring. 2 credits. S-U grades optional. Prerequisites: two social science courses, or permission of instructor.

M 2:30-4:25. P. Frazer.
Introduces students to intercultural differences in preparation for work and study in developing nations and for work with subcultural groups in the United States. Topics will include cultural differences in motives, beliefs, and values; the transmission of culture; the relationship between culture and personality; perception; verbal and nonverbal communication; adjusting to a different culture; cultural contact and change; and human development programming in cross-cultural situations. Lectures, slides, films, and case studies provide the basis for class discussion on the many problems involved in intercultural relationships. Students receive 2 credits for the classroom component of this course; an additional 3-credit option is available if a January study tour is offered.

361-362 Study Abroad Fall and spring. 6-15 credits. Prerequisites: ID 100, HE 360, satisfactory completion of any necessary foreign language requirement, a grade-point average of 2.5, and permission of academic adviser and assistant dean for undergraduate education. Deadline for receipt of applications in assistant dean's office: February 15 for following fall semester; September 15 for following spring semester. Students register for their first semester of foreign study under 361, and for a second semester under 362.

A full-semester, off-campus program of courses, at least one of which includes field experience at a cooperating university in another country, designed to provide both theoretical background in factors relevant to the human ecology of the geographical area concerned and practical understanding of agencies and institutions concerned with human well-being in that environment. Presently, the cooperating universities concerned are the University of Haifa, Israel, and the University of Puerto Rico.

Students must plan their program well ahead of time with the help of their academic adviser, who must approve the plan before the application is submitted to the assistant dean. An application for study abroad and list of courses at the foreign university approved for human ecology distribution requirements is available at 146 or 159 Martha Van Rensselaer Hall. Students should plan to take at least 12 credits, of which 6-9 should be in credits approved for human ecology (Groups III or IV or

both) and the balance to continue language study or to satisfy distribution requirements for graduation or both.

Program supervision is undertaken by a specially designated faculty member of the foreign university. A transcript of credits earned is sent to the college registrar. Completion of course requirements is signified by a formal presentation to the college community upon return to Cornell.

Division of Student Services

W. H. Gauger, assistant dean for student services
B. Bricker, director of admissions
J. McAllister, college registrar
C. Reed, director of special educational projects
L. Wiley, director of placement
N. Yaghlian, director of counseling
B. Morse, R. Richardson, M. Thomas

Special studies sponsored by faculty members in the division involve such topics as counseling theory and practice in relation to various student populations, the career development process in fields related to human ecology, and the delivery of student services.

400-401-402 Special Studies for

Undergraduates Fall or spring. Credits to be arranged. S-U grades optional.

Hours to be arranged. Staff.

For independent study by an individual student in advanced work not otherwise provided in departments or for study on an experimental basis, with a group of students, in advanced work not otherwise provided in departments. Students prepare a multicopy description of the study they want to undertake, on forms available from the Counseling Office. This form must be signed by the student services faculty member directing the study, the office director, and the assistant dean for student services, and filed at course registration or within the change-of-registration period after registration. To ensure review before the close of the course registration or change-of-registration period, early submission of the special studies form to the assistant dean is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

400 Directed Readings For study that predominantly involves library research and independent reading.

401 Empirical Research For study that predominantly involves data collection analysis or laboratory or studio projects.

402 Supervised Fieldwork For study that involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

600 Special Problems for Graduate Students Fall or spring. Credit to be arranged. S-U grades optional. Limited to graduate students recommended by their chairperson and approved by the assistant dean for student services and the member of the staff in charge of the problem for independent, advanced work.

Hours to be arranged. Staff.

Interdepartmental Courses

Field Study Office

T. Stanton, director; D. Giles, M. Holzer, M. Whitham

100 Orientation to Field Study: Skills for Learning in the Field Fall or spring. 2 credits. Limited to 15 students per section. Prerequisites: permission of instructor. S-U grades optional.

14 sessions meeting through first 7 weeks of semester; T R 10:10-12:05 or T R 2:30-4:25. D. Giles.

Workshops train students in skills that will help them become more effective field learners and better able to cope with the complex demands of a field placement. Topics include cross-cultural communication, participant observation, investigative interviewing, understanding nonverbal communication, identifying sources of information in the community, and analyzing verbal presentations. All of the concepts are applied to assignments in the field.

200 Preparation for Fieldwork: Perspectives in Human Ecology Fall or spring. 4 credits. Limited to 25 students a section. Prerequisite: permission of instructor. For students interested in preparing themselves for field experience. Enrollment priority given to students of at least sophomore standing who intend to do field study the following semester.

T R 10:10-12:05 or T R 2:30-4:25. D. Giles.

Introduces students to field skills (such as interviewing, observation, public speaking, and leading discussion) and provides opportunities to practice and develop those skills. Additionally, small student task forces consider case studies highlighting complex issues at local, community, state, and national levels. Students work together to define problems, analyze and synthesize data from a variety of sources, and make group presentations.

400 Directed Readings For study that predominantly involves library research and independent reading.

401 Empirical Research For study that predominantly involves data collection and analysis.

402 Supervised Fieldwork Fall, spring, or summer. 3-15 credits. S-U grades optional for up to 12 credits. Limited to 20 students. Prerequisite: ID 100. Enrollment by permission of instructor. Applications due in the Field Study Office during the preceding semester's course enrollment period.

Hours to be arranged. Staff.

Supervised field study involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice. Credit is variable to allow for combined departmental and interdepartmental sponsorship and supervision.

Information on placement opportunities is available in the Field Study Office, 159 Martha Van Rensselaer Hall. Students should begin planning at least a semester in advance for field study.

403 Teaching Apprenticeship For study that includes assisting faculty with instruction.

406 Sponsored Field Learning or Internships Fall, spring, or summer. 6-15 credits. S-U grades optional for up to 12 credits. Limited to 20 students; intended for juniors and seniors. Prerequisite: ID 200. Enrollment by permission of instructor. Applications are due in the Field Study Office during the preceding semester's course enrollment period.

Hours to be arranged. T. Stanton.

A course for students seeking interdepartmental sponsorship and supervision of participation in structured, off-campus field experiences or internships operated by non-Cornell or non-credit-granting institutions or agencies. Examples include New York State Assembly Internship Program, Washington Center for Learning Alternatives, and internships arranged independently by students with individual public or private organizations or institutions. Field supervision, largely carried out through biweekly correspondence, is aimed at complementing students' work-and-study assignments while on their internships and at enabling students to gain an in-depth understanding of how their internship organization operates and the

internal and external ecological forces that influence it. Completion of course requirements is signified by a formal presentation to the college community upon return to Cornell (graduating seniors may make special arrangements). Credit is variable to allow students to arrange for combined interdepartmental and departmental sponsorship and supervision.

Information on course enrollment and internship opportunities is available in the Field Study Office, 159 Martha Van Rensselaer Hall. Students should begin planning more than one full semester before leaving campus for an internship.

407 Field Experience in Community Problem Solving Fall or spring. 6-15 credits. Limited to 25 students; intended for juniors or seniors. Prerequisite: ID 200. Enrollment by permission of instructor. Applications due in the Field Study Office during the preceding semester's course enrollment period. Sem. R 1:30-4:25; hours in the field to be arranged. M. Whitham.

A course designed to provide students with a structured, closely supervised field experience encompassing an ecological approach to human problem solving. Interdepartmental teams of from two to five students will contract with community businesses, agencies, and organizations as special-projects staff members delegated primary responsibility for problem solving in a designated area of agency need. Students spend twenty hours each week working directly on the projects, three hours each week in seminar, and additional time completing seminar readings and assignments. The seminar is aimed at assisting students in systematically analyzing the complex factors that affect the implementation of new programs, policies, or projects in upstate community settings. Set in this context, the field placement is viewed as a case study in the ecology of organizational decision making.

Supervision of all projects is provided jointly by the course instructor and appropriate agency personnel. In addition, each project is subject to review twice during the semester by an oversight committee composed of community and faculty representatives with relevant expertise. Completion of the course is signified by formal presentation of project results to the contracting organization's staff, board of directors, or other appropriate administrative units, and members of the oversight committee, together with submission of an academic analysis of the implementation process to the course instructor.

Credit is variable to allow students to arrange for combined interdepartmental and departmental sponsorship and supervision.

Information on projects is available during course enrollment in the Field Study Office, 159 Martha Van Rensselaer Hall. Students may assist in the planning and project-identification process by making their interests known to the office a full semester before intended enrollment in the course.

408 The Ecology of Urban Organizations: New York City Fall or spring. 15 credits. Limited to 20 students; intended for juniors and seniors. Prerequisite: ID 200. Enrollment by permission of instructor. Applications due in the Field Study Office during the preceding semester's course enrollment period.

A full-semester, off-campus field course in New York City, designed to help students begin to understand how organizations function within an urban setting, while at the same time understanding the urban context and the people who live within it, in a way that is personally meaningful—through active participation in an urban organization.

Students work 3½ days a week in field placements that can represent every sector of the urban environment from large corporations and government agencies to small businesses and grass-roots community groups. Placements focus on different

kinds of skills: providing information, planning and making policy, providing services to clients and customers, and designing apparel or living-work environments. Students should focus on selecting the kind of skill which interests them when entering the 408 placement process. A full-day seminar each week is designed to include support sessions, organizational analysis exercises, simulations, guest speakers, and field trips to various parts of New York. Regular reflection on the work experience is required through papers and meetings with site supervisor and field instructor. As a unifying theme, students participate in small group presentations covering current issues in New York. Recent topics have been the New York City fiscal crisis, the energy crisis, Reaganomics, and women and work.

Information on field placements is available in 159 Van Rensselaer Hall. Students should begin planning at least one full semester before they apply to ID 408.

ID 409 The Ecology of Organizations in the Upstate Region. Fall or spring. 3–15 credits. Limited to 25 students. Prerequisite: ID 100. Recommended: ID 200. Enrollment by permission of instructor. Applications are due in the Field Study Office during the preceding semester's course enrollment period.

Sem, T 1:30–4:25; hours in the field to be arranged. M. Whitham.
A variable-credit, Ithaca-area course designed to give students an in-depth understanding of contemporary organizations and the forces that shape and influence them. The course combines participation in a community setting within commuting distance of the Cornell campus with a weekly seminar that provides the skills, concepts, and theories necessary for understanding organizations and the critical issues they face. Credit is variable to allow students to arrange for combined interdepartmental and departmental sponsorship and supervision.

Information on placement opportunities is available in the Field Study Office, 159 Van Rensselaer Hall. Students should begin planning at least a semester in advance for field study. Applications are due in the Field Study Office during preregistration of the term prior to field placement.

Consumer Economics and Housing Courses

J. Robinson, chairman; A. Davey, graduate faculty representative; R. Heck, undergraduate advising coordinator for CEH; W. K. Bryant, undergraduate advising coordinator for public policy option; H. B. Biesdorf, P. Chi, S. Clemhout, W. H. Gauger, J. Gerner, A. J. Hahn, B. Hall, M. Lea, E. S. Maynes, P. Pollak, N. C. Saltford, A. Shlay, J. Swanson, S. White-Means, P. Zorn

110 Introduction to Consumer Economics I Fall. 3 credits. S-U grades optional. Students who have taken Economics 102 or another introductory microeconomics course should not register for this course.

M W F 10:10. Staff.
Principles of microeconomics with an emphasis on applications to consumers, household economics, and housing. Introduction to the concepts of opportunity cost, time as a resource, consumer demand, household production, market failure, and the impact of government regulation of the market on consumers.

111 (100) Introduction to Consumer Economics II Spring. 3 credits. S-U grades optional. Students who have taken Economics 101 or another introductory macroeconomics course should not register for this course.

M W F 11:15. M. Lea, P. Zorn.

This course introduces students to the issues and concepts in macroeconomics. The course is topical, focusing on current issues in the macroeconomy. The goal of the course is to give students a working knowledge of economic terms, issues, and theories so that they can understand issues as presented in the popular press. Topics covered include national income accounting, Keynesian versus monetarist theories of income determination, the workings of financial markets and institutions, income distribution, and the role of monetary and fiscal policy in dealing with the problems of inflation and unemployment.

148 Sociological Perspectives on Housing Spring. 3 credits. Enrollment limited to 6 sections of 20 students each. S-U grades optional.

Lecs, T R 10:10; secs, M 9:05 or 2:30, (2) T 11:15, W 10:10 or 2:30. A. Shlay.
An introductory sociology course analyzing the distribution of housing and population within urban areas. Students focus on the link this urban social and spatial structure has to the quality of urban life. Topics include urban ecology, mobility and migration patterns, suburbanization, segregation, urban social stratification, community power, crime, and poverty.

233 Marketing and the Consumer Spring. 3 credits. Prerequisite: CEH 110 or equivalent. S-U grades optional.

T R 8:30–9:55. E. S. Maynes.
A study of marketing functions, institutions, policies, and practices with emphasis on how they create consumer satisfaction. N. Saltford will direct an optional marketing project with a nearby consumer products firm under the designation of CEH 401; 2 credits; W 7–9 p.m.

247 (147) Housing and Society Fall. 3 credits. S-U grades optional.

Lecs, M W F 11:15. P. Chi.
A survey of contemporary American housing issues as related to the individual, the family, and the community. The course focuses on the current problems of the individual housing consumer, the resulting implications for housing the American population, and governmental actions to alleviate housing problems.

300 Special Studies for Undergraduates Fall or spring. Credits to be arranged.

Hours to be arranged. Staff.
Special arrangement for course work to establish equivalency for courses not transferred from a previous major or institution. Students prepare a multicopy description of the study they want to undertake, on forms available from the Counseling Office. The form, signed by both the instructor directing the study and the head of the department, is filed at course registration or during the change-of-registration period.

312 Family Resource Management Fall or spring. 3 credits. S-U grades optional. Limited to 40 students; not open to freshmen; preference given to human ecology juniors, seniors, and transfer students.

Fall: T R 2:30–4. Spring: T R 12:30–2. A. Davey.
A systems approach identifies and analyzes components of family management. The focus is on the contribution of management to the improvement in family living. The Personalized System of Instruction format permits self-pacing.

315 (330) Personal Financial Management Fall or spring. 3 credits. Limited to 200 students. Preference given to human ecology students; not open to freshmen. S-U grades optional.

Fall: M W F 1:25; J. Robinson. Spring: M W F 10:10; R. Heck.
The study of personal financial management at various income levels and during different stages of the family life cycle. Topics include the use of budgets and record keeping in achieving family economic goals, the role of credit and the need for

financial counseling, economic risks and available protection, and alternative forms of saving and investment.

325 Economic Organization of the Household Spring. 3 credits. Prerequisite: CEH 110 or equivalent. S-U grades optional.

M W F 9:05. J. Gerner.
Theories and empirical evidence of how households spend their resources are used to investigate the ways households alter the amounts and proportions of time and money spent in various activities, their size, and their form in response to changing economic forces.

332 Consumer Decision Making Spring. 3 credits. Prerequisite: CEH 110 or permission of instructor.

T R 10:10–11:25. E. S. Maynes.
This course is designed to help students make more effective choices as consumers through an understanding of the economy and the use of relevant economic and statistical principles. The course is normative, stressing how consumers should act in order to achieve their goals.

[341 Fundamentals of Housing Economics] Spring. 3 credits. Prerequisites: CEH 110–111 or equivalent. S-U grades optional. Offered alternate years. Not offered 1982–83; next offered 1983–84.

M W F 1:25. P. Zorn.
To give a basic understanding of the structure and operation of the housing market, the economic determinants of housing supply and demand are related to levels of housing consumption and housing standards, the composition of the housing inventory, and levels of, and fluctuations in, housing production.]

355 Wealth and Income Fall. 3 credits. Open to sophomores, juniors, and seniors. Graduate students may elect to audit and write a research paper for one to two credits under CEH 600. Prerequisites: CEH 110–111 or equivalent. S-U grades optional.

M W F 9:05. W. K. Bryant.
Examination of contemporary economic problems that affect the welfare of families in the United States. Examples are affluence and poverty; monetary and fiscal policies as these affect families; and efficacy of the delivery of public services in the areas of health, education, and subsidized housing. Where relevant, the historical origin of these problems will be studied.

400–401–402 Special Studies for Undergraduates Fall or spring. Credits to be arranged. S-U grades optional.

Hours to be arranged. Staff.
For advanced, independent study by an individual student or for study on an experimental basis with a group of students in a field of CEH not otherwise provided through course work in the department or elsewhere at the University. Students prepare a multicopy description of the study they want to undertake, on forms available from the Counseling Office. This form must be signed by the instructor directing the study and the department chairman and filed at course registration or within the change-of-registration period after registration. To ensure review before the close of the course registration or change-of-registration period, early submission of the special studies form to the department chairman is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study:

400 Directed Reading For study that predominantly involves library research and independent reading.

401 Empirical Research For study that predominantly involves data collection and analysis or laboratory or studio projects.

402 Supervised Fieldwork For study that involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

411 Time as a Human Resource Fall. 3 credits. Prerequisites: one course in sociology. Recommended: one course in microeconomics. S-U grades optional.

A seminar based on historical and contemporary readings. Examines and explores time management concepts and applications. Investigates changes in time use of family members in relation to social change. Explores meanings of market work, household work, and leisure in the context of family choices at different stages of the life cycle. Investigates current research concerning time allocations made by family members to household and market work. Examines use of time as a measure of household activities and production.

413 (313) An Ecological Approach to Family Decision Making Spring. 3 credits. S-U grades optional. Limited to 20 students; not open to freshmen; preference given to juniors and seniors. Recommended: CEH 312 or equivalent. Offered alternate years.

T R 10:10–11:25. A. Davey. Family decision making is studied from an ecosystem perspective. Special attention is given to how such decisions may affect the quality of family life as well as the larger society.

[425 Economics of Recreation and Leisure] Spring. 3 credits. Prerequisite: CEH 110. Recommended: a course in sociology. S-U grades optional. Not offered 1982–83.

T R 8–9:15. W. Gauger. The course focuses on leisure-time use, and views recreational activities as consumer goods that are subject to economic decisions on the allocation of time and money. Empirical observations and data are examined for theoretical insights.]

430 The Economics of Consumer Policy Fall. 3 credits. Prerequisites: CEH 110–111, or permission of instructor.

M W F 2:30. S. White-Means. Students are acquainted with the basic approaches to consumer policy and perform economic analyses of specific consumer policy issues. Consumer sovereignty, the consumer interest, and consumer representation are all dealt with, along with economic analyses of current and enduring consumer policy proposals and programs.

441 Housing, Consumer Credit, and Real Estate Finance Spring. 3 credits. Prerequisites: CEH 110–111 and 247. S-U grades optional.

T R 10:10–11:25. M. Lea, 1982–83; R. Heck, 1983–84. Examines the residential and consumer credit-financing process, alternative credit instruments, and sources of credit. The differences between instruments and their effects on consumer decision making will be studied. The role of credit in the economy and the influence of government policy on the supply of credit also will be discussed. (When R. Heck teaches the course, there will be relatively more emphasis on consumer credit. When M. Lea teaches the course, there will be a discussion of topics in commercial and rental real estate finance.)

443 Social Aspects of Housing and Neighborhood Fall. 3 credits. Prerequisite: CEH 247 or CEH 148. S-U grades optional.

T R 10:10–11:25. A. Shlay. The relationship between housing and social behavior and organization is examined. Levels of analysis include the physical features of housing that influence human behavior and the quality of life; the housing composition of neighborhoods, the congruency between local housing and population

composition, patterns of interaction, and the physical dimensions of community; housing as an expression of the chronology of family life; and housing as a bundle of property rights that confer or deny political rights, local stature, and citizenship, and provide more or less control over one's life.

444 Housing for the Elderly Spring. 3 credits. S-U grades optional. Prerequisite: CEH 247 or permission of instructor. Offered alternate years.

T R 2:30–3:45. P. Chi. This course focuses on the housing needs of the elderly, their current housing conditions—living arrangements, tenure patterns, housing quality and housing expense burden—and socioeconomic and psychological aspects of elderly housing environment. Attention is also given to government housing programs for the elderly, integrating housing and related social service activities, and options for alternative housing.

[448 (348) Housing and Local Government] Fall. 3 credits. Prerequisite: CEH 110 or equivalent. S-U grades optional. Not offered 1982–83.

M W F 1:25. Staff. Analysis of state and local government tax, expenditure, and regulatory activities that affect the housing market. Detailed consideration will be given to property taxation, provision of local public goods, zoning, housing and building codes, and other governmental policies that deal with housing and neighborhood environment.]

449 Housing Policy and Housing programs Fall. 3 credits. Prerequisites: CEH 111 or equivalent. S-U grades optional.

T R 2:30–3:45. M. Lea. Critical examination of the development and current condition of federal and selected state housing policies. Beginning with the rationales for governmental housing policy, the course examines the purpose of various housing programs and assesses their operation and potential for continued effective functioning. Topics include public housing, cash-based housing programs, tax legislation, and the operation of the secondary mortgage market.

450 Economics of Health, Health-Care Expenditures, and Health Policy Spring. 3 credits. Prerequisite: CEH 110 or equivalent.

M W F 1:25. S. White-Means. A study of the health-care market as distinguished from other markets due to the relative information disadvantage on the part of the consumer. Topics include a theoretical and institutional analysis of the health-care system and its role in the consumer decision-making process, conflicts of interest between institutional objectives of health-care providers and public and private health-care insurers as they relate to inefficient provision of medical services, and the role of government intervention and alternative systems of medical care provision in reducing medical costs and in increasing assessability.

[465 Consumers and the Law] Fall. 3 credits. Prerequisite: CEH 111 or equivalent. S-U grades optional. Not offered 1982–83.

T R 10:10–11:25. Staff. The operations of federal agencies and the courts in various consumer areas, including compensation for injury from defective products, deceptive advertising, the Fairness Doctrine in television and radio broadcasting, the regulation of food and pharmaceutical drugs, class actions, fraud, and the proposed consumer protection agency.]

[472 Community Decision Making] Fall. 3 credits. Prerequisite: Government 111 or equivalent. S-U grades optional. Not offered 1982–83.

T R 8:30–9:55. A. Hahn. Identification and discussion of factors that influence the outcomes of community issues. Topics include political participation, decision-making processes,

the interests and resources of key decision makers, and community change. Concurrent participation in community activities is desirable but not required.]

480 Welfare Economics Fall. 3 or 4 credits. Prerequisite: permission of instructor before advance course enrollment. S-U grades optional.

M W F 9:05. S. Clemhout. A study of the social desirability of alternative allocation of resources. Topics include Pareto Optimality, external effects on production and consumption with applications to problems of environmental quality, public expenditure decisions, measurement of welfare, and evaluation of relevant public policy issues.

[485 Public and Private Decision Making] Spring. 3 credits. Prerequisite: an intermediate microeconomic theory course or equivalent. Offered alternate years. Not offered 1982–83; next offered 1983–84.

T R 2:30–3:45. M. Lea. This course focuses on the demand for, and provision of, public goods and the evaluation of government programs providing such goods. Individual demand for public goods as expressed through voting and other ways that reveal preferences is examined, as is the behavior of bureaucracies and other institutions providing public goods. The federal budget process will be examined. Cost-benefit analysis as a tool of evaluation is discussed via case studies.]

600 Special Problems for Graduate Students Fall or spring. S-U grades optional.

Hours to be arranged. Staff. Independent, advanced work by graduate students, recommended by their chairperson and approved by the head of the department and the instructor.

601 Seminar in Consumer Economics and Housing Fall or spring. 1–3 credits. S-U grades only.

Hours to be arranged. Staff. Research seminar designed to provide a forum for graduate students in consumer economics and housing to present their own thesis research at an early stage and to provide critical input for other graduate students.

[612 (619) History and Development of Home-Family Management] Fall. 3 credits. Prerequisites: graduate standing and some background in home or family management. Recommended: a course in family sociology. Offered alternate years. Not offered 1982–83; next offered 1983–84.

T R 8:30–9:55. A. Davey. History and development of home-family management as an area of study. Conceptual frameworks currently in use are analyzed and critiqued.]

614 Readings in Family Decision Making 2–3 credits. Recommended: a course in family sociology. S-U grades optional.

Hours to be arranged. A. Davey. Family decision making is studied from the perspective of decision processes, behavior of decision makers, and decision context. The relationship of decision making to family management is also explored.

615 (630) Family Financial Management Spring. 3 credits. Prerequisites: introductory statistics course and CEH 315 (330) or equivalent. S-U grades optional. Offered alternate years.

W 2–4:25. R. Heck. The study of management theory applied to the financial dimension of the household. Resource use is examined, emphasizing financial resources such as income, expenditures, savings, credit, and investments. A critical examination of current theories in the area of management and a survey of literature in the field are included.

[621 Explorations in Consumer Economics]

Spring. 3 credits. Prerequisite: permission of instructor. S-U grades optional. Not offered 1982-83.

Hours to be arranged. Staff.

With the guidance of the instructor, students select and investigate independently a substantive current consumer issue. The topic selected must be one that can be studied within both an economic and an institutional framework. Students present status reports to the class regularly for criticism and feedback. A term paper is required.]

[626 Economics of Household Behavior I] Spring. 3 credits. Prerequisite: Economics 311 or concurrent enrollment in Economics 311. S-U grades optional.

M W F 10:10. W. K. Bryant and J. Gerner.

Introduction at graduate level to theory and empirical research on household demand, consumption, savings, and market work, with implications for current policy issues. Provides introduction to more advanced treatment of market work, household production, and economics of the family presented in CEH 627.

[627 Economics of Household Behavior II] Fall. 3 credits. S-U grades optional. Prerequisites: Economics 311 and CEH 626.

M W F 10:10. W. K. Bryant and J. Gerner.

Further examination of theoretical and empirical literature concerning market work, household production, and family formation, as well as policies in these areas. Based on introduction provided in CEH 626.

[628 Information and Regulation] Spring. 3 credits. Prerequisites: CEH 626 or CEH 627.

M W F 9:05. S. White-Means.

A survey of the problems and policies accompanying informational failures and other market failures with regard to consumer well-being. Governmental regulation of products, of producers, of consumers, and of prices is examined. Antitrust activity, disclosure requirements, advertising restrictions, and regulatory agencies are examined in terms of their ability to serve the public interest or to serve special interests. Economic analysis, rather than institutional structure, is emphasized.

[640 Fundamentals of Housing] Fall. 3 credits.

Prerequisite: graduate standing or permission of instructor. S-U grades optional.

M W 2:30-3:45. P. Chi.

An introductory survey of housing as a field of graduate study. Consideration of the spatial context and institutional setting of housing, the structure and performance of the housing market, housing finance, the house-building industry, the nature and impact of government housing programs, and the social and economic effects of housing regulations.

[642 Advanced Housing-Market Analysis] Fall. 3 credits. Prerequisite: Economics 311 or equivalent. S-U grades optional. Offered alternate years. Not offered 1982-83; next offered 1983-84.

T 2:30-5. M. Lea.

This course examines the determinants of the supply of, and demand for, housing in metropolitan areas. Housing is examined in a spatial perspective through location theory and the development of neighborhoods and metropolitan areas; as an investment good, focusing on the role of financial markets in providing credit for housing; and from a time perspective through the analysis of the determinants of housing cycles and residential filtering. Special topics include hedonic price models, tax treatment of housing, house-price inflation, housing-market discrimination, and rental housing-market analysis.]

[648 Household and Family Demography] Spring. 3 credits. Prerequisite: graduate standing or permission of instructor. S-U grades optional. Offered alternate years. Not offered 1982-83; next offered 1983-84.

M W 2:30-3:45. P. Chi.

This course is concerned with the size and composition of households and families; their variation among nations and between subgroups within the nation; changes over time, including both secular trends and change over life cycle; the determinants of change and variation; and socioeconomic consequences of household variation and change, such as influences on residential mobility and housing adjustments, impacts of family structure on fertility, implications of family composition for female labor-force participation, and effects of household and family structure on economic behavior.]

[665 Seminar on Consumer Law Problems]

Spring. 3 credits. Open to CEH graduate students and to others with permission of instructor. Enrollment limited to 20 students. S-U grades optional. Not offered 1982-83.

T 10:10-12:05. Staff.

A study of areas of current interest to consumers involving the law as developed by regulatory commissions and the courts, with emphasis on the institutional and economic background. Encourages critical examination of policy issues and their social and economic effects on families.]

[670 (620) Community, Housing, and Local Political Processes] Spring. 3 credits. S-U grades optional. Offered alternate years. Not offered 1982-83; next offered 1983-84.

T 1:25-4:25. A. Shlay.

A seminar linking local political processes, housing, and community change. Focus is on the social costs of fiscal and physical planning and the mechanisms producing power differentials through the nexus of property ownership. Values underlying the perceived desirability of particular housing patterns, and the construction and implementation of local policies are considered. The prospects and possibilities for eliminating social and spatial barriers that impede local equality are explored.]

[671 Power, Participation, and Public Policy]

Spring. 3 credits. S-U grades optional. Offered alternate years.

T 1:25-4:25. A. Shlay.

This course explores the sources of American political stability by concentrating on the ways in which political power and participation are managed within the public policy arena. The first part of the course will be theoretical. It will focus on competing theories of political stability and legitimacy as represented by pluralist, democratic elitist, mass society, power elitist, bureaucratic-rationalization, and class-conflict perspectives, and on political processes and modes of political action. It will examine power structuration, focusing on the empirical literature that examines the link between the activity of power wielding and class structure. The consequences of the structuring of power within particular social groups and the particular (i.e., policy) outcomes will be examined within the context of the reproduction of the larger political order.

[680 Applied Welfare Economics—Policy Issues]

Spring. 3 credits. Prerequisite: permission of instructor. S-U grades optional.

M W F 9:05. S. Clemhout.

Topics vary from year to year. The objective of the course is to evaluate the economic impact of various policies in conjunction with the efficiency of existing institutions. Policy issues covered include education (effects of automation and so forth), health, and environmental problems (urban development or transportation, for example). Attention is given to the interrelationship of policy and planning within the larger economic and sociopolitical framework.

[697 Seminar] Fall or spring. Noncredit course.

M 3:30-5. Staff.

Planned to orient students to graduate work in the field, to keep students and faculty abreast of new

developments and research findings, to acquaint them with topics in related areas, and to examine and discuss problems of the field.

[726 Consumption and Demand Analysis] Spring. 3 credits. Prerequisite: intermediate economics theory or permission of instructor. S-U grades optional. Offered alternate years. Not offered 1982-83; next offered 1983-84.

M W 1:25-3:20. W. K. Bryant.

Major developments in the theory of household behavior with applications to consumption, saving, physical asset, debt, and liquid asset positions of households; demand and expenditure analyses; economics of consumer information; market work and housework activities of households; economics of household size and form.]

[727 Human Capital] Fall. 3 credits. Prerequisite: intermediate economic theory or permission of instructor. Recommended but not required: CEA 411. S-U grades optional. Offered alternate years.

Hours to be arranged. J. Gerner.

This course examines the public sector policies that influence family time-allocation decisions. Particular attention will be given to the time allocated by female family members to nonhousehold activities and how these activities are influenced by outside economic forces and by internal family characteristics.

[740 Seminar in Current Housing Issues] Spring.

1-3 credits. Prerequisite: permission of instructor. S-U grades optional. Not offered 1982-83.

Hours to be arranged.

Focuses on a selected group of national issues related to housing. The issues evaluated vary from year to year, based on current importance and student interest. When possible, this course presents present or recent research, with emphases on both content and methodology.]

[699 Master's Thesis and Research] Fall or spring.

Prerequisite: permission of the chairperson of graduate committee and the instructor. S-U grades optional.

Graduate faculty.

[999 Doctoral Thesis and Research] Fall or spring.

Prerequisite: permission of the chairperson of graduate committee and the instructor. S-U grades optional.

Graduate staff.

Design and Environmental Analysis Courses

W. R. Sims, Jr., chairman; M. E. Purchase, graduate faculty representative; A. Racine, undergraduate advising coordinator; G. Atkin, F. D. Becker, M. Boyd, A. Bushnell, C. N. Cawley, C. C. Chu, G. Cukierski, P. Eshelman, C. E. Garner, A. T. Lemley, W. J. McLean, L. Mankowski, G. C. Millican, S. K. Obendorf, E. R. Ostrander, R. Rector, P. Schwartz, G. Sloan, C. Straight, S. S. Watkins, M. W. White, C. Williams, S. Worth, B. Ziegert

[101 Design I: Fundamentals] Fall or spring.

3 credits. Each section limited to 20 students. Priority given to DEA majors. Approximate cost of materials, \$60.

M W 1:25-4:25, or T R 10:10-1:10 or 1:25-4:25.

M. Boyd, C. Straight, C. Williams.

A studio course introducing the fundamental vocabulary and principles of design. Students experiment with the development of form through problem-solving approaches.

[102 Design II: Fundamentals] Spring. 3 credits.

Each section limited to 20 students. Prerequisite: DEA 101. Approximate cost of materials, \$50.

M W 1:25-4:25 or T R 8-11. M. Boyd, A. Bushnell, C. Straight.

A study of visual organization including problems of color and visual perception. Emphasizes the development of visual sensitivity, imagination, and problem structuring, utilizing simple materials to produce abstract solutions.

111 Theory of Design Spring. 3 credits. Enrollment limited to 120 students; DEA majors given priority.

M W F 11:15. C. Williams.
Introduction to the field of design for the student in any academic area. The course reviews the spectrum of design activities, examining various movements in the visual arts and differences among designers in philosophical premises, social and functional roles, and cultural positions. Also examined are requirements in the man-made environment as affected by the interaction of people, design, and materials. Lectures and visual material are presented by DEA faculty members and visiting design professionals.

115 Drawing Fall or spring. 3 credits. Each section limited to 25 students. Priority given to DEA majors. Minimum cost of materials, \$15.

M W 1:25-4:25 or 7:30-10:30 p.m. C. Williams.
A studio drawing course. Short demonstrations or lectures on the idea and techniques of drawing are presented every week. The student is introduced to the functions of line, shape, and value as they apply to design. Drawing from the figure and from inanimate objects, perspective, and conceptual drawing are emphasized.

117 Drawing the Clothed Figure Spring. 3 credits. Enrollment limited to 25 students. Prerequisites: DEA 115 or equivalent. Priority given to DEA Option 2 and 3 majors. S-U grades optional. Approximate cost of textbook, \$25; supplies, \$35.

M W 10:10-1:10. C. Garner.
Intended to improve the student's ability to illustrate two-dimensionally the interaction of draped fabric and the human form and to develop awareness of clothing as a design medium. Emphasis is on development of techniques and skills in selected media necessary for communication of design ideas.

120 Elements of House Design: Technology Spring. 3 credits.

Lecs, T R 10:10; lab 1, M 12:20-2:15; lab 2, W 12:20-2:15; lab 3, F 10:10-12:05. L. Mankowski.
An introduction to the residential design process. A thorough analysis of the construction techniques and mechanical systems of human habitation. Topics include a historical overview of shelter and architectural styles of the 1900s, site selection and analysis, building materials, structural design, water and waste systems, electrical lighting systems, energy conservation techniques, and contemporary passive solar-energy systems. The course ends with a minor design problem intended to integrate technology and the design process.

135 Textiles I Fall. 3 credits. Each lab limited to 20 students. Prerequisite or corequisite: Chemistry 103 or 207. Maximum cost of supplies and textbook, \$30.

Lecs M W 10:10; lab T or W 2:30-4:25. P. Schwartz.
An introduction to the basic properties of textile materials, with consideration of their technology, consumer uses, and economic importance. Behavior of textile materials is observed in a variety of environmental conditions that influence aesthetics, comfort, and performance. This course is designed to provide a basis for further study in textiles, but it also contains sufficiently broad coverage of the subject to be used as an elective course.

145 Apparel Design I Fall or spring. 4 credits. Prerequisite: basic sewing skills. Those with formal course work in pattern design may take an exemption exam by contacting instructor the first day of registration. Minimum cost of materials, \$60.

Fall: lec and labs, T R 1:25-4:25. Spring: lec and labs, M W 7:30-10:30 p.m. A. Racine.

Intensive study of principles and processes of flat pattern design and fitting techniques with emphasis on development of creative expression.

150 Introduction to Human-Environment Relations Fall. 3 credits. Required for DEA majors.

M W F 12:20-1:10. F. Becker, E. Ostrander, B. Sims, G. Sloan.
An introduction to the influence of the physical environment on human behavior. Topics include environmental influences on social behaviors such as crowding, sense of community, crime, and friendship; environmental needs associated with social characteristics such as different stages in life cycle, life styles, social class, family structures, and handicaps; basic consideration in person-environment fit such as lighting, acoustics, and thermal comfort; an introduction to human factors and systems analysis; the effects of environmental form on perception and cognition; the dynamics of collaboration; user-responsive design; the participatory design process; research in programming; and postoccupancy evaluation.

201 Design III: Basic Interior Design Fall. 5 credits. Each section limited to 18 students. Prerequisites: DEA 101, DEA 102, and a 3-credit drawing course (DEA 115 strongly recommended). Coregistration in DEA 203 is required. Recommended: DEA 111 and DEA 150. Minimum cost of materials, \$120; shop fee, \$10; optional field trip, approximately \$60.

M 2:30-4:25 and T W R 1:25-4:25. A. Bushnell, P. Eshelman.
Beginning interior design studio. Focus is on development of basic proficiency in design skills. The course is structured around a series of elementary interior and interior-product design problems of 3 to 5 weeks in length.

202 Design IV: Basic Interior Design Spring. 5 credits. Each section limited to 18 students. Prerequisites: DEA 201, 203. Prerequisite or corequisite: DEA 111, 150, and 204. Minimum cost of materials, \$120; darkroom fee, \$10.

M 2:30-4:25 and T W R 1:25-4:25. A. Bushnell, P. Eshelman.
Second interior design studio. Emphasis of the course is on continued development of basic proficiency in design skills through exposure to a selected set of interior and interior-product design problems of limited complexity. Each problem of 3 to 5 weeks duration is structured to emphasize different aspects of the design process.

203 Design Communications Fall. 1 credit. Enrollment limited to 25 students. Priority given to DEA Option 1 majors.

M 1:25. P. Eshelman.
Communication techniques for interior designers. Focus is on a selected set of representational techniques useful to designers in understanding and developing design proposals during the design process, and on communicating interior design proposals to clients and users. Plans, sections, perspectives, isometrics, rendering techniques, models and model photography, and techniques for presentations of design proposals to audiences will be covered.

204 Introduction to Building Technology Spring. 1 credit.

M 1:25. Staff.
Introduction to building technology for interior designers and facility managers. Emphasis is placed on developing basic understanding of buildings and building systems and their implications for interior design and facility management. Covers basic building types; structural systems; construction materials and methods; HVAC systems; plumbing, electrical, lighting, fire, and security systems; and telephone, computer, and other communication systems.

[230 Science for Consumers] Fall. 3 credits. Each lab limited to 20 students. Not open to students who have taken DEA 434. Prerequisite: high school or college chemistry or physics. S-U grades optional. Offered alternate years. Not offered in 1982-83; next offered 1983-84.

Lecs, T R 9:05; lab, W 12:20-2:15.
Principles of science related to consumer problems such as energy conservation in the home, electricity in dwellings, heat transfer, control of temperature, humidity, sound and odors in dwellings, mechanics of equipment, chemistry of cleaning agents, and chemical characteristics of surfaces to be cleaned. Particularly valuable for environmental designers and analysts and students planning to work with consumers as teachers, extension workers, home-service personnel, or consultants.]

232 Science, Technology, and Human Needs Spring. 3 credits. Prerequisite: high school chemistry or physics. S-U grades optional.

M W F 10:10. A. T. Lemley.
An examination of some underlying scientific principles of today's complex technology. Designed to enable students to identify, understand, and better evaluate current problems that have a basis in the physical sciences and are of concern to society. Some areas to be covered: air and water quality; communications; energy; toxic wastes, risks and regulations. Course relates principles of the natural sciences to specific applications that affect people and their environment.

235 Textiles II Spring. 4 credits. Each lab limited to 16 students. Prerequisites: DEA 135 and 1 semester of chemistry. Recommended: 2 semesters of chemistry.

Lecs, T R 9:05; labs, T R 10:10-12:05 or M W 1:25-3:20. S. K. Obendorf.
A study of critical performance characteristics of textiles and the relation of these characteristics to use of textile articles. Emphasis is on comfort, durability, and special performance characteristics. Also included is study of the purposes, scope, and limitations of laboratory textile testing and the relations between laboratory testing and end-use performance.

240 Clothing through the Life Cycle Spring. 3 credits. Not open to students who have taken DEA 445.

T R 10:10-11:30. S. Watkins.
An introduction to clothing as it affects the physical and psychological well-being of the individual. Emphasis is on the functional aspects of clothing for individuals from infancy through old age and for groups such as the handicapped or those in special occupations. Students explore the resources available to the designer for solving clothing problems.

242 Apparel Industry: Field Experience January intersession or spring-term break. 1 credit. Approximate cost, \$250 to \$300.

B. Ziegert.
A one-week field experience in a major apparel center. Students are responsible for field-trip expenses. Students will have the opportunity to observe design firms, manufacturers, retailers, promotion and media establishments, and museums in the multifaceted apparel and textile industry.

245 Dress: A Reflection of American Women's Roles Fall. 3 credits. Enrollment limited to 40 students. S-U grades optional. Because the class meets only once a week, attendance at each session, especially the first, is extremely important.

M 7:30-10:30 p.m. A. Racine.
A historical survey of changing patterns of American women's dress from the colonial period to present day, as well as the sociocultural forces that affected women's development within the social class structure. The Cornell Costume Collection and illustrated lectures are used to develop an awareness

of historic costume, while assigned readings focus on expected roles. Students investigate topics dealing with the impact of dress on cultural assimilation of immigrant women in America.

250 The Environment and Social Behavior Fall. 3 credits. Prerequisite: DEA 150 or permission of instructor.

T R 2:30–4. F. Becker.

A combination seminar and lecture course for students interested in the social sciences or design. Using a series of exercises, students examine and apply the ways environmental form influences social behaviors such as aggression, cooperation, community, and crime, and how characteristics such as stage in life cycle, family structure, and social class influence environmental needs and purposes. The implications for the planning, design, and management of complex environments such as offices, hospitals, schools, and housing are emphasized.

251 Historic Design I: Furniture and Interior Design Fall. 3 credits. Prerequisites: DEA 101 and 111. Recommended sequence: DEA 251, 252, and 353.

M W F 11:15. G. C. Millican.

A study of the patterns of historical development and change in architecture, furniture, and interiors from man's earliest expressions to the present as they reflect the changing cultural framework of Western civilization, excluding America.

252 Historic Design II: Furniture and Interior Design Spring. 3 credits. Prerequisite: DEA 101. Corequisite: DEA 111. Recommended sequence: DEA 251, 252, and 353.

M W F 8. G. C. Millican.

A study of the patterns of historical development and change as revealed through American furniture and interiors, 1650–1885. Design forms are considered individually, collectively, and in their historical context as they express the efforts, values, and ideals of American civilization.

261 Fundamentals of Interior Design Fall. 3 credits. Enrollment limited to 20 students. Prerequisite: DEA 101. Minimum cost of materials, \$30.

T R 1:25–4:25. G. C. Millican.

A studio course that emphasizes the fundamental principles of design applied to the planning of residential interiors and coordinated with family and individual needs. Studio problems explore choices of materials, space planning, selection and arrangement of furniture, lighting, and color. Illustrated lectures, readings, and introductory drafting and rendering techniques are presented.

264 Apparel Design II Fall. 3 credits. Prerequisites: DEA 145 and completion of, or concurrent registration in, DEA 101 and 135, or permission of instructor. Recommended: DEA 115 and 240. Apparel design majors should take DEA 264 and DEA 367 in the same academic year. Minimum cost of materials, \$60.

T R 1:25–4:25. B. Ziegert.

A studio course interrelating two techniques for designing apparel: draping and advanced flat pattern. Problems require the student to make judgments regarding the design process, nature of the materials, body structure, and function.

300 Special Studies for Undergraduates Fall or spring. Credit to be arranged.

Hours to be arranged. Department faculty. Special arrangement for course work to establish equivalency for courses not transferred from a previous major or institution. Students prepare a multicopy description of the study they want to undertake, on forms available from the Counseling Office. The form, signed by both the instructor directing the study and the head of the department, is filed at course registration or during the change-of-registration period.

301 Design V: Intermediate Interior Design

Fall. 5 credits. Prerequisites: DEA 111, 150, 201, 202, 203, 204. Corequisite: DEA 303. Recommended: DEA 459. Minimum cost of materials, \$120; shop fee, \$10; optional field trip, approximately \$60.

M 2:30–4:25 and T W R 1:25–4:25. Staff. Intermediate-level interior design studio. The course is organized around a series of interior and interior-product design problems of intermediate-level complexity, 3 to 5 weeks in duration. Focus is on development of design skills and on understanding of a selected set of generic problem types.

302 Design VI: Intermediate Interior Design

Spring. 5 credits. Prerequisites: DEA 301, 303. Corequisite: DEA 304. Minimum cost of materials, \$120; shop fee, \$10.

M 2:30–4:25 and T W R 1:25–4:25. Staff. Second-semester, intermediate-level interior design studio. Continued emphasis on development of design skills and an exposure to generic problem types.

303 Introduction to Furnishings, Materials, and Finishes Fall. 1 credit.

M 1:25. C. Williams.

Basic understanding of furniture types and systems; interior products and equipment such as workstations; window, wall and floor coverings; ceiling and lighting systems; and materials and finishes. Emphasis is placed on criteria for selection of furnishings, materials, and finishes for typical interior design and facility management problems.

304 Introduction to Professional Practice of Interior Design Spring. 1 credit.

M 1:25. Staff.

Introduction to organizational and management principles for delivery of interior design and facility management services. Covers basic organizational structures and basic management functions within interior design and facility management organizations, work flow and scheduling, legal responsibilities and concerns, contracts, basic contract documents such as working drawings and specifications, supervision of construction and installation, and cost estimation.

325 Human Factors: Ergonomics-Anthropometrics Fall. 3 credits. Recommended: DEA 150.

T R 10:10–11:30. G. Sloan.

Implications of human physical and physiological characteristics and limitations on the design of settings, products, and tasks. An introduction to engineering anthropometry, biomechanics, work physiology, and motor performance. Attention is given to the needs of special populations such as the physically handicapped.

330 Household Equipment Principles Fall. 3 credits. Prerequisites: NS 146 or DEA 135 or DEA 230. S-U grades optional. Offered alternate years.

M W 2:30–4:25. M. Purchase.

Principles of operation of appliances for food preparation and preservation, cleaning, laundering, temperature and humidity control, and lighting. Use of energy by appliances. Evaluation of features in relation to their function and cost. Selection, use, and care of household equipment. Individual study related to the student's background and interests.

335 Textiles III: Structure and Properties Spring. 4 credits. Prerequisites: DEA 235; Physics 101, 112, or 207; and Chemistry 253 and 251, or 357–358 and 251.

Lecs, M W F 9:05; lab, T or R 1:25–4:25. C. C. Chu. An in-depth study of the structure of textile materials and their component parts, from polymer molecules through fibers and yarns to fabrics, and the techniques of controlling structure to achieve desirable end-use properties. Emphasis is on properties important to the consumer, including easy care, elasticity, durability, comfort, and aesthetics.

Laboratory experimentation illustrates the important interrelationships among structures and properties of polymers, fibers, yarns, and fabrics.

338 Textiles for Interiors and Exteriors Spring. 3 credits. Prerequisite: DEA 135 or permission of instructor. S-U grades optional.

T R 2:30–4:25. V. White.

This course reviews developments and trends in textiles for the home and for contract interiors. Consideration is given to end-use requirements, performance and test method standards and specifications, and to the environments on which these textiles are used. Field trips are arranged when feasible.

343 Design: Introductory Textile Printing Fall.

3 credits. Each section limited to 15 students. Prerequisites: DEA 101 and at least one other studio design course. Minimum cost of materials, \$50.

M W 1:25–4:25 or T R 10:10–1:10. C. Straight.

A studio design course covering the silk screen method of designing and printing fabric. All projects are printed on fabric using permanent fiber-reactive dyes. Projects cover the study of color, design of surface pattern, texture, and composition for fabrics.

348 Environmental Graphics and Signing

Fall. 3 credits. Prerequisite: DEA 201 or design background or permission of instructor. Limited to 20 students. Priority given to DEA majors. Approximate cost of materials, \$25.

M W 10:10–1:10. M. Boyd.

A studio course dealing with both the functional and decorative aspects of environmental graphics. Includes projects in interior and exterior graphics, signing, and directional systems.

349 Graphic Design Spring. 3 credits. Enrollment limited to 20 students. Prerequisite: DEA 201 or permission of instructor. Priority given to DEA majors. Approximate cost of materials, \$25.

M W 10:10–1:10. M. Boyd.

The fundamentals of lettering, typography, layout, and presentation techniques. Printing processes and the use of photography and illustration also are covered. Consideration is given to graphics in product and interior design, packaging, exhibit design, and informational systems.

350 Human Factors: The Ambient Environment Spring. 3 credits. Recommended: DEA 150.

M W F 12:20. G. Sloan.

An introduction to human-factor considerations in lighting, acoustics, noise control, and the thermal environment. The ambient environment is viewed as a support system that should promote human efficiency, productivity, health, and safety. Attention is given to the needs of special populations such as the elderly. Emphasis is placed on the implications for planning, design, and management of settings and facilities.

[351 Selected Topics in History of Costume

Spring. 3 credits. S-U grades optional. Recommended: courses in history of art or cultural history. Not offered 1982–83.

M W 10:10–12:05.

A study of the relationship between costume and culture in selected periods of history from ancient times to the present. History is used as a resource for solving contemporary apparel needs. Lectures and class discussion are illustrated with items from the Cornell Costume Collection.]

353 Historic Design III: Contemporary Design

Spring. 3 credits. Prerequisite: DEA 101. Corequisite: DEA 111. Recommended sequence: DEA 251, 252, and 353.

M W F 10:10. G. C. Millican.

A historical study of the emergence and development of contemporary design, 1885 to the present. Examines the social, economic, technical, and

stylistic forces that shape the design forms of the present and includes a critical analysis of selected works of furniture, fabrics, and interiors.

361 Residential Design Spring. 3 credits.
Prerequisite: DEA 201 or 261, or permission of instructor. Recommended: DEA 135 and 350.
Approximate cost of materials, \$30.

T R 8–11. G. C. Millican.
An introduction to residential architectural design. While designing a solution for specific occupant needs, students consider site, orientation, climate, and materials. Drafting work consists of plans, elevations, perspectives, and presentation of solutions. Lectures, discussions, and required readings.

367 Apparel Design III Spring. 4 credits.
Prerequisites: DEA 111, 115, 150, 240, and 264 or permission of instructor. Corequisites: DEA 235 and 117. Apparel design majors should take DEA 264 and DEA 367 in the same academic year. Minimum cost of materials, \$60.

T R 1:25–4:25. A. Racine.
Advanced apparel students prepared to challenge and refine their design skills will be presented with a variety of complex studio problems in apparel design. The Cornell Costume Collection is used for illustration and inspiration.

400–401–402 Special Studies for Undergraduates Fall or spring. Credits to be arranged. S-U grades optional.

Hours to be arranged. Department faculty.
For advanced, independent study by an individual student or for study on an experimental basis with a group of students in a field of DEA not otherwise provided through course work in the department or elsewhere at the University. Students prepare a multicopy description of the study they want to undertake, on forms available from the Counseling Office. This form must be signed by the instructor directing the study and the department chairman and filed at course registration or within the change-of-registration period after registration. To ensure review before the close of the course registration or change-of-registration period, early submission of the special studies form to the department chairman is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study:

400 Directed Readings For study that predominantly involves library research and independent reading.

401 Empirical Research For study that predominantly involves data collection and analysis, or laboratory or studio projects.

402 Supervised Fieldwork For study that involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

430 The Textile and Apparel Industries Fall. 3 credits. Prerequisites: CEH 233, DEA 235, or permission of instructor.
M W 12:20–2:15.

A critical review of the textile and apparel industries, including structure and marketing practices, and government policies that affect industry decisions and operations in such areas as energy, the environment, safety, international trade, and employee benefits and opportunities. The role of trade unions also is explored. A one-day field trip is arranged when feasible.

431 The Textile and Apparel Industries—Field Experiences Second week of January intersession. 1 credit. Prerequisite or corequisite: DEA 430. S-U grades only. Offered alternate years. Students are responsible for trip expenses, approximately \$175.

A one-week field experience in the textile regions of the South. Students have the opportunity to see various textile processes, including fiber production, knitting, weaving, dyeing and finishing, and designing. In addition, seminars with executives of each participating firm relate theory to current practice.

[434 Care of Textiles Fall. 2 credits. Prerequisite: DEA 235. Not open to students who have taken DEA 230. Not offered 1982–83.

W 9:05 and F 9:05–11. M. Purchase.
The interaction of textiles with soils and stains, cleaning agents, and laundry equipment. Topics include characteristics of soils, mechanisms for bonding soils to substrates, textile properties and changes related to care processes, functional finishes, wet- and dry-cleaning processes, the supplies and techniques used in cleaning, and instructions for care.]

436 Textiles IV: Textile Chemistry Fall. 4 credits. Prerequisites: DEA 235; Chemistry 253 and 251 or Chemistry 357–358 and 251.

Lecs, M W F 11:15; lab, R 12:20–3:20.
K. Obendorf.
An introduction to the chemistry of the major classes of natural and man-made fibers, including their structure, properties, and reactions. Labs include the qualitative identification of textile fibers and consideration of chemical damage to fabrics, finishes, and dyes.

438 Apparel Textiles Fall. 3 credits. S-U grades optional. Prerequisites: DEA 235 and 264, or permission of instructor.

M W 2:30–4:25. Two-day field trips will be arranged when feasible. V. White.
A study of the interrelationships of aesthetics, fashion and function, and other trade-offs of concern to the consumer. Consideration of the use of standards, specifications, and other means of communication at consumer, government, industry interfaces. Individual or team projects. Seminars and lectures with required readings. Labs include evaluation of apparel.

439 Textile Materials for Biomedical Use Fall. 2 credits. S-U grades optional for non-DEA majors. Prerequisites: DEA 135, 235, or permission of instructor.

T 2:30–4:25. C. C. Chu.
Focuses on chemical and physical properties of textiles and the performance of textile materials (including structures for general hospital use and internal or external body use) clinically and in the laboratory. Typical materials include sutures, surgical dressings, elastic stockings, surgical apparel, and prosthetic materials. The impact of governmental regulations also is examined.

445 Apparel Design IV: Theory of Functional Clothing Fall. 3 credits. Prerequisite: DEA 367. It may be possible for students outside the major with sufficient background to waive the prerequisite with permission of the instructor.

M W 10:10–11:30. S. Watkins.
Application of theories of physical science to problems in clothing design. Problems require the student to relate three aspects of apparel design: the needs and functions of the human body, structural properties of materials, and apparel forms. Information gained from study and testing of textiles and garment forms is applied to the problems of movement, warmth, impact protection in active-sports equipment, and other topics related to comfort and function of clothing.

455 Research Methods in Human-Environment Relations Spring. 3 credits. Prerequisite: DEA 150 or permission of instructor. Recommended: a statistics course.

M W F 10:10. E. Ostrander.
The course develops the student's understanding and competence in the use of research and analytical tools to study the relationship between the physical

environment and human behavior. Emphasis is placed on selection of appropriate methods for specific problems and the policy implications derived from research. Topics include unobtrusive and obtrusive data-collecting tools, the processing of qualitative and quantitative data, and effective communication of empirical research findings.

459 Programming Methods in Design Spring. 3 credits.

T R 10:10–11:30. G. Sloan.
An introduction to environmental programming, with an emphasis on the formulation of system requirements that follow from user characteristics and limitations. Diverse methods for determining the characteristics required of a particular environmental setting (in order that it support the desired behaviors of its users and operators) include systems analysis, behavior-circuits approach, behavior-settings approach, and user-characteristics approach. The student's ability to select appropriate methods to suit problems or, when necessary, to devise new methods or techniques is accentuated.

465 Apparel Design V Spring. 3 credits. Prerequisites: DEA 117 and 367 or permission of instructor. Recommended: DEA 102 and 445. Minimum cost, \$60.

M W 1:25–4:25. B. Ziegert.
Through studio problems in fashion design, students examine the influence of manufacturing technology and cost on the apparel designer. Lines of garments are developed to various stages, from sketches to finished samples.

499 Design VII: Advanced Interior Design Fall and spring. 1–8 credits. (The first time a student enrolls in DEA 499, it must be for a minimum of 4 credits. Students may elect up to 4 additional credits in DEA 499, to be taken concurrently or in a subsequent semester. Students are strongly encouraged to satisfy the basic 4-hour DEA 499 requirement in the fall semester and to continue with an additional 4-hour studio in the spring semester.) Prerequisites: DEA 301, 302, 303, and 304. DEA 302 and DEA 499 may not be taken concurrently. Minimum cost of materials, \$120.

T R 1:25–4:25. W. Sims.
Advanced interior design studio. A comprehensive design—problem-solving experience involving completion of an advanced interior design problem from inception of implementation. Focus is on attainment of advanced proficiency in the application of substantive and procedural material from previous courses to a complex and realistic interior design problem selected by the student and approved by the instructor. The course is structured around five phases of activity of 3 or 4 weeks in duration: environmental assessment and programming, generation of alternative designs, evaluation of alternatives, development and refinement of selected alternative, design of implementation measures, and the preparation of a professional-quality report documenting the proposed design and the rationale and procedures utilized.

600 Special Problems for Graduate Students Fall or spring. Credit to be arranged. S-U grades optional.

Hours to be arranged. Department faculty.
Independent, advanced work by graduate students recommended by their chairmen and approved by the head of the department and instructor.

608 Shelter Fall. 3 credits. Undergraduates and non-DEA graduate students must have permission of the instructor. S-U grades optional.

Hours to be arranged. C. Williams.
A combination seminar and lecture course. Historical aspects of housing since World War I: structures and materials, energy constraints, construction and manufacture, cost, physical and psychological human needs, and survey of housing patterns.

[621 Textile-Fiber Evaluation by Modern Analytical Techniques

Spring. 3 credits.
Prerequisites: DEA 335 or 436 or permission of instructor. S-U grades optional. Offered alternate years. Not offered 1982-83.

M W F 11:15. S. K. Obendorf.

Study of modern analytical methods, including electron spectroscopy, scanning and transmission electron microscopy, X-ray analysis, microprobes, X-ray diffraction, laser Raman spectroscopy, and electron spin resonance. Evaluation of the application of these techniques in textile and polymer science. Labs on campus will be visited for demonstrations.]

630 Physical Science in the Home

Fall. 2 or 3 credits (3 credits require laboratory attendance). Prerequisite: college chemistry. S-U grades optional. Consult instructor before registering.

Lecs, T R 9:05; lab, W 12:20-2:15. M. Purchase.
Applied physical science for professionals working with consumers and home appliances. Energy conservation is considered, selected principles from physics are applied to household equipment, and the chemistry of cleaning supplies and cleaning processes is studied.

635 Special Topics in Textiles

Spring. 3 credits.
Prerequisite: DEA 235 and 335, or permission of instructor.

M W F 11:15. C. C. Chu.
Contemporary topics in polymers, fibers, and textiles. Emphasis on chemical, physical, and mechanical properties, and environmental effects on these properties. Current research results and research trends also are discussed. Topic changes each year; consult the instructor for more information.

[636 Advanced Textile Chemistry

Spring. 4 credits. Prerequisite: DEA 436. Offered alternate years. Not offered 1982-83.

The chemistry and physicochemical properties of natural and synthetic rubbers, polyurethanes and other elastomeric materials, high-temperature polymers, and inorganic materials used as textile fibers, and the relationship between their chemistry and functional properties as textile materials. Other topics will include polymerization processes, textile finishing processes, dyes and dyeing, and degradation of textile materials under environmental conditions.]

637 Seminar: Frontiers in Textiles

Fall and spring. 1 credit a term. S-U grades only. Required every semester of all graduate students in textiles. Open to advanced undergraduates who have permission of instructor.

T 4:30-5:45. V. White.

New developments, research findings, and other topics of major concern to the field of textiles are discussed by faculty members, students, and guest speakers from industry, government, and academia. Seminars are of special interest not only to graduate textile students, but to students and faculty members concerned with textile end products such as apparel, interiors, housing, and industrial applications. Students electing to take the seminar for credit are required to write a paper in their first term, to present a proposal for independent investigation in the second term, and to report on their findings in their third or fourth term.

639 Mechanics of Fibrous Structures

Fall. 3 credits. Prerequisites: DEA 235 or equivalent or permission of instructor. Corequisite: DEA 335. Offered alternate years.

Hours to be arranged. P. Schwartz.

A study of the pioneering research in the mechanics of textile structures: creep phenomena and the dynamic properties of fibers and yarns; idealized yarn and fabric models and their relationship to research data; special topics in the deformation of yarns and fabrics in tensile, shear, and compression stress; fabric bending and buckling; and the mechanical behavior of nonwoven textile materials.

648 Standards and the Quality of Life

Spring. 3 credits. S-U grades optional. Limited to graduate students. Open to advanced undergraduates who have permission of instructor.

Hours to be arranged. V. White.

This course is designed to provide an awareness of the dynamic process of developing standards. What are standards? Who makes them? How do they affect the individual, the nation, business, industry, and government? Consumer product standards as a category will be considered, and both voluntary (such as ISO, ANSI, ASTM) and governmental regulatory procedures in the development of standards are reviewed. The development and use of standards are studied using case histories (for example, solar housing, apparel sizing, textile labeling, meat products, recreation safety). Lectures, discussion, and simulation of a variety of standards-development activities give students opportunities to participate in the process. Consideration is given to interactions among government, industry, and consumer groups, and to the interfaces between voluntary and mandatory standards and between national and international standardization systems.

650 Programming Methods in Design

Spring. 4 credits. Recommended: DEA 325, 350, and 455.

T R 10:10-11:30, plus hour to be arranged.

G. Sloan.

A course intended for the graduate student who wants a more thorough introduction to environmental programming methods than is provided by DEA 459. Each student is required to attend DEA 459 lectures, meet with the instructor and other graduate students for an additional class each week, and do additional readings and projects.

653 Psychology of Office Design

Spring. 3 credits. Prerequisite: DEA 250 or permission of instructor.

M W 2:30-4. F. Becker.

Intended for students interested in the management and administration of organizations, as well as those interested in their design. Examination of the ways in which office design influences behaviors such as conflict, cooperation, group cohesiveness, feedback, job satisfaction, and effectiveness. The social and organizational impact of new furniture and electronic equipment systems, as well as work done in alternative settings such as the home, also is discussed. Consideration is given to social forces underlying the development of office environments, including office standards and planning processes. Emphasis is on implications for the planning, design, and management of office environments.

655 Dynamics of Collaboration in the Design Process

Fall. 3 credits. Prerequisites: a course in elementary psychology and DEA 250, 350, and 455.

M W F 11:15. E. Ostrander.

The role of clients, designers, users, and special consultants in working collaboratively to develop physical and social systems for living, working, and recreation. The structuring of group process to maximize effective collaboration. The procedures for collating and integrating behavioral data into formats that nonresearchers can understand as a basis for decision making. Familiarity with interaction process models that can be applied to the special problems of interdisciplinary work with the design and management professions.

656 Research Methods in Human-Environment Relations

Spring. 4 credits. Letter grades only. Prerequisites: DEA 150 or permission of instructor. Recommended: a statistics course.

M W F 10:10, plus hour to be arranged.

E. Ostrander.

The course develops the graduate student's understanding and competence in the use of research and analytical tools to study the relationship between the physical environment and human behavior. Students attend DEA 455 lectures, but have more extensive readings and projects and meet an additional hour each week.

659 Seminar on Facility Planning and Management

Fall or spring. 1 credit. S-U grades only. Expected every semester of graduate students majoring and minoring in environmental analysis/human-environment relations.

Hours to be arranged. F. Becker.

Seminar on current issues and content in the field of facility planning and management. Discussion by faculty, students, and invited guests.

660 The Environment and Social Behavior

Fall. 4 credits. Prerequisite: DEA 150 or permission of instructor.

T R 2:30-4, plus hour to be arranged. F. Becker.

A combination seminar and lecture course for graduate students with interests in social sciences or design. Graduate students attend DEA 250 lectures, but have more extensive readings and meet an additional hour each week.

699 Master's Thesis and Research

Fall or spring. Credits to be arranged. Prerequisite: permission of the chairperson of the graduate committee and the instructor. S-U grades optional.

Hours to be arranged. Department graduate faculty.

Human Development and Family Studies Courses

P. Schoggen, chairperson; H. Ricciuti, graduate faculty representative; M. Basseches, H. T. M. Bayer, W. L. Brittain, U. Bronfenbrenner, J. Brumberg, S. Ceci, M. Cochran, J. Condry, S. Cornelius, J. Doris, A. Eggleston, G. Elder, H. Feldman, J. Gebhardt, S. Gillis, S. Hamilton, J. Harding, C. Howard, E. Kain, B. Koslowski, L. C. Lee, B. Lust, P. Moen, M. Potts, R. Savin-Williams, L. Semaj, G. Suci, M. Thomas, E. Walker, S. West, P. Ziegler

A. Dyckman, undergraduate advising coordinator

111 Observation

Spring. 3 credits. Not open to first-semester freshmen.

M W F 11:15. P. Schoggen.

An overview of methods of observing people and the settings in which they behave in order to develop observational skills, increase understanding of behavior and its development, and acquaint students with basic methodological concepts underlying the scientific study of behavioral development. Direct experience in applying observational methods in laboratory and real-life settings is emphasized. Discussion groups accompany the observation experience.

115 Human Development: Infancy and Childhood

Fall or summer. 3 credits. S-U grades optional.

M W F 11:15. S. Ceci.

Provides a broad overview of theories, research methods, and the status of scientific knowledge about human development from infancy through childhood. Attention is focused on the interplay of psychological factors, interpersonal relationships, social structure, and cultural values in changing behavior and shaping the individual.

116 Human Development: Adolescence and Youth

Spring. 4 credits; summer, 3 credits. S-U grades optional.

Lecs, M W F 1:25. R. Savin-Williams, M. Basseches.

Provides a broad overview of theories, issues, and research in the study of human development from early adolescence to early adulthood (youth). Attention is focused on the interplay of biological and cognitive factors, interpersonal relationships, social structure, and cultural values in shaping the individual's development. The role of adolescence in both the individual's life course and the evolution of

the culture as a whole also is considered. Familial, peer group, educational, and work contexts for development are discussed.

117 Human Development: Adult Development and Aging Spring. 3 credits. S-U grades optional. M W F 2:30. S. Cornelius.

Provides a general introduction to theories and research in adult development and aging. Psychological, social, and biological changes from youth through late adulthood are discussed. Both individual development within generations and differences among generations are emphasized.

[141 Introduction to Expressive Materials

Spring. 3 credits. Limited to 18 freshmen and sophomores. Not offered 1982–83.

T R 2:30–4:25. W. L. Brittain.
Designed to explore the means and materials suitable for creative expression for children of different ages, as well as for adults. Students are expected to acquire competence in evaluating and utilizing various media and understanding the creative process. Experimentation in paint, clay, chalk, crayon, paper, wire, plaster, wood, and other materials.]

150 The Family in Modern Society Fall or summer. 3 credits. S-U grades optional.

M W F 1:25. Staff.
Contemporary family roles and functions are considered as they appear in United States history, as they change over the life cycle, and as they are influenced by the locales in which families live and the social forces that impinge on them.

201 (also Sociology 201) Sociological Analysis of Contemporary Issues Fall. 3 credits. Human ecology students must register for HDFS 201.

M W F 1:25. R. Breiger, P. Moen, J. M. Stycos, D. Hayes.
After an introduction to sociological analysis, students participate in two of four modules offered in 1982–83: Inequality in Schools, Solving the Population Problem, Work and the Family, and possibly International Development. Each module illustrates how sociologists define questions, evaluate the answers, and build on previous research. There are opportunities for computer experience and the close reading of original monographs.

212 Early Adolescence Fall. 3 credits. Prerequisite: HDFS 116. Strongly recommended: a course in biology. S-U grades optional.

T R 12:20–2:15. R. Savin-Williams.
Examines the period of the life course during which the biological changes of pubescence occur. The impact of these changes on individual behavior, interpersonal relations with peers and family, the relationship of the individual to society, and individual psychological development in general are explored. The course places heavy emphasis on writing skills (several five-page papers) and critical thinking (critiques of published research).

[218 From Adolescence to Adulthood: Developmental Issues Fall. 3 credits. Prerequisite: HDFS 116. S-U grades optional. Offered alternate years. Not offered 1982–83.

T R 2:30–3:45. M. Basseches.
Explores effects on individual and society when many people well beyond puberty are not yet granted full adult status or do not assume typical adult roles and responsibilities (for example, students, transients, people experimenting with alternative life-styles). Considers both the unique developmental potentials and the stresses of youth associated with questioning of what it means and what it takes to become a full member of adult society. Intimacy, vocational choice, life-style choice, religious and political commitment, moral judgment, intellectual functioning and orientation, self-concept, and authority and dependence relations are treated as developmental and stressful issues of this period, and several of these are examined in depth.]

242 Participation with Groups of Children in the Early Years Fall and spring. 4 credits (3 credits with permission of instructor). Limited to 20 students (limit depends on availability of placements and of supervision). Prerequisite: HDFS 115. Recommended: HDFS 111 or ID 100. S-U grades optional.

Fall: W 12:20–2:15. Spring: W 10:10–12:05. Plus two half-days of fieldwork (for 4 credits) or one half-day of fieldwork (for 3 credits). Staff.
A field-based course designed to combine experience in child-care centers with theory and supervision intended to develop the student's ability to understand and relate effectively to young children. Course structure integrates lectures and discussions, workshops, films, projects, reading, writing, and sharing of field experiences. Students are placed in local nursery schools, day-care centers, Head Start programs and kindergartens.

243 Participation with Groups of Children Ages Six through Twelve Spring. 4 credits (3 credits with permission of instructor). Limited to 20 students (limit depends on availability of placements). Prerequisite: HDFS 115. Recommended: HDFS 111 or ID 100. S-U grades optional.

R 10:10–12:05, plus two half-days of fieldwork (for 4 credits) or one half-day (for 3 credits). P. Ziegler.
A field-study course structured to integrate knowledge from practicum, lectures, discussions, and readings to provide a better understanding of child development in the school setting. Each student will work in one classroom with an experienced teacher.

[258 (also Women's Studies and Sociology 238) Historical Development of Women as Professionals, 1800–1980 Fall. 3 credits. S-U grades optional. Human ecology students must register for HDFS 258. Not offered 1982–83.

T R 2:30–4. J. Brumberg.
The historical evolution of the female professions in America (midwifery, nursing, teaching, librarianship, prostitution, home economics, and social work), as well as women's struggles to gain access to medicine, law, the clergy, and the academy. Consideration of history of women in medicine and law as well. Lectures, reading, and discussion are geared to identifying the cultural patterns that fostered the conception of gender-specific work and the particular historical circumstances that created these different work opportunities. The evolution of "professionalism" and the consequences of professionalism for women, family structure, and American society is also discussed.]

[270 Atypical Development Spring. 3 credits. Prerequisites: HDFS 115, Psychology 101, or Education 110. Not offered 1982–83.

M W F 9:05. S. Ceci.
An introduction to the psychology and education of exceptional individuals. Attention is given to the etiology and characteristics of major types of exceptionality, including learning disorders, intellectual giftedness, creativity, perceptual impairments, and the bicultural individual.]

300 Special Studies for Undergraduates Fall or spring. Credit to be arranged.

Hours to be arranged. Department faculty.
Special arrangement for course work to establish equivalency for courses not transferred from a previous major or institution. Students prepare a multicopy description of the study they want to undertake, on forms available from the Counseling Office. The form, signed by both the instructor directing the study and the head of the department, is filed at course registration or during the change-of-registration period.

[302 Family and Community Health Fall or spring. 3 credits. S-U grades optional. Not offered 1982–83.]

[307 (also Sociology 307) Collective Behavior and Social Movements Fall. 4 credits. Prerequisite: a course in sociology or another social science. Human ecology students must register for HDFS 307. Not offered 1982–83.

T R 2:30–4. G. Elder.
An inquiry into social behavior that breaks with institutionalized or conventional forms, such as acting crowds, riots, social movements, and revolution. Analysis of antecedent conditions, emergent forms, processes, and consequences. Historical and contemporary studies are covered.]

313 Problematic Behavior in Adolescence

Spring. 3 credits. Prerequisites: HDFS 116 and one other course on adolescence. Students interested in adding related field experience should register concurrently for HDFS 410 or 411. Offered alternate years.

M W F 2:30. Staff.
Focuses primarily on juvenile delinquency and other problems of adolescence such as drug abuse, alcohol, pregnancy, suicide, and other social and personal issues.

315 (also HSS 315) Human Sexuality: A Biosocial Perspective Fall, spring, and summer. 3 credits.

Limited to 500 students. Prerequisites: an introductory course in HDFS, psychology, or sociology (or an equivalent social science course), plus one course in biology. S-U grades optional.

T R 1:25; sec to be arranged. A. Eggleston.
The aim of this course is to delineate the major psychological and sociological components of human sexual attitudes and behavior. Three central themes are addressed: the development of sexual orientation over the life cycle, the evolution of sexual norms and customs within changing social systems, and the biological components of human sexual development. An underlying issue is the role of moral assumptions and contemporary ethics in generating research and theory on human sexuality in the social sciences. Materials are drawn from interdisciplinary sources including biology, history, anthropology, and law.

333 Cognitive Processes in Development Fall. 3 credits. Prerequisite: HDFS 115 or equivalent.

M W F 11:15. G. Suci.
A survey of theories and problems in the development of selected cognitive processes: attention, perception, mediation processes, and language. The focus is on the first two years of life.

338 The Development of Creative Thinking

Spring. 3 credits. Prerequisites: HDFS 115, Psychology 101, or Education 110. Not to be taken concurrently with HDFS 141.

M W F 10:10. W. L. Brittain.
A study of theories of creativity and a review of the research on creative behavior. Emphasis is on the conditions and antecedents of creative thinking.

342 Models and Settings in Programs for Young Children Fall. 3 credits. Prerequisite: HDFS 115.

T R 12:20–1:35. S. West.
Examines the theoretical and philosophical bases and specific implementation of a wide variety of programs (i.e., Montessori, behavioral, Piaget, Bank Street Model). Students are encouraged to develop their own positions in regard to values and psychological theories. Applications of various approaches to programs for children and families with special needs also are studied.

[344 Infant Behavior and Development Spring. 3 credits. Prerequisite: HDFS 115 or equivalent. Not offered 1982–83.

T R 12:20–1:35. H. Ricciuti.
Nature and determinants of major developmental changes in infant behavior from birth to two years. Special attention is directed to the role of major environmental influences on perceptual and cognitive, and social and emotional development,

and to recent attempts to modify infants' experiences in the interest of facilitating psychological development.]

346 The Role and Meaning of Play Spring. 2 credits. Limited to 30 students. Prerequisites: HDFS 115; HDFS 111 preferred.

W 7–9 p.m. J. Gebhardt.
The aim of this course is to examine the play of children aged three through seven. Through seminar discussions, workshops, films, and individualized research, the student will explore the meanings and validity of play in the lives of young children, the different ways that children play and the value of each, and the effect of the environment in enhancing and supporting play.

347 (also NS 347) Human Growth and Development: Biological and Social Psychological Considerations Spring. 3 credits. Prerequisites: Biological Sciences 101 or 109 or equivalent, HDFS 115 or Psychology 101, and NS 115 or equivalent.

M W F 1:25. J. Haas, H. Ricciuti.
A review of major patterns of physical growth from the fetal period through adolescence, with consideration given to biological and socioenvironmental determinants of growth, as well as to physical and psychological consequences of variations in growth patterns. Normal patterns of growth are examined, followed by an analysis of major sources of variations in growth (normal and atypical).

348 Advanced Participation in Preschool Settings Fall and spring. 3 credits. Limited enrollment. Prerequisites: HDFS 242 and permission of instructor. Prerequisite or corequisite: HDFS 346.

Two half-days participation (morning or afternoon) and an hour conference each week. Staff.
An advanced, supervised fieldwork experience with a focus on helping children build relationships to support learning and personal development. Students are expected to define their own goals and assess progress with supervising teacher and instructor; to keep a journal; and to plan, carry out, and evaluate activities for children in a variety of curriculum areas.

352 Contemporary Family Forms in the United States Spring. 3 credits. S-U grades optional.

T R 12:20–1:35. L. Samal.
Variations in family formation, organization, and functioning are investigated with an emphasis on research findings about each of the family types. Family forms range from the rural communal to the more contemporary urban family. The functions of each family form are considered as they apply to the individual, the family, and to the society.

354 The Family in Cross-cultural Perspective Spring. 3 credits. Prerequisites: HDFS 115 or 116, Psychology 101 or Education 110, and HDFS 150 or Rural Sociology 100, or equivalent. S-U grades optional.

M W F 10:10. E. Kain.
The sociological study of families from a comparative perspective, looking at similarities and differences across cultures and across ethnic groups. A major focus is on the interdependence of the family system and social institutions.

358 Theories of Adult Interpersonal Relationships Fall. 3 credits. S-U grades optional.

R 2–4:25. H. Feldman.
Selective theories of the basic disciplines in social psychology, sociology, and psychology are reviewed and their pertinence to understanding of adulthood examined. Students generate hypotheses about these theories and test one of them through either a library or empirical paper. A journal is kept to interrelate the concepts and to suggest practical applications.

359 (also Sociology 359 and Women's Studies 357) American Families in Historical Perspective Spring. 3 credits. S-U grades optional. Prerequisites: HDFS 150 or one 200-level social science or history course. Human ecology students must register for HDFS 359.

T R 2:30–4. J. Brumberg.
This course provides an introduction to, and overview of, problems and issues in the historical literature on American families and the family life cycle. Reading and lectures demonstrate the pattern of American family experience in the past, focusing on class, ethnicity, sex, and region as important variables. Analysis of the private world of the family deals with changing cultural conceptions of sexuality, sex roles, generational relationships, stages of life, and life events. Students are required to do a major research paper on the history of their family, covering at least two generations and demonstrating their ability to integrate life-course development theory, data drawn from the social sciences, and historical circumstances.

[360 Personality Development in Childhood] Fall. 3 credits. Prerequisites: HDFS 115 or Psychology 101, plus one other course in HDFS or psychology.

M W F 10:10. Staff.
Study of relevant theoretical approaches to and empirical findings regarding the development of the child's personality. The influence of parents and other environmental factors on the child are examined. Topics covered include attachment, autonomy, identification, moral development, and social behavior.]

361 The Development of Social Behavior Spring. 3 credits. Limited to 100 students. Prerequisite: HDFS 115 or Psychology 128.

M W F 11:15. J. Condry.
Issues in the development of social behavior are viewed from the perspective of theory and research. An attempt is made to apply our understanding of social behavior to education, childbearing, and group behavior. Likely topics include bases of social behavior in early childhood, the role of peers, the development of aggressive behavior, the development and functioning of attitude and value systems, conformity and deviation, and the function and limits of experimental research in the study of social development.

365 The Study of Lives Spring. 3 credits. Prerequisites: HDFS 115 and 116.

M W F 9:05. J. Harding.
The study of personality development through the analysis of individual life histories. Biological, sociological, and psychodynamic influences are given approximately equal emphasis. There is extensive discussion of the development of motives, decision making, and personal relationships. The term paper is a psychological analysis of a specific individual based on a published biography or autobiography.

371 Behavioral Disorders of Childhood Fall. 3 credits. Prerequisites: Psychology 101 or Education 110, and a course in personality development (such as HDFS 270 or an equivalent).

M W F 12:20. E. Walker.
Considers the psychological disorders of childhood ranging from transient adjustment reactions to psychoses. The disorders will be studied in view of theories regarding etiology, treatment, and primary prevention.

372 Deviations in Intellectual Development Spring. 3 credits. Prerequisites: HDFS 115 and a course about personality.

M W F 12:20. S. Ceci.
Major forms of organic and familial retardation, perceptual and motor handicaps, and learning disabilities are considered with reference to problems of development, prevention, and remediation.

380 Aging and Health Fall. 3 credits. Prerequisite: HDFS 117.

M W F 9:05. J. Harding.
General introduction to health problems of the elderly and arrangements for dealing with them. The course discusses normal biological changes with advancing age, major age-related diseases, the American health-care system, and the use of health services by the elderly. Some attention is given to health care for the elderly in other Western societies and to current policy issues in the United States.

[397 Experimental Child Psychology] Fall. 4 credits. Prerequisites: one course in statistics and permission of instructor. Intended primarily for students interested in entering graduate programs involving further research training. Offered alternate years. Not offered 1982–83.

T R 10:10–11:40; lab, hours to be arranged.

L. C. Lee.
A study of experimental methodology in research with children. Includes lectures, discussions, and practicum experiences covering general experimental design, statistics, and styles and strategies of working with children.]

398 Junior Honors Seminar Spring. 1–3 credits. Permission of the director of the honors program required for registration. Enrollment limited to students in the honors program.

Hours to be arranged. Staff.
Reports and discussion of selected thesis topics by honors students.

400–401–402–403 Special Studies for Undergraduates Fall or spring. Credits to be arranged. S-U grades optional.

Hours to be arranged. Department faculty.
For advanced, independent study by an individual student or for study on an experimental basis with a group of students in a field of HDFS not otherwise provided through course work in the department or elsewhere at the University. Students prepare a multicopy description of the study they want to undertake, on forms available from the Counseling Office. This form must be signed by the instructor directing the study and the department chairman and filed at course registration or within the change-of-registration period after registration. To ensure review before the close of the course registration or change-of-registration period, early submission of the special studies form to the department chairman is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study:

400 Directed Readings For study that predominantly involves library research and independent study.

401 Empirical Research For study that predominantly involves data collection and analysis, or laboratory or studio projects.

402 Supervised Fieldwork For study that involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

403 Teaching Apprenticeship For study that includes assisting faculty with instruction.

404 (also Government 500) Projects in Public Policy Fall and spring. 4–6 credits. Limited to juniors, seniors, and graduate students. Enrollment by permission of instructor and HDFS faculty sponsor.

Hours to be arranged. Chairman, Cornell-in-Washington Program and staff.
A full-semester internship in Washington, D. C., designed to afford students an opportunity to study the actual formulation and implementation of public policy. Types of placement include assignment in a Congressional office, in an executive department or

agency, with a political campaign organization, or with a lobby or interest group. Students spend at least twenty-five hours each week in their placement, two hours biweekly in group seminar, and have a weekly conference with the instructor, who is a member of the Cornell-in-Washington staff. Since enrollment is limited and students must apply to agencies with openings and be accepted by them, students desiring to participate in this program should contact the course instructor, indicating their interest by the middle of the semester preceding the semester of desired participation. Prior to enrollment in this course, students must also identify an HDFS faculty sponsor who is knowledgeable in the subject area in which they wish to do the required research report. The Departmental Advising Coordinator may be contacted for the names of prospective faculty sponsors.

410 Field Experience in Adolescent Development: The Individual in Community Settings Fall. 1–9 credits. Prerequisite: permission of instructor.

M 7:30 p.m. C. Howard.

Designed to give students experience in various settings (such as social, legal, educational, and helping agencies) working with typical and atypical adolescents. 410 focuses on the individual in community settings while 411 examines social policy toward youth.

411 Field Experience in Adolescent Development: Social Policy toward Youth Spring. 3–9 credits. Enrollment limited by availability of fieldwork placements. Prerequisite or corequisite: HDFS 313 or HDFS 414, a skills training course or equivalent experience, and permission of instructor. S-U grades optional.

Lec, M 7:30 p.m., plus field study. C. Howard.
See description above.

[414 Policies and Programs for Adolescents] Spring. 3 credits. Prerequisites: HDFS 116, and HDFS 212 or 218, or permission of the instructor. S-U grades optional. Offered alternate years. Not offered 1982–83.

T R 2:30–4. S. Hamilton.

Plans and practices intended to foster adolescent development are examined in the light of needs identified by theory and research. The key question is how societal and governmental institutions support or hinder the transition of adolescence to adulthood. Current issues such as secondary school reform, youth employment, and teenage pregnancy provide focal points for examining actual and proposed policies and programs.]

418 Work and Human Development Fall. 3 credits. S-U grades optional. Prerequisites: background in adolescent and adult development or work-related courses, and permission of instructor. Offered alternate years.

M 7:30. M. Basseches.

Explores the usefulness of developmental theory as a basis for enhancing understanding of the nature and meaning of work for both adolescents and adults. In exploring the workplace as a context for human development, the course addresses itself to problems of vocational training and counseling, of workplace reorganization, and of improving the quality of working life.

431 Learning in Children Fall. 4 credits. Prerequisite: HDFS 115 or equivalent.

W 12:20–2:15; field experience to be individually arranged. M. Potts.

Consideration of the theoretical and research literature in processes of learning. Includes the interrelations of learning and development, and learning and intelligence. Examines theories and models of learning, as well as variables that affect the

learning process. Application is made to the assessment of cognitive and social learning through laboratory and fieldwork.

[432 Intellectual Development and Education] Spring. 3 credits. Prerequisite: HDFS 115 or equivalent. Not offered 1982–83.

T R 2:30. M. Potts.

This course defines basic cognitive processes that underlie education (for example, linguistic processes that underlie language comprehension and production; numerical processes that underlie mathematics; reasoning processes that underlie logical inference, classification, and seriation) and reviews basic and current research on the development and learning of these processes in young children. In addition, the course considers the implications of theories of development to various approaches to education (for example, the relevance of Piagetian developmental theory to standard and alternative education models).]

[434 Piaget's Theory of Cognitive Development] Spring. 4 credits. Open to undergraduate and graduate students. Prerequisite: HDFS 115 or equivalent. S-U grades optional. Offered alternate years. Not offered 1982–83.

Lecs, M W F 1:25–2:15. B. Lust.

This introduction to Piaget's theory of intellectual development is intended to provide students with a basic and critical knowledge of Piaget's theory of intelligence. The course reviews Genevan research on object permanence; the development of logic, number, classification, and seriation; and formal operations of scientific thinking. Research on representation, through mental imagery and language, for example, are also discussed, as are current attempts to extend Piagetian theory to educational practice. Related research in these areas also is considered briefly.]

436 (also Psychology 436) Language Development Spring. 4 credits. Prerequisites: at least one course in developmental psychology, cognitive psychology, cognitive development, or linguistics. Recommended: a course in linguistics.

T R 10:10–12:05. B. Lust.

A survey of basic literature in language development. Major theoretical positions in the field are considered in the light of studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child. The fundamental issue of relationships between language and cognition also is discussed.

437 Creative Expression and Child Growth Fall. 4 credits. Limited to 25 students. May be added during first week only.

T R 10:10–11:30. Saturday mornings should be free to provide time for participation with children. W. L. Bgittain.

Aimed at an appreciation and understanding of the creative process in art, music, dance, and drama in relation to the development of children.

438 Thinking and Reasoning Spring. 3 Credits. HDFS 333 or permission of instructor.

T R 2:30–4. B. Koslowski.

The course will examine the areas of logical thinking (in formal as well as real-world contexts), the process of making logical and "natural" inferences, causal reasoning, and scientific reasoning. Two general issues will run through the course: the extent to which children and adults approximate the sorts of reasoning that are described by various types of models, and the extent to which various models accurately describe the kind of thinking that is required by the types of problems and issues that arise and must be dealt with in the real world.

440 Internship in Cornell Nursery School Fall or spring. 10–12 credits. Prerequisites: HDFS 115 and 242. Recommended: HDFS 346 and HDFS 348.

M–F 8:00–1 or M–F 10:30–4:30. Staff.

Internship in Cornell Nursery School. Opportunity to integrate theory with practice and to develop understanding of preschool children and their families. Placement as assistant teacher in the morning or afternoon program and participation in curriculum planning, evaluation, staff meetings, home visits, parent conferences, and parent meetings. Supervision by head teacher and director.

[441 The Development of the Black Child] Fall. 4 credits. Limited to juniors, seniors, graduate students, and students who have permission of the instructor. Prerequisite: HDFS 115 or equivalent. S-U grades optional. Not offered 1982–83.]

[451 Innovative Programs of Parent Intervention and Community Action] Spring. 3 credits. Limited to 10 students. Permission of the instructor required before course enrollment. Not offered 1982–83.

T 2:30–4:25. Additional laboratory and field experiences to be individually arranged. H. Bayer.

Emphasis on the theoretical bases and the empirical consequences of programs intended to change styles of parental behavior, whether by manipulation of individual action or of societal alternatives. Consideration of parent intervention and social action.]

[456 Families and Social Policy] Fall. 3–4 credits. Prerequisite: one course in the area of the family or in sociology. S-U grades optional. Not offered 1982–83.

T R 10:10–11:40. P. Moen.

An examination of the intended and unintended family consequences of governmental policies using case studies in areas such as social welfare, day care, and employment. The policy implications of changes in the structure and composition of families are also considered.]

483 Development in Context Spring. 3 credits. Open to juniors, seniors, and graduate students. Prerequisites: one course in statistics and two courses in social sciences, or one in human biology and one in social sciences.

M W F 9:05. U. Bronfenbrenner.

The course presents a systematic examination of existing research on human development throughout the life span in the actual environments in which people live. Attention is focused on the interplay between biological and environmental influences. These influences derive both from the immediate settings containing the developing person, and the larger cultural and historical context in which they are embedded. Implications are drawn for public policy and practice.

[490 Historical Roots of Modern Psychology]

Spring. 4 credits. Prerequisites: 3 courses in the behavioral sciences or permission of instructor. Students who are registered in a college offering this course must register for the course through their own college. Not offered 1982–83.

M W F 12:20–1:10. Staff.

A survey of the major historical antecedents of contemporary psychology, including the philosophical tradition (from Aristotle through the Enlightenment), the medical-therapeutic tradition, and the rise of modern science and experimental psychology. Scholars from throughout the University give presentations in their own specialties. Students do concentrated work in their own areas of interest.]

499 Senior Honors Thesis Fall or spring. Credit to be arranged. Prerequisite: permission of thesis adviser and director of honors program. S-U grades optional.

Department faculty.

Topics Courses

Fall or spring. 2–4 credits. Prerequisites and enrollment limits vary with topic being considered in any particular term. Permission of the instructor required.

Hours to be arranged. Department faculty. This series of courses provides an opportunity for advanced undergraduates to explore an issue, theme, or body of research in the areas of departmental concentration. Topics vary each time the course is offered. Descriptions are available at the time of course registration. Although the courses are usually taught as seminars, a subject may occasionally lend itself to lecture, practicum, or other format.

415 Topics in Adolescent Development

435 Topics in Cognitive Development

445 Topics in Early Childhood Education and Development

455 Topics in Family Studies

465 Topics in Social and Personality Development

475 Topics in Atypical Development

485 Topics in the Ecology of Human Development

The Graduate Program

Human development and family studies graduate courses are open to undergraduates only with instructor's permission.

Methodology Courses

[601 Research Design and Methodology] Spring. 3 credits. Not offered 1982–83.

T R 10:10–12:05. Staff.

The seminar consists of three components: (1) discussion of representative literature on problems of research design, methodology, and data collection; (2) analysis of methodological issues involved in empirical studies employing different kinds of research designs and methods, both in laboratory and field settings; and (3) a practicum in which students formulate research designs for their own problems, to be evaluated and criticized at each stage of development and pretesting.]

General Courses

[603 Development in Context] Fall. 3 credits. Not offered 1982–83.

T R 2:30–4:25. U. Bronfenbrenner.

This seminar examines issues of theory, substance, and research design related to human development in the actual contexts in which people live. Emphasis is placed on the interaction of processes (biological, psychological, and social) and social systems in the course of development in a variety of settings. The seminar is recommended for graduate students entering the field.]

617 Adolescence Fall. 3 credits.

Time to be announced. M. Basseches.

Critical examination of some seminal theoretical writings on adolescent development, along with recent work relevant to intellectual development, ego development, and social development during late adolescence. Three approaches to human development that have stressed the importance of adolescence—psychoanalysis, structural

developmental theory, and critical social theory—are interrelated. Empirical research on specific questions chosen by students is considered in the light of these approaches.

631 Cognitive Development Spring. 3 credits.

T R 2:30–4. B. Koslowski.

Overview of current research and theoretical issues in cognitive development with special emphasis on the sorts of areas relevant to real-world (as opposed to laboratory) behavior and on the sorts of cognitive phenomena that can be detected by human observers (rather than phenomena that can be detected only with the aid of technical equipment).

[640 Infancy] Fall. 3 credits. Not offered 1982–83.

R 10:10–12:35. H. Ricciuti.

Critical review of major issues of contemporary concern in the field of infant behavior and development, based on readings of selected research papers and review articles. The overall intent is to develop an analytic understanding of where the field stands at present with respect to various topical issues and to identify directions for future research.]

641 Early-Childhood Education Fall. 3 credits.

M 12:20–2:15. M. Potts.

Survey of major issues in the theoretical and research literature of early-childhood education.

650 Contemporary Family Theory and Research Fall. 3 credits.

Lecs, M W 9:05; sec, M W 10:10. E. Kain.

The uses of sociological theories and research in the study of the family are studied with particular reference to the relationship between the family and society and between the family and its individual members.

660 Personality and Socialization Fall. 3 credits.

W 2:30–4:25. J. Condry.

Major issues in personality development and socialization, with special emphasis on theoretical models and empirical issues.

670 Atypical Development Spring. 3 credits.

Prerequisites: undergraduate course in abnormal psychology or psychopathology.

W 1:25–4:25. E. Walker.

Overview of current theories and empirical research on functional and organically based psychological disorders. Topic areas to be covered include autism, schizophrenia, neuroses, and personality disorders. Focus is on developmental aspects of abnormal behavior.

686 (also Sociology 658) The Course of Life: Developmental and Historical Perspectives

Spring. 3 credits. S-U grades optional. Enrollment limited to 15. Prerequisites: permission of instructor. Human ecology students must register for HDFS 686.

Time to be announced. G. Elder.

An introduction to the life course as a theoretical orientation, methodology, and field of study. Special emphasis is devoted to multidisciplinary convergence on life-course problems; to theory and research on the interaction of social, psychological, and biological processes from birth to death; and to historical influences.

691 Research Practicum in the Ecology of

Human Development Fall and spring. 3–4 credits. Open to graduate students and upperclass students by permission of the instructor.

Hours to be arranged. U. Bronfenbrenner, M. Cochran, W. Cross.

Students have the opportunity to participate in various phases of an ongoing five-nation study on the impact of family support systems on family function and the development of the child.

Topical Seminars

Seminars offered irregularly, with changing topics and instructors. Content, hours, credit, and instructors to be announced. Seminars offer concentrated study of specific theoretical and research issues.

618 Seminar in Adolescence Topics include peer relations, parent-teen relationships, self-esteem, youth and history, work, and moral development.

633 Seminar on Language Development Topics include acquisition of meaning in infancy, precursors of language in early infancy, and atypical language development.

635 Seminar in Cognitive Development Topics include early attention, perception, memory, and communication. Assessment and intervention in relation to these processes will be considered when possible.

645 Seminar on Infancy Topics covered in depth include the role of emotions in early development, infant stimulation and early experience, and the assessment of infant developmental competencies.

646 Seminar in Early-Childhood Education Topics include analysis of models and settings, design of assessment techniques, program evaluation, and early childhood in a cross-cultural context.

655 Seminar in Family Studies Topics include the sociology of marital status, the single-parent family, work-family linkages, women and work, and families and social change.

665 Seminar in Personality and Social Development Focuses on selected issues related to personality and social development. The issues selected vary each year according to current importance in the field and student interests.

675 Seminar in Atypical Development Topics include learning disabilities, therapeutic interventions in atypical development, child abuse and maltreatment, family factors in the etiology of functional disorders, and cognitive characteristics of atypical groups.

685 Seminar in Human Development and Family Studies Topics include development of self-concept, sex-role identity, observational methods, and interviews in developmental research.

690 Seminar on Ecology of Human Development Topics include the institutional setting as a determinant of behavior, the poor family, and the identification and measurement of ecological variables.

Individualized Special Instruction

700–706 Special Studies for Graduate Students Fall or spring. Credits and hours to be arranged. S-U grades at discretion of instructor.

Department faculty.

Independent, advanced work by graduate students recommended by their Special Committee chairman with approval of the instructor.

700 Directed Readings For study that predominantly involves library research and independent study.

701 Empirical Research For study that predominantly involves collection and analysis of research data.

702 Practicum For study that predominantly involves field experience in community settings.

703 Teaching Assistantship For students assisting faculty with instruction. Does not apply to work for which students receive financial compensation.

704 Research Assistantship For students assisting faculty with research. Does not apply to work for which students receive financial compensation.

705 Extension Assistantship For students assisting faculty with extension activities. Does not apply to work for which students receive financial compensation.

706 Supervised Teaching For advanced students who assume major responsibility for teaching a course. Supervision by a faculty member is required.

899 Master's Thesis and Research Fall or spring. Credit to be arranged. S-U grades only. Prerequisite: permission of thesis adviser.
Department graduate faculty.

999 Doctoral Thesis and Research Fall or spring. Credit to be arranged. S-U grades only. Prerequisite: permission of thesis adviser.
Department graduate faculty.

Human Service Studies Courses

D. Barr, chairman; M. Minot, graduate faculty representative; E. Conway, undergraduate advising coordinator for HSS; A. Hahn, undergraduate advising coordinator for social planning option; J. Allen, R. J. Babcock, H. Burris, A. Davey, D. Deshler, A. Eggleston, J. L. Ford, I. Lazar, C. C. McClintock, C. A. McLennan, B. J. Mueller, L. A. Noble, C. Reed, D. Ritchie, C. Shapiro, L. Street, D. Tobias, W. Trochim, B. L. Yerka, J. Ziegler

202 Structure of Community Services Fall and spring. 3 credits.

T 1:25-2:15, R 12:20-2:15. I. Lazar, D. Deshler. A lecture and discussion course designed as an introduction to the community base of services. The presence or absence of educational, social, and planning services, as well as their place and performance, are examined in the context of theoretical and empirical community dimensions. Examples of such dimensions include community complexity, differentiation, modernity, ethnicity, and community role.

203 Groups and Organizations Fall and spring. 3 credits.

M W F 10:10. R. Babcock. A basic course in the social psychology of small groups and human service organizations. Study of group processes includes self-perception and interpersonal perception of roles, norms, communication, power, and leadership. Students apply what has been learned about small groups to the study of issues in human service organizations (for example, goals, evaluation, structure, technology, relationships between organizations and clients, environment, and change).

246 Ecological Determinants of Behavior Fall. 3 credits. Preference given to HSS Option II students. Prerequisites: introductory sociology and psychology, a human development course, and permission of instructor.

M W 2:30-3:45. D. Ritchie. Compares conceptual models of human behavior, encouraging the student to incorporate an ecological model into her or his person-professional framework. Introduces ecological perspective on social problems and professional practice in human services and social work in particular. The ecological-systems approach embodies holistic philosophy and concern

with interaction and "goodness of fit" between people and environment. Emphasis on bio-psycho-social functioning of the person-in-situation and valuing human diversity.

292 Research Design and Analysis Fall or spring. 3 credits. Limited to 50 students. Prerequisite: a basic course in psychology or sociology.

T R 2:30-3:45. W. Trochim, C. McClintock. Students should develop skill in analyzing and evaluating research reports. Readings and periodic assignments and exercises focus on stating hypotheses, designing studies to test hypotheses, measuring variables, and interpreting findings. The major project is a research paper that is critiqued before the final draft is submitted.

300 Special Studies for Undergraduates Fall or spring. Credit to be arranged.

Hours to be arranged. Department faculty. Special arrangement for course work to establish equivalency for training in a previous major or institution. Students prepare a multicopy description of the study they want to undertake, on forms available from the Counseling Office. This form, signed by both the instructor directing the study and the head of the department, should be filed at course registration or during the change-of-registration period.

315 Human Sexuality: A Biosocial Perspective
See description under HDFS 315.

325 Health-Care Services and the Consumer Spring. 3 credits. S-U grades optional. Limited to 40 juniors and seniors.

T R 10:10-11:25. A. Eggleston. Developments in the health field that affect the availability and kinds of health services. Emphasis is placed on interrelationships between institutions and agencies and the part each can play in prevention, diagnosis, and treatment of disease and disability. Focus will include historical and current trends, quality health care, consumer issues, and the problems of health care.

330 Ecology and Epidemiology of Health Fall. 3 credits. S-U grades optional.

T R 10:10-11:25. A. Eggleston. Ecological and epidemiological approaches to the problems of achieving human health within the physical, social, and mental environment. The course introduces epidemiological methods to the student and surveys the epidemiology of specific diseases.

339 Ecological Approach to Instructional Strategies Fall or spring. 3 credits. Should be taken after or concurrently with Educational Psychology.

T R 12:20-2:15. A. McLennan. This laboratory course provides theoretical frameworks for observation, analysis, and practice of various teaching behaviors and their effects on learners. Similarities and differences in teaching youths and adults are explored, and the influences of the settings are considered. Students select age groups and settings in the community in which to use process skills, teaching, and interaction strategies. To facilitate learning, these are videotaped and critiqued. Observations of schools or community learning activities are arranged.

370 Social Welfare as a Social Institution Fall. 3 credits. Prerequisite: HSS 202 or permission of instructor.

M W F 9:05. J. Allen. A philosophical and historical introduction to social welfare services. The course reviews the social contexts from which programs and the profession of social work have evolved. It discusses the political and ideological processes through which public policy is formed and how policies are translated into social welfare programs. Basic issues in welfare are discussed in the context of present program designs, public concerns, and the interrelationships and support of services in the community.

400-401-402 Special Studies for Undergraduates Fall or spring. Credits to be arranged. S-U grades optional. Limited to HSS, interdepartmental, and independent majors.

Hours to be arranged. Department faculty. For independent study by an individual student in advanced work in a field of HSS not otherwise provided in the department at the University, or for study on an experimental basis with a group of students in advanced work not otherwise provided in the department or at the University. Students prepare a multicopy description of the study they want to undertake, on forms available from the Counseling Office. This form must be signed by the instructor directing the study and the department chairman and filed at course registration or within the change-of-registration period after registration. To ensure review before the close of the course registration or change-of-registration period, early submission of the special studies form to the chairman is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

400 Directed Readings For study that predominantly involves library research and independent readings.

401 Empirical Research For study that predominantly involves data collection and analysis or laboratory or studio projects.

402 Supervised Fieldwork For study that predominantly involves both responsible participation in a community or classroom setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

411 Introduction to Adult Education Fall or spring. 3 credits. Limited to 45 students. Preference given to HSS majors. S-U grades optional.

T R 10:10-12:05. H. Burris. Focuses on the broad aspects of adult education, scope and history of adult-education programs, philosophy and principles, perspective of the adult learner, media and methods of instruction, and program development. Opportunities are provided for observation of adult-education programs in community organizations and agencies.

413 The Adult Learner in Microperspective Fall. 3 credits.

T R 2:30-4. H. Burris. This research course examines a full range of adult learning activities by conducting in-depth interviews with selected adult learners. The interests, motivations, needs, and special problems of adult learners are considered in relationship to adult learning theory. Skills in conducting interviews, in analyzing qualitative data, and in presenting findings are developed.

414 Practicum Fall or spring. 6 credits. Sec A limited to HSS Option I or III majors who have completed the prerequisites planned with their adviser; sec B limited to Interdepartmental Option I majors. Prerequisite: permission of the option adviser and agency field preceptor.

Department faculty. An opportunity for a student to assume a professional role and responsibilities under the guidance of a preceptor in a community-service organization. Conferences involving the student, field preceptor, and college supervisor are arranged in a block, scheduled throughout the semester, or completed in the summer session, depending on the nature and location of the student's fieldwork.

[415 The Adult Learner in Macroperspective Fall. 3 credits. Not offered 1982-83.

W 7:30-10:30 p.m. D. Deshler. Focuses on the variety of adult-education programs in countries around the world. Literature on comparative adult education, international

conferences on adult education, UNESCO adult-education publications, and international community development are analyzed in relationship to each student's exploration of adult education in a single country. Description of adult education in other countries is shared by international students.]

416 The Helping Relationship Fall. 3 credits. Each section limited to 20 students. S-U grades optional. Not offered 1982-83.

T 10:10-12:05, R 10:10-12:05, R 2:30-4:25.
D. Barr.

A critical analysis of the meaning of help in American society from the perspective of power, alienation, sexism, and racism.]

417 The Politics of Power in the Human Services 3 credits. Prerequisites: permission of instructor and HSS 416 or HSS 370 or equivalent courses.

T 1:25-2:15, R 12:20-2:15. D. Barr.

The framework of the course will take an analytical world view with some understanding of a capitalist political economy and the historically colonial relationship between the American ruling class and peoples of color, the poor, and the powerless. In addition, the course will analyze the effects of these structural and historical facts on people's lives today. The relationship between a classed, racist, and sexist society and the human services will also be included by exploring the nature of empowerment. The course will focus systematically on both the micro- and macro-levels.

439 Program Planning in Community and Family-Life Education Spring. 3 credits.

M W F 9:05. M. Minot.

Students analyze factors that influence program planning and change, and apply principles of program development to plan for and with groups or individuals in programs with different purposes and organizational structures. Plans should reflect a knowledge of client; issues in the problem area; regulatory and legislative constraints; the philosophy of the specific program, organization, and of education; the psychology of learning; inter- and intraorganizational structures and cooperation; human and fiscal resources; and evaluation planning.

441 The Art of Teaching Fall, weeks 1-7. 2 credits. Prerequisites: HSS 339 and HSS 439. To be taken concurrently with HSS 442 and HSS 443. May involve some expense for field visits.

T R 10:10-12:05, plus additional hours arranged during the week of independent study following student teaching. E. Conway.

An orientation for the student-teaching practicum. Major topics interrelated are classroom atmosphere, discipline, and management; evaluation of the teaching-learning processes in relation to personal goals and unit objectives; philosophy, creativity, and teaching techniques; professionalism. Selected materials for the student-teaching practicum are developed.

442 Teaching Internship Fall, student teaching full-time, weeks 8-14. 6 credits. Prerequisites: HSS 339 and HSS 439. To be taken concurrently with HSS 441 and HSS 443. Transportation and off-campus living costs need to be planned for in advance. Living arrangements are determined by the student; expenses may or may not be more than on campus, depending on choices made.

M. Minot, E. Conway, A. McLennan.

Guided student-teaching experience with student assigned to cooperating public schools. Student teachers are required to live in the school communities and work under the guidance of local teachers and department faculty. Cooperating schools are located in different types of communities, represent a variety of organizational structures, and have comprehensive programs. Students should indicate their intent as early as possible to facilitate communication and scheduling.

443 Critical Issues in Education Fall, weeks 1-7. 3 credits. No students are admitted to the class after the first session. S-U grades optional except for HSS Option I students.

T R 2:30-4:25, plus one hour to be arranged.
D. Deshler.

An examination of current issues in education. Analysis of historical, philosophical, social, and political factors that affect these issues.

444 Career Environmental and Individual Development Spring, weeks 1-7. 2 credits. Limited to 25 students. S-U grades optional. No students are admitted to the class after the first session.

F 12:20-2:15. R. Babcock.

An analysis of how work, jobs, and careers relate to and shape the behavior of individuals. Topics include theories of occupational choice, job satisfaction, structure of the labor force, manpower projection, and career planning. The course provides opportunities for students to examine their own vocational aspirations. Emphasis is on how the helping professional deals with clients or students in preparing for, adjusting to, and maintaining jobs and careers.

446 Teaching for Reading Competence: A Content-Area Approach Fall. 2 or 3 credits. S-U grades optional.

M 7:30-9:30 p.m. E. Conway.

The teaching of reading through various content areas. Intended for future educators and community service professionals as well as those already working in these fields. The course focuses on the need for improvement in reading, evaluation of reading materials, teaching of reading skills basic to various content areas, and development of materials to be used in a setting appropriate for the student. Opportunity to use the materials in a field setting, formal or informal, may be arranged if desired. If fieldwork is selected, the cost of transportation to the field setting is to be provided by the student.

452 Advanced Field Experience in Community and Family-Life Education Spring. 2-6 credits.

Enrollment limited by availability of field placements. Prerequisites vary depending on the field placement; however, one of the following is required: HSS 339, 411, 439, 446, or 471, or Education 311. Permission of instructor required. Because field placements take time to arrange, it is important to contact instructor well in advance of course registration. S-U grades optional. Transportation to field sites must be provided by the student.

W 3:35, plus hours to be arranged for fieldwork.
E. Conway.

Direct intervention with individuals, families, or groups in the community. Students will design and implement or assess an educational program within the framework of the referring agency, government, or business setting. Some examples of projects undertaken are teaching parenting skills to handicapped adults, developing preschool programs, teaching nutrition through school lunch programs, implementing and evaluating programs for the elderly, developing educational materials for specific organizations, working with Cooperative Extension programs, working with handicapped students, working with social service agencies. The seminar assists students in synthesizing and integrating field experience with theory.

471-472 Social Work Practice I and II

Introduction to concepts and methods used in a generalist, task-centered model of social work practice. Examination of the values and ethics of professional practice. Microcounseling skills are taught using role playing and video feedback. Class content is integrated with concurrent supervised fieldwork. Placements are made in social agencies in Tompkins, Tioga, Chemung, Cortland, and Schuyler counties. Students are encouraged to provide their own transportation, but car pools will be arranged for those who cannot. The department reimburses

transportation costs when funds are available, but students may have to pay their own expenses. Each student must have a current driver's license.

471 Social Work Practice I Fall. 9 credits. Limited to 25 social work students. Prerequisites: introductory psychology, introductory sociology, one course in human development, grades of C+ or better in HSS 246 and HSS 370, and permission of instructor before registration.

Lecs, M W 10:10-12:05; fieldwork, T R for 8 hours each day. Sec 1, C. Shapiro; sec 2, D. Ritchie.

472 Social Work Practice II Spring. 9 credits. Limited to 25 social work students. Prerequisite: grade of B- or better in HSS 471 and satisfactory performance in fieldwork.

M W 10:10-12:05; fieldwork, T R for 8 hours each day. Sec 1, C. Shapiro; sec 2, D. Ritchie, T. Madden.

473 Senior Seminar in Social Work Spring. 3 credits. Prerequisites: HSS 471-472. (HSS 472 may be taken concurrently.)

M 2:30-3:45, W 2:30-3:20. J. Mueller.

Building on the junior-year practice courses, this seminar will integrate intermediate-level theory and practice content and examine recurring themes in professional practice.

474 Program Planning in Social Services Fall. 3 credits. Limited to juniors and seniors.

M W 3:35-4:50. M. Hopp.

The course will introduce students to planning concepts and processes. The demographic, geographic, economic, and public health components of planning will be discussed. The students will be given specific planning assignments and asked to work in planning teams.

475 Social Policy Spring. 3 credits. Prerequisites: HSS 370 or Government 111 or Sociology 141. S-U grades optional. Students should have field or work experience in a human-service program before or while taking this course.

M W F 9:05. J. Allen.

An examination of the policy-making process and the significance of national policies as they affect the distribution of social services. Frameworks for analyzing social policy are used to evaluate existing social programs and service delivery systems. Implications for change in policies at the national, state, and local levels are discussed.

The Graduate Program

Human service studies graduate courses are open to undergraduates only with the instructor's permission.

The courses listed below will be taught regularly (annually or in alternate years).

600 Special Problems for Graduate Students

Fall or spring. Credits to be arranged. For students recommended by their chairperson and approved by the instructor in charge for independent, advanced work. S-U grades optional.

Department faculty.

[601 Introduction to Human Service Studies Fall. 3 credits.

Hours to be arranged. Staff.

The major topics dealt with, though not necessarily in a set order, are program evaluation and evaluative research, program planning and development, and higher education in human services. Emphasis is placed on current viewpoints and related lines of research in each topic area, and particularly in interrelationships among the areas.]

650 Teaching Human Services in Higher Education Fall. 3 credits. S-U grades optional.

M W 11:15, plus 1 hour to be arranged. M. Minot.

Basic strategies for planning and implementing instruction in human services in higher education—for example, in-service, training programs, and two- and

four-year colleges. Types of issues examined by researchers include variables involved in modes of learning, structure of content, and instructional settings. Emphasizes conceptualizing the teaching-learning process. Students are expected to develop instructional plans related to interests in the human services and to develop a repertoire of teaching skills through professional sequences in microteaching, classroom teaching, or both.

651 Adult Development and the Provision of Human Services Spring. 3 credits. S-U grades optional.

W 7:30–10:30 p.m. H. Burris.
Provides a survey of theories of adult development. Forces affecting the various periods, stages, passages, life tasks, or roles related to the adult's life cycle are examined. Biological factors, interpersonal relationships, social and cultural influences, and historical events are examined in relationship to perspectives on adult development. Opportunity for an empirical investigation of an adult population is provided. Implications from theories and student-collected data are examined in relation to the provision of human services programs.

652 Preparing Professionals in the Human Services Spring. 3 credits. S-U grades optional.

M W F 11:15. M. Minot.
The student analyzes the assumptions and concepts that underlie preprofessional and continuing professional education for volunteers, paraprofessionals, and professionals in the human services (for example, adult and continuing education, health, home economics, and social work education). A variety of preservice and in-service programs will be analyzed in terms of goals, means of implementation, and evaluation. Factors that influence programs are examined, including educational setting, licensure, accreditation, legislation, evaluation of performance. Students have opportunities to participate in educational programs in human service professions and community education. Students may develop or modify a model for providing professional education at the preservice or in-service levels.

[653 Consulting and Supervisory Roles in Human Services] Fall. 3 credits. S-U grades optional. Not offered 1982–83; next offered 1983–84.

Analysis of theories and practices of consulting and supervision and their application in higher education and in human service agencies at the national, state, and local levels. Students make observations and apply consulting and supervisory skills in settings related to their professional goals.]

654 Administration of Human Service Programs in Higher Education Spring. 3 credits. S-U grades optional.

W 1:25–4:25. N. Meltzer.
Issues that confront administrators of higher education and continuing professional education in the human services are analyzed: policy in higher education, student selection and retention, program development, program evaluation, accreditation, finance, professional staff development. Issues are developed by resource persons in higher education.

660 Public Policy and Program Planning in Human Services Fall. 3 credits. S-U grades optional.

M W 11:15–12:30. J. Allen.
A review of public policy process in education, health, and social welfare services as it pertains to program development. The course includes the history, definitions, and boundaries of the policy process; the relationships of the policy process to political economy, social structure, intergovernmental relations, and cultural values and beliefs; theories of planning and program development in human services; the role of evaluation in program planning and implementation, with special emphasis on monitoring and feedback of effects into the policy and planning process; selected current issues in

policy and planning processes such as regulatory and legislative constraints, the respective roles of clients or consumers and professional planners and providers, and problems and prospects in the coordination among the various human services.

[661 Designing and Implementing Human Service Programs] Spring. 3 credits. S-U grades optional. Not offered 1982–83.

M 2:30–4:30, W 2:30–3:30. I. Lazar.
A review of issues in the translation of research, resources, and policy in education, health, and social welfare services into programs for service to communities and individuals. The course includes issues in need analysis, organizational structure, staffing, budget preparation, fund raising, and community auspice development, as well as internally based program evaluation, administration, and change in the context of design and implementation.]

[664 The Intergovernmental System and Human Service Program Planning] Fall. 3 credits. S-U grades optional. Not offered 1982–83.

T R 3:35–5. A. Hahn, J. Ziegler.
An in-depth review of intergovernmental systems in America and their relevance to the formulation of human service policy and programs. Issues of decision making, fiscal arrangements, and public and private sector interactions are explored as they are affected by intergovernmental relationships. The course provides students with an analytic framework for understanding these and other issues that review the relationships within and between various governmental levels.]

690 Measurement for Program Evaluation and Research Fall. 3 credits.

T R 10:10–11:25. H. Nelson.
This course reviews measurement theory and its application to the evaluation of human service programs. Topics include validity; reliability; scaling methods; basic principles of instrument design; and methods of data collection, including interviewing strategies, testing, self-report, observation and content analysis, and data coding. Attention is given to issues such as ethical and managerial concerns that arise in applied settings.

691 Program Evaluation and Research Design Spring. 3 credits.

T R 2:30–3:45. W. Trochim.
Introduction to the theory of research design and its application to the evaluation of human service programs. Major topics include experimental, quasi-experimental, cross-sectional, and exploratory research designs; basic sampling theory; and the use of qualitative and quantitative methods. Attention is given to issues that arise in the application of research designs to the evaluation of programs, including problems of randomization, causal inference, replication, and utilization of results. Skills covered include stating and testing hypothesis, critical analysis of research reports, computer simulation, and development of a research proposal.

[692–693 Program Evaluation in Theory and Practice] 692, fall; 693, spring. 6 credits.

Prerequisites for 692: HSS 690 and 691, or permission of instructor. Prerequisite for 693: 692. Students must register for both semesters. Not offered 1982–83; next offered 1983–84.
A two-semester practicum in which the class conducts a program evaluation in the human services. Students are involved in all phases of the evaluation from design through the production and dissemination of a final report. Emphasis is on research methods in the social sciences. Application of skills developed in prerequisite courses is stressed (for example, planning and managing the evaluation, ethics, methods of data collection, data processing, and strategies for analysis and feedback of results). Metaevaluation is a theme throughout and is applied in two ways: (1) in an examination of the costs of the evaluation, relationship of costs to data quality, and decision making on allocation of resources among

the various facets of the evaluation process; and (2) in a review of alternatives to primary evaluation with an emphasis on methods for secondary analysis of existing data. The discussion of secondary analysis includes attention to designs for aggregating data versus findings; acquiring, documenting, and manipulating data sets; and the development of program evaluation archives.]

695 Strategies for Policy and Program

Evaluation Fall. 3 credits. Prerequisites: HSS 690 and 694 or equivalent.

Hours to be arranged. C. McClintock.
This course examines methods of analysis that are designed to influence policy and program decisions. Cases that are reviewed represent quantitative and qualitative research, historical research, cost accounting and administrative review strategies, peer review, adversary proceedings, and legislative analysis. Perspectives for understanding the pros and cons of each approach are drawn from the following topics: history of the interdependence of social science and public policy, influence of various institutional settings on the performance of policy and program analysis, and research on the use and impact of policy and program analysis.

696 Qualitative Methods for Program Evaluation Fall. 3 credits. Prerequisites: HSS 690 and 694 or equivalent.

M W F 10:10. L. Street.
This course explores the issues related to qualitative research methodology and the evaluation of human service programs. Topics include the underlying epistemological assumptions, questions of entry into setting, data collection, data analysis, confidentiality of participants, and the ethics of qualitative research approaches. It is the aim of the course to delineate those settings and researchable questions where such a methodology is or is not appropriate, as well as the benefits and limitations inherent in employing it.

704–705 Internship in Human Service Studies Fall, spring, or summer. 1–15 credits. S-U grades optional.

Hours to be arranged. Graduate faculty.
Internship placement in human services is determined by availability and students' academic and professional goals. Opportunities are available in public and private human service organizations at the national, state, and local level in positions consistent with student needs and desires. The duration of an internship is negotiated between the student and the agency, while course credit and residence units are arranged between the student and the special committee.

790 Seminar in Evaluation Spring. 3 credits. S-U grades optional.

Hours to be arranged. C. McClintock.
Intended for students with competence in program planning and program evaluation (equivalent to at least one course of the HSS 660 series and three of the HSS 690 series) plus statistics through multiple regression. The seminar focuses on analysis and appraisal of current literature on program evaluation and evaluative research, with emphasis on design and measurement concerns. Attention is given to two or more service areas (education, health, social welfare) and to applications across these areas.

899 Master's Thesis and Research Fall and spring. Credit to be arranged. Prerequisite: permission of the chairperson of the graduate committee and the instructor. S-U grades optional.

Hours to be arranged. Department graduate faculty.

999 Doctoral Thesis and Research Fall and spring. Credit to be arranged. Prerequisite: permission of the chairperson of the graduate committee and the instructor. S-U grades optional.

Hours to be arranged. Department graduate faculty.

Topical Seminars and Practicums

Seminars and practicums, offered irregularly, based on faculty and student interest, with changing topics and instructors. Content, time, credits, and instructors to be announced. Seminars and practicums offer concentrated study in a specific human service area or in the education, planning, or evaluation processes within human services.

610 Seminar in Adult and Community Education

Topics include citizen participation, educational outreach for adults, postsecondary education, and cross-cultural programs.

611 Seminar in Home Economics Education

Topics include history and philosophy, legislation and policy, research, ecological approaches to programming, and secondary education programs.

612 Seminar in Social Welfare Services

Topics include services to children, aging, families, income-maintenance programs and reforms, and corrections.

613 Seminar in Health and Mental Health Services

Topics include alcohol and drug problems, developments in health and mental health policy and planning, and community mental health services.

658 Practicum in Higher Education in Human Services

Activities include college teaching, in-service education, and other efforts related to the preparation of professionals in the human services.

659 Seminar in Higher Education in Human Services

Topics include professional versus agency belief systems, teacher education, developments in higher education in the human services. Two or more human services are examined.

668 Practicum in Program Planning and Development

Activities include preparing plans; organizational change, and developing resources and community support.

669 Seminar in Program Planning and Development

Topics include microlevel program planning, third-sector organizations, and intergovernmental influences on program planning, policy formation, program implementation, and mainstreaming. Two or more human services are examined.

698 Practicum in Program Evaluation and Evaluative Research

Activities include performing policy and agency evaluations, needs assessments, and research studies related to evaluation of programs.

699 Seminar in Program Evaluation and Evaluative Research

Topics include sunset legislation; planning for evaluation, utilization, and methodological and conceptual developments; social science; and public policy. Two or more human services are examined.

Continuing Education for Professionals

These courses are not a part of the department's regular graduate offerings but are designed to provide continuing education for professionals through the extramural division.

503 Groups and Organizations

Spring. 3 credits. Registration through the Division of Extramural Courses only.

Hours to be arranged. Staff.
A course in the social psychology of small groups and human service organizations. Study of group processes includes self-perception and interpersonal perception roles, norms, communication, power, and leadership. Students apply what has been learned about small groups to the study of issues in human service organizations.

507-508 Professional Improvement I and II Fall, spring, or summer. Variable credit. Enrollment is determined by various factors, including nature of content, funding, resources, facilities, and instructor. S-U grades optional. Intended for extramural (evening) and off-campus instruction. May be repeated with the permission of the instructor.

A series of special-problem seminars, classes, and activities designed for in-service and continuing education of practitioners in helping professions, such as home economics teachers, social workers, public health planners, and adult educators. Specific content of each course varies with group being served but includes work and class time appropriate to number of credits.

529 Research Design and Analysis

Summer. 3 credits. Registration through the Division of Extramural Courses only.

Hours to be arranged. Staff.
Students should develop skill in analyzing and evaluating research reports. Readings, exercises, and periodic assignments focus on stating hypotheses, designing studies to test hypotheses, measuring variables, and interpreting findings.

537 Social Welfare as a Social Institution

Fall. 3 credits. Registration through the Division of Extramural Courses only.

Hours to be arranged. Staff.
A philosophical and historical introduction to social welfare services. The course reviews the social contexts from which programs and the profession of social work have evolved. It discusses the political and ideological processes through which public policy is formed and how policies are translated into social programs. Basic issues in welfare are discussed in the context of present program design, public concerns, and the interrelationships and support of services in the community.

546 Ecological Determinants of Behavior

Summer. 3 credits. Registration through the Division of Extramural Courses only.

Hours to be arranged. P. Grote.
An introductory course concerning the identification of some major determinants of human behavior and their interaction. Students examine (through readings, papers, and discussion) different "ecological perspectives" of behavior and attempt to integrate these perspectives into a human services framework. For example, the implications of an ecological perspective for the planning and delivery of services are emphasized.

574 Program Development in Social Services

Spring. 3 credits. Registration through the Division of Extramural Courses only.

Hours to be arranged. M. Hopp.
Deals with program development in the fields in which students are or will be working.

575 Organization and Structure for Delivery of Social Services

Spring. 3 credits. Registration through the Division of Extramural Courses only.

Hours to be arranged. Staff.
A framework for assessing and understanding the range of issues posed in the current organization and delivery of various social services. Concepts of social policy analysis are used to evaluate different social service systems, new models of service delivery being developed, and proposals for change being made at national, state, and local levels. Students should have some form of field or work experience in human services prior to, or concurrent with, this course.

580 Principles and Practice of Public Health I

Fall. 4 credits. S-U grades optional.

M W F 10:10. J. Ford, I. Lazar.
Attention is given to assumptions and concepts that underlie social responsibility for health. Reviews of human behavior in the social environment are presented in relation to health and disease, and the

rationale for various public health policies and programs. Case studies are used to apply principles and concepts from readings and lectures.

581 Principles and Practice of Public Health II

Spring. 4 credits. S-U grades optional.

M W F 10:10. J. Ford, I. Lazar.
Analysis of strategies to improve the organization and delivery of public health services. Methods of accomplishing behavioral and organizational change to improve health, and implications for health planning, administration, and program evaluation are explored. Case studies are used to apply principles and concepts from readings and lectures.

Nutritional Sciences Courses

See course descriptions under the Division of Nutritional Sciences, pp. 315-319.

Faculty Roster

Allen, Josephine A., Ph.D., U. of Michigan. Asst. Prof., Human Service Studies
Anderson, Carol L., Ph.D., Iowa State U. Assoc. Prof., Human Development and Family Studies
Babcock, Robert J., Ed.D., Cornell U. Assoc. Prof., Human Service Studies
Barr, Donald J., Ph.D., Indiana U. Assoc. Prof., Human Service Studies
Basseches, Michael A., Ph.D., Harvard U. Asst. Prof., Human Development and Family Studies
Bayer, Helen T., Ph.D., Cornell U. Prof., Human Development and Family Studies
Becker, Franklin D., Ph.D., U. of California at Davis. Assoc. Prof., Design and Environmental Analysis
Biesdorf, Heinz B., Ph.D., U. of Innsbruck (Austria). Prof., Consumer Economics and Housing
Boegly, Carolyn, M.S., U. of Wisconsin. Assoc. Prof., Cooperative Extension
Boyd, D. Michael, B.A., U. of North Iowa. Assoc. Prof., Design and Environmental Analysis
Brittain, W. Lambert, Ed.D., Penn State U. Prof., Human Development and Family Studies
Bronfenbrenner, Urie, Ph.D., U. of Michigan. Jacob Gould Schurman Professor, Human Development and Family Studies
Brumberg, Joan J., Ph.D., U. of Virginia. Asst. Prof., Human Development and Family Studies
Bryant, W. Keith, Ph.D., Michigan State U. Prof., Consumer Economics and Housing
Burris, Helen W., Ph.D., Iowa State U. Asst. Prof., Human Service Studies
Bushnell, Allen R., M.F.A., Cranbrook Acad. of Art. Assoc. Prof., Design and Environmental Analysis
Cawley, Charles, Ph.D., U. of Texas at Dallas. Asst. Prof., Design and Environmental Analysis
Ceci, Stephen J., Ph.D., U. of Exeter (England). Asst. Prof., Human Development and Family Studies
Chi, Peter S., Ph.D., Brown U. Assoc. Prof., Consumer Economics and Housing
Chu, Chih-Chang, Ph.D., Florida State U. Asst. Prof., Design and Environmental Analysis
Clemhout, Simone, Ph.D., Massachusetts Inst. of Technology. Prof., Consumer Economics and Housing
Cochran, Moncrieff M., Ph.D., U. of Michigan. Assoc. Prof., Human Development and Family Studies
Condry, John C., Jr., Ph.D., U. of California at Los Angeles. Assoc. Prof., Human Development and Family Studies
Cornelius, Steven W., Ph.D., Pennsylvania State U., Asst. Prof. Human Development and Family Studies
Davey, Alice J., Ph.D., Michigan State U. Prof., Consumer Economics and Housing
Deshler, John D., Ed.D., U. of California at Los Angeles. Assoc. Prof., Human Service Studies
Doris, John L., Ph.D., Yale U. Prof., Human Development and Family Studies

- Elder, Glenn H., Ph.D., U. of Chicago. Prof., Human Development and Family Studies
- Eshelman, Paul E., M.F.A., U. of Illinois. Asst. Prof., Design and Environmental Analysis
- Ford, John L., Ph.D., U. of Michigan. Assoc. Prof., Human Service Studies
- Garner, Clark E., M.F.A., U. of Kansas. Assoc. Prof., Design and Environmental Analysis
- Gerner, Jennifer L., Ph.D., U. of Wisconsin. Assoc. Prof., Consumer Economics and Housing
- Hahn, Alan J., Ph.D., Indiana U. Assoc. Prof., Human Service Studies
- Hall, Bruce F., Ph.D., U. of California at Berkeley. Asst. Prof., Consumer Economics and Housing
- Hamilton, Stephen F., Ed.D., Harvard U. Asst. Prof., Human Development and Family Studies
- Harding, John S., Ph.D., Harvard U. Prof., Human Development and Family Studies
- Heck, Ramona, Ph.D., Purdue U. Asst. Prof., Consumer Economics and Housing
- Kain, Edward L., Ph.D., U. of North Carolina. Asst. Prof., Human Development and Family Studies
- Koslowski, Barbara, Ed.D., Harvard U. Assoc. Prof., Human Development and Family Studies
- Lazar, Irving, Ph.D., Columbia U. Prof., Human Service Studies
- Lea, Michael J., Ph.D., U. of North Carolina. Asst. Prof., Consumer Economics and Housing
- Lee, Lee C., Ph.D., Ohio State U. Assoc. Prof., Human Development and Family Studies
- Lemley, Ann T., Ph.D., Cornell U. Asst. Prof., Design and Environmental Analysis
- Lust, Barbara C., Ph.D., City U. of New York. Assoc. Prof., Human Development and Family Studies
- McClintock, Charles C., Ph.D., SUNY at Buffalo. Assoc. Prof., Human Service Studies
- McLean, W. Jean, M.S., Michigan State U. Prof., Design and Environmental Analysis
- McLennan, Claire A., Ph.D., Texas Tech U. Asst. Prof., Human Service Studies
- Mankowski, Leonard E., M.A., Cornell U., Asst. Prof., Design and Environmental Analysis
- Maynes, E. Scott, Ph.D., U. of Michigan. Prof., Consumer Economics and Housing
- Millican, G. Cory, M.F.A., U. of Florida. Assoc. Prof., Design and Environmental Analysis
- Minot, Marion, Ph.D., Cornell U. Prof., Human Service Studies
- Moen, Phyllis, Ph.D., U. of Minnesota. Asst. Prof., Human Development and Family Studies
- Mueller, B. Jeanne, Ph.D., U. of Wisconsin. Prof., Human Service Studies
- Nelson, Helen Y., Ph.D., U. of Minnesota. Prof., Human Service Studies
- Noble, Lucinda A., Ph.D., U. of North Carolina. Prof., Human Service Studies
- Obendorf, Sharon, Ph.D., Cornell U. Assoc. Prof., Design and Environmental Analysis
- Olds, David L., Ph.D., Cornell U. Adj. Asst. Prof., Human Development and Family Studies
- Ostrander, Edward R., Ph.D., U. of Illinois. Assoc. Prof., Design and Environmental Analysis
- Pollack, Patricia, Ph.D., Syracuse U. Asst. Prof., Consumer Economics and Housing
- Potts, Marion, Ph.D., Penn State U. Prof., Human Development and Family Studies
- Purchase, Mary E., Ph.D., Iowa State U. Prof., Design and Environmental Analysis
- Reed, Clarence H., M.Ed., Louisiana State U. Adj. Asst. Prof., Human Service Studies
- Ricciuti, Henry N., Ph.D., Fordham U. Prof., Human Development and Family Studies
- Ritchie, Dennis, Ph.D., Syracuse U. Asst. Prof., Human Service Studies
- Robinson, Jean R., Ph.D., Radcliffe C. Prof., Consumer Economics and Housing
- Saltford, Nancy C., Ph.D., Purdue U. Assoc. Prof., Design and Environmental Analysis
- Samson, Ethel W., M.A., Columbia U. Assoc. Prof., Cooperative Extension
- Savin-Williams, Richard C., Ph.D., U. of Chicago. Asst. Prof., Human Development and Family Studies
- Schoggen, Phil, Ph.D., U. of Kansas. Prof., Human Development and Family Studies
- Schwartz, Peter, Ph.D., N. Carolina State U. Asst. Prof., Design and Environmental Analysis
- Semaj, Leahcim T., Ph.D., Rutgers U. Asst. Prof., Human Development and Family Studies
- Shapiro, Constance H., Ph.D., Cornell U. Asst. Prof., Human Service Studies
- Shlay, Anne B., Ph.D., U. of Massachusetts. Asst. Prof., Consumer Economics and Housing
- Sims, William R., Ph.D., Massachusetts Inst. of Technology. Prof., Design and Environmental Analysis
- Sloan, Gary D., Ph.D., North Carolina State U. Asst. Prof., Design and Environmental Analysis
- Straight, Clara J., M.F.A., U. of Colorado. Prof., Design and Environmental Analysis
- Street, Lloyd C., Ph.D., U. of California at Berkeley. Assoc. Prof., Human Service Studies
- Suci, George J., Ph.D., U. Illinois. Prof., Human Development and Family Studies
- Trochim, William M. K., Ph.D., Northwestern U. Asst. Prof., Human Service Studies
- Walker, Elaine, Ph.D., U. of Missouri. Asst. Prof., Human Development and Family Studies
- Watkins, Susan M., M.S., Pennsylvania State U. Assoc. Prof., Design and Environmental Analysis
- White, M. Vivian, Ph.D., U. of Leeds (England). Assoc. Prof., Design and Environmental Analysis
- White Means, Shelley I., Ph.D., Northwestern U. Asst. Prof., Consumer Economics and Housing
- Williams, Christopher G., Ph.D., Union Grad. School, Antioch. Assoc. Prof., Design and Environmental Analysis
- Yerka, Bettie L., Ph.D., Syracuse U. Assoc. Prof., Human Service Studies
- Ziegert, Beate I. E., B.A., U. of Toronto (Canada). Asst. Prof., Design and Environmental Analysis
- Ziegler, Jerome M., M.A., U. of Chicago. Prof., Human Service Studies
- Zober, Mark, Ph.D., Brandeis U. Adj. Asst. Prof., Human Service Studies
- Zorn, Peter M., U. of California at Davis. Asst. Prof., Consumer Economics and Housing