

COLLEGE OF HUMAN ECOLOGY

ADMINISTRATION

Alan Mathios, dean

S. Kay Obendorf, senior associate dean

Carole Bisogni, associate dean

Darryl Scott, director, admission, student, and career development

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COLLEGE FOCUS

The College of Human Ecology anticipates and responds to human needs in the areas of nutrition and health, economic and social well-being, environmental design and technology; as well as human development through education, basic and applied research, and the extension of knowledge. The college is distinctively characterized by the quality of its research in the natural and social sciences and the design arts, a global perspective in academic programs, a preventive approach to contemporary societal problems, multi-disciplinary departments and programs, development of leadership in students and citizens, and a commitment to diverse populations. Faculty and students examine individuals in relation to their family, neighborhood, workplace, and community, seeking a balance between theory and practice that will improve the quality of everyday life.

FACILITIES

The college is housed in Martha Van Rensselaer (MVR), Savage, Kinzelberg as well as the Biotechnology Building and Weill Hall. The buildings include administrative and faculty offices, classrooms, auditoriums, galleries, and lecture halls; wet chemistry and biochemistry laboratories; design studios and computer-aided design laboratories; woodworking shops; human factors and infant research facilities; and classrooms for distance learning. Also included are learning resource centers for career planning, a historical costume collection, a human metabolic research unit, an animal research facility, cold rooms, a constant temperature and humidity laboratory, and an early childhood research and care program.

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

DEGREE PROGRAMS

Human Ecology programs lead to the degrees of bachelor of science (B.S.), master of arts (M.A.), master of science (M.S.), master of

professional studies in human ecology (M.P.S.), master of health administration (M.H.A.), and doctor of philosophy (Ph.D.).

General academic information concerning the bachelor of science degree is given here under "Undergraduate Study." Curricula for major studies are described under the various academic areas.

Programs leading to master and doctoral degrees are administered by the Graduate School. They are described in the *Announcement of the Graduate School* and in announcements published by the individual field offices (Design and Environmental Analysis, Human Development, Nutritional Sciences, Policy Analysis and Management, and Fiber Science & Apparel Design). For information regarding the Sloan Program in Health Services Administration, contact the Department of Policy Analysis and Management.

UNDERGRADUATE DEGREES

Bachelor of science (B.S.) degrees are offered in the following areas:

Biology and society

Design and environmental analysis

Fiber science & apparel design

Human biology, health, and society

Human development

Nutritional sciences

Policy analysis and management

UNDERGRADUATE AFFAIRS

Persons interested in undergraduate study in human ecology should contact the admissions office, 170 MVR (255-5471). Those interested in graduate study should contact the graduate field representative identified among the faculty of each department. Department faculty members are listed at the beginning of the course descriptions for each department.

Counselors in the Office of Admission, Student, and Career Development (170-172 MVR) can help prospective students understand college programs and requirements, as well as college and university resources and services. They provide a broad range of career services and personal support for all matriculated undergraduates. The college registrar and degree auditor (146 MVR) assists undergraduates with questions about academic credit and graduation requirements.

The Student Body

The College of Human Ecology undergraduate enrollment is 1,200. Roughly 400 students graduate each year; last year 275 freshmen and 115 transfer students matriculated. Ninety faculty members serve as advisors to undergraduates.

The college's undergraduate admissions committee selects applicants who are academically well prepared and appear most likely to profit from the college's various curricula. Admission is highly selective. Approximately half of the student body comes from New York State, with the remainder coming from other parts of the United States and abroad. Approximately 30 percent were identified as members of minority groups. Members of the college faculty chair the special committees of approximately 200 graduate students.

Mature Students

The college recognizes that students who interrupted their formal education and are returning to school have needs different from those of younger undergraduates. To facilitate the education of mature students, defined as those 24 years old or older at first matriculation, the college has adopted certain procedures specifically for that group. Counselors in the Office of Student and Career Development (172 MVR) can provide information of interest to mature students. Mature students may be permitted to enroll for as few as 6 credits and also are permitted to extend their residency beyond the normal eight semesters. To find out about qualifying for prorated tuition, mature students must see the college registrar during the course enrollment period in the preceding semester.

Special Students

Students eligible for special status are those visiting from other institutions and interested in particular programs in the college, those with a bachelor's degree who are preparing for graduate study or jobs and careers in human ecology-related fields, or those who have interrupted their education and are considering completing degree programs. Students accepted in the nondegree status of special student 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 student 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 statutory divisions of the university. Courses taken while a person is classified as a special student may be counted toward the requirements of the bachelor's degree. Those interested in becoming special students should make appointments to discuss admissions procedures in the Office of Admission (170 MVR, 255-5471).

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 Study, and Related Programs (B20 Day Hall, 255-4987). 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 must provide the extramural division with a completed copy of Empire State College's 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.

Transfer Students

Students may be considered transfer students once they complete 12 college credits after high school graduation. An external transfer student is one who transfers to Human Ecology from an institution outside of Cornell University. Liberal arts credits from other institutions transfer readily, but students must earn a minimum of 60 Cornell credits to graduate. Internal transfer students are admitted to Human Ecology from one of Cornell's other six undergraduate units. Students transferring internally should take special care to learn the policies of Human Ecology, because rules at the various Cornell colleges often differ. Before admission, both internal and external transfer candidates should contact the Office of Admission (170 MVR, 255-5471) to discuss credit transfer. Upon matriculation, admitted transfer students should attend the orientation and contact the Human Ecology registrar's office (146 MVR, 255-2235) to discuss how transfer credits will apply to their specific degree program.

MAJORS

The college requires students to fulfill requirements for a major to graduate. Students must declare a major by the end of the sophomore year. It is common for students to change interests during their undergraduate careers. Counselors in the Office of Student and Career Development (172 MVR), academic advisors, and directors of undergraduate study in each of the academic departments can help students to consider their options and engage in academic planning. All changes of major require submission of the change of major form and are processed through the college registrar's office, 146 MVR. Change of major will trigger re-evaluation of all academic credit and assignment of a new faculty advisor.

DESIGN AND ENVIRONMENTAL ANALYSIS

The Department of Design and Environmental Analysis (DEA) is concerned with planning, designing, and managing the built environment and its effects on human behavior, experience, and the environment itself. The processes for creating, managing, and maintaining the built environment, and the implications for how we live our lives face enormous challenges. These include frequent social and organizational change, technological advances, new building methods, and finite resources. The program in DEA is dedicated to preparing graduates who can help individuals, groups, and organizations meet these challenges.

Diverse faculty backgrounds and teaching approaches help students to develop multidisciplinary problem-solving and creative abilities, aesthetic judgment, and analytical thinking. Students explore innovative concepts for the design and management of interior environments through laboratory, shop, studio, and computer facilities. The relationship between people and their physical surroundings is explored through a combination of academic courses, field experience, and applied research. Examples of student class projects and faculty work are frequently on display in the MVR gallery. The DEA resource center includes books, journals, newsletters, and material samples for student use.

Options

The department offers undergraduate education in three areas: interior design, facility planning and management, and human factors and ergonomics. The interior design option is nationally accredited by the Council for Interior Design Accreditation (CIDA). The Facility Planning and Management Program at Cornell is an IFMA recognized program. This means that it meets the standards for recognition of programs established by the International Facility Management Association.

To take full advantage of the course sequences and electives, it is important to select an option as early as possible. This is particularly true in the interior design option. Transfer students in the interior design option should plan on a minimum of six semesters at Cornell to complete the program.

Option I: Interior Design

This option prepares students for professional careers in interior design. The program emphasizes a design process in which innovative solutions are based on research-derived knowledge of human behavior, values, and attitudes. Students develop an understanding of design theory and methods, design history, behaviorally based programming, and post-occupancy evaluation. They learn about design communication, building systems, furnishings, materials and finishes, and professional practice. Students may use their elective courses to develop a specialization in areas such as design history, historic preservation, theory and criticism, design leadership, interactive multimedia, design sustainability, and behavior-based design.

This program also serves as an excellent preparation for graduate study in interior design, facility management, architecture, and industrial design.

Option II: Facility Planning and Management

This option prepares students for professional careers in facility management. The program focuses on the planning, design, and management of facilities for large, complex organizations such as corporations, health care institutions, research and development laboratories, and universities. Facility planning and management is a basic management function that coordinates and integrates information and expertise from areas such as planning and design, real estate, and business administration with human factors, ergonomics, environmental psychology, telecommunications, and building operations for the purpose of developing and managing

facilities that support individual and organizational effectiveness.

Excellent career opportunities exist in the facility management divisions of private companies, institutions, the health care industry, and with private consulting firms offering facility management services. The program is also a good preparation for graduate study in business, planning, or one of the design disciplines and for advanced study in facility planning and management.

Option III: Human Factors and Ergonomics

This option focuses on the interaction between people, technology, and their physical surroundings. The program seeks to expand understanding of how technology and the environment affects human perception, cognition, motivation, performance, health, safety, and social behavior. This knowledge is then used to help architects, planners, interior and product designers, and facility managers to plan, design, and manage safe and effective environments. This knowledge is also applied to human-computer interaction usability issues. The effect of human capabilities or characteristics such as family structure, life-style, social class, and stage-in-life cycle on environmental needs and requirements is also a focus of the program. Career opportunities are available in software firms, high-technology companies, design firms, and in urban planning and other public agencies as well as in the facility management and product design division of private companies. Human factors and ergonomics is good preparation for graduate study leading to a Ph.D. degree in the social sciences and a career in academic or other research-oriented settings in either the public or private sector. It can also serve as the basis for graduate study in an environmental planning or design discipline such as architecture, facility planning and management, interior design, landscape architecture, or city and regional planning. Electives in the social sciences and in research methods and statistics are encouraged.

Academic Advising

All DEA majors are matched with a faculty advisor during their first semester by the director of undergraduate studies.

Consultation with faculty advisors about future goals, departmental requirements, sequences of courses, and electives inside or outside the college helps students develop their programs. Students majoring in interior design, especially, must begin early to plan and collect materials for a portfolio of their work, which is necessary for many positions and for application to graduate schools. Faculty advisors can make recommendations on what to include. Students are free to change advisors. Although advisors should be consulted about students' schedules during course enrollment each semester, it is the student's responsibility to keep track of his or her courses and to make sure that they meet graduation requirements for their major and college.

Ownership and Exhibition of Student Work

All design work done in studios as part of an academic program is the property of the department until it has been released by the instructor. The department is not responsible for loss or theft of student work.

FIBER SCIENCE & APPAREL DESIGN

The Fiber Science & Apparel Design (FSAD) major is unique in the Ivy League, combining a strong liberal arts foundation with excellent training in apparel and textiles. FSAD offers a broad range of courses, from the art of designing clothing and accessories, to the business of manufacturing and marketing them internationally, to the science of textiles and fibers.

All FSAD students receive an introductory exposure to the basics of textiles and design. Students then choose one of three options that emphasize the application of design principles, management and marketing, or the physical and material sciences. Students may combine courses from more than one option if they choose.

Academic course work is further enhanced by field and international experiences, and significant opportunities to do independent projects for credit with individual faculty members. Gallery space provides the setting to display design work. In addition, the Cornell University Costume Collection, housed in the department, provides a valuable resource; items from the collection are made available to students for classroom and special study use.

Academic Advising

All FSAD majors are matched with a faculty advisor by the director of undergraduate studies, Professor Charlotte Jirousek. Students are strongly urged to discuss their goals, course selection and sequence, electives, and career plans with their faculty advisor. Students in apparel design must begin working with their advisors early to develop a professional portfolio of their work. Students are free to change advisors; changes must be recorded with the director of undergraduate studies. Although advisors oversee course selection for the following semester, 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 his or her major and college.

Student Work

All apparel design work done as part of the academic program will be held by the department until it has been released by the instructor. Certain exceptional work may be used by the department to exhibit for academic purposes. The department is not responsible for the loss or theft of student work.

Course Fees

No grade will be given in a course unless the course fee has been paid and equipment returned by the last week of classes.

Options

Students may select options in apparel design, apparel/textile management, or fiber science. Most transfer students will need at least one extra semester to fulfill the requirements of the major. Transfers in the design option should plan on two additional semesters.

Option I: Apparel Design

The Apparel Design option relates the human need for fashionable and functional clothing and accessories to design principles and to the physical properties of textiles. Students

take a sequence of studio courses, focusing on the manipulation by hand, eye, and computer of form, color, and fabric, as well as courses in the social, economic, historical, and cultural aspects of design. Many students participate in design competitions sponsored by the fashion industry.

Option II: Apparel/Textile Management

The Apparel and Textile Management option applies management and marketing principles to industry and consumer issues in this sector of the economy. Courses focus on the processes used to develop, manufacture, and distribute apparel and textile products and examine topics such as business organizational structures, globalization, product development, communication, advertising and marketing, and entrepreneurship. Students combine theory with case studies to find solutions to everyday problems.

Option III: Fiber Science

The Fiber Science option teaches the physical, chemical, and engineering properties of fibrous materials, advanced engineering composites, geotextiles, and protective clothing, as well as the more traditional applications found in apparel interiors. The fiber science option provides a strong base in mathematics and the physical sciences combined with supporting courses in engineering, consumer economics, and the social sciences.

Career Opportunities

Graduates of programs in the Department of Fiber Science & Apparel Design have found challenging employment within the apparel and textile sector, in independent and government-sponsored research, and in community organizations. In addition, the program prepares students for graduate or professional study in apparel design, apparel or textile marketing, business and management, or fiber/polymer science. Some students continue professional study in law or medical school.

Apparel students design for influential fashion houses and under their own labels. Graduates also do specialized design in fields such as military, athletics, and public safety; create innovative clothing for special populations such as children, senior citizens, and the physically challenged; and use their creativity in public-relations firms, theater, publishing, and promotion.

Graduates of the Apparel and Textile Management program are attractive candidates for leadership positions in fashion and other industries. Students who go on to graduate work are well prepared for advanced programs in fields such as business administration, marketing, economics, law, textiles, communication arts, and education.

Recent graduates of the Fiber Science program have begun careers in the fiber and textile industries as well as with government agencies developing and evaluating new products, conducting research, providing technical services, helping to ensure product safety, and coordinating consumer information programs.

HUMAN BIOLOGY, HEALTH, AND SOCIETY

The human biology, health, and society (HBHS) program permits students to combine their interests in the biological sciences while exploring human health issues from the perspectives of both the biological and behavioral sciences. HBHS majors select the issues they want to explore in depth from Human Ecology courses that address health and the broad range of factors that influence human well-being. Issues that can be explored include biology and behavior; metabolism, genetics, and health; biology, growth, and development; and food and health policy and health promotion. Most students in this program will proceed to programs of advanced study to pursue careers related to health. This major is offered by faculty in the Division of Nutritional Sciences. More information about this program can be found in a separate section of the catalog that describes the division's programs.

HUMAN DEVELOPMENT

The field of human development covers the entire life span and has benefited from the contributions of many disciplines. Human development majors explore the psychological, social, cultural, and biological development of people from conception to old age, focusing on the processes and mechanisms of growth and change over the life course. An important emphasis is the role that social institutions such as schools, workplaces, and neighborhoods play in human development, as well as the influence that developing people have on their environments. The human development major provides an excellent foundation for many professional careers, such as law, medicine (pediatrics, geriatrics, and psychiatry), clinical psychology and other mental health professions, education, social work, other health-related professions, business, nonprofit management, and advocacy. Many human development graduates attend graduate school in the fields of human development, psychology, and sociology.

Classes in human development cover a wide range of issues and approaches, and are organized into six different areas: social and personality development; cognitive development; human developmental behavioral neuroscience; aging and health; law, psychology and human development; and group disparities in development. The faculty in the Department of Human Development come from multiple disciplines, including developmental psychology, neuroscience, clinical psychology, education, and sociology. The research of the department's faculty is extensive and world renowned and includes issues such as the neurobiological basis of personality, the role of childhood attachments in the development of adult romantic relationships, the acquisition of language in infants, the effects of environmental stressors on children's cognitive development, interventions to prevent and mitigate the impacts of child maltreatment, risk-taking during adolescence, risk and resilience factors affecting reactivity to stress across the life course, the epidemiology of elder mistreatment, memory and the legal system, health care decision making among older

people, and strategies to prevent social isolation and promote social integration among older people.

Curriculum

Human development is one of the most diverse majors in the College of Human Ecology. While all students learn the fundamentals of human development, students also focus on one or more areas of particular interest (e.g., social and personality development, aging and health; law, psychology, and human development). The major is flexible enough to give students ample opportunity to meet the requirements for admission to professional degree programs, including medical, dental, law, public health, social work, and business schools. Requirements specified by the College of Human Ecology make up part of each student's curriculum, and include classes in the social and natural sciences, humanities, and writing. To fulfill department and college requirements, Human Development majors must take at least one biology course with lab (two biology courses with lab are strongly recommended), and statistics.

Special Opportunities

Beyond the required formal course work, students in human development have many other opportunities that involve ongoing individual work with Cornell faculty or other professionals. Academic credit can be earned through all of them, up to the limit specified by the college (with some restrictions noted below).

Laboratory courses. Human development students may earn credit toward the major by taking formal courses designed to teach laboratory and other research techniques, including study design, data collection, and data analysis. Students may count one of these courses toward the credits required for the Human Development major. Additional elective credits can be earned toward graduation by enrolling in individual faculty research programs, as described below

Faculty research. Many human development students work for several semesters as research assistants on faculty projects. On these projects, students get further training in research techniques such as laboratory experiments, surveys, and scientific behavioral observation. Participation in faculty research provides the type of experience that many graduate and professional schools expect from their top applicants. Recent projects involving students have included (1) language acquisition among infants in bilingual households or settings; (2) experimental studies of risky decision-making among teens; and (3) the impact of poverty on stress responses in children and teens. Participation in faculty research for credit counts as elective credits toward graduation in the College of Human Ecology (up to the limit specified by the college).

Independent research. Under faculty supervision, some advanced students complete an honors thesis. Applications to enter the honors program are due in the first semester of the junior year. Honors theses typically involve a topic related to faculty research, and all applicants must have experience working on research projects, as well as meet other program requirements. Seniors in the honors program register for an

honors seminar and for honors thesis credits. The seminar and honors thesis credits count as elective credits toward graduation in the college (up to limit specified by the college).

Field Placements. Human development majors can arrange internships with Urban Semester in New York City, Cornell in Washington, and Cornell Abroad programs. Students may also arrange internships during the fall and spring semesters in the Ithaca area. All such field placements are required to be under the supervision of a human development faculty member. In recent years, Human development students have participated in projects with the Tompkins County Office on Aging, the Tompkins County Human Service Coalition, Kendal of Ithaca, local schools, the Tompkins County Youth Bureau, and the Law Guardian's Office of Tompkins County. Summer internship credit is not allowed in Human Development unless the student is enrolled for Cornell University credit over the summer. Field Placement credits count as elective credits toward graduation (up to the limit specified by the college).

Undergraduate Teaching Assistant.

Advanced students can serve as undergraduate teaching assistants. The teaching assistantship requires work with the professor teaching the course as well as contact with students. Undergraduate teaching assistantships are for-credit only. Teaching assistantship credits count as elective credits toward graduation (up to the limit specified by the college).

Teaching Certification. A cooperative education program exists between the Department of Human Development and Wells College. This program requires careful planning and course scheduling. It enables students to graduate with a Cornell bachelor's degree and New York State Certification to teach nursery school through sixth grade. This certification is honored by most other states.

The program requires a minimum of a three-semester commitment. Cornell HD students take four courses at Wells College and student teach their last semester at Cornell. Although there is van transportation between Cornell and Wells College, it is important for students to have access to a car, especially while student teaching. Students will be registered at Cornell during the entire undergraduate program and usually maintain Ithaca housing. Wells College courses count as Cornell courses and are used as electives but are not included in a student's GPA. The one-semester student teaching experience is typically based in the Ithaca area, though not necessarily within the city of Ithaca.

This program is open to HD majors only. Students must have at least a 3.0 Cornell cumulative GPA upon application and must maintain a 3.0 GPA to qualify for student teaching and to complete the program. For more information, contact Judith Ross-Bernstein in G56 MVR at 255-0826.

NUTRITIONAL SCIENCES

A major in nutritional sciences (NS) focuses on the complex interrelationships of food patterns, nutritional status, and health. This field draws upon chemistry, biology, and the social sciences to understand questions such as: How are nutrients used by the body? What factors influence human food choice? What

nutrients and dietary patterns are recommended to promote growth, maintain health, or reduce the risk of chronic disease? Students in this program may also fulfill the courses required for didactic training in dietetics toward registration as a dietitian (R.D.), which will enable them to be employed as nutrition counselors, clinical nutritionists, sports nutritionists, or administrators of food and nutrition services. Students also may prepare for medical school and other types of advanced degree programs through this major. The requirements for this program are outlined in the "Nutritional Sciences" section of this catalog.

Special Opportunities

Dietetics and Clinical Nutrition

Students who wish to work in the areas of clinical nutrition, nutrition counseling, sports nutrition, community, nutrition, or food and nutrition management should complete the academic requirements for The American Dietetic Association (ADA). The Didactic Program in Dietetics is accredited by the Commission on Accreditation of Dietetics Education and provides students with the coursework necessary for application to an accredited Dietetic internship or an Approved Pre-professional Practice (AP4) program. Students successfully completing didactic program requirements at Cornell are issued a Verification Statement. A one time fee is involved to cover the cost of program materials and transcript evaluation. The Didactic Program in Dietetics policy and procedure for issuing verification statements can be found at nutrition.cornell.edu/dns7_dietetic.html. Upon completion of a Dietetic Internship or AP4 program, students are eligible to take the Registered Examination of the Commission on Dietetic Registration, and become a Registered Dietitian (RD).

Courses in foods, nutrition and disease, microbiology, management, statistics, and nutritional care are added to the courses required for the nutrition programs. For additional information about meeting ADA requirements, contact the DNS academic affairs office, B19 Savage Hall, 255-2628.

Exercise Science Minor

Students can complete the Applied Exercise Science Concentration at Ithaca College, which includes courses in kinesiology, exercise physiology, and biomechanics of human movement. Nutrition courses of special interest relate to growth and development, regulation of body weight, and community nutrition and health. For information about the Applied Exercise Science Concentration, contact the DNS academic affairs office, B21 Savage Hall, 255-4410.

POLICY ANALYSIS AND MANAGEMENT

The policy analysis and management (PAM) major produces graduates skilled in policy analysis and management skills applicable to the public, nonprofit, and private sectors. The PAM graduate will have concentrated knowledge in policy areas such as family/social welfare, health, or market regulation. Graduates are well-qualified for a wide variety of public, not-for-profit, and private sector employment emphasizing either policy

analysis or managerial decision making. The major attracts large numbers of pre-law students, pre-M.B.A. students, and students intending to pursue graduate studies in economics, sociology, and public policy. The potential exists to pursue a five-year program resulting in a B.S. and a Master of Health Administration through the Sloan Program.

The PAM major combines theoretical underpinnings from economics, sociology, psychology, demography, and government to critique and analyze U.S. domestic policies and programs. It provides students with knowledge to build management skills for use in the public, not-for-profit, and for-profit sectors of the economy. Ideas of social justice, equity, and economic efficiency will be studied. Research methods, statistics, and multivariate statistics will be taught and applied to program evaluation, policy analysis, and management.

In addition to learning basic policy analysis and management skills, the student will be expected to apply these skills within particular areas of policy focus. Upper-level family/social welfare courses cover a panoply of governmental and private sector income maintenance, social, and human service delivery programs and policies that range from child adoption, neglect, and abuse policies and antipoverty programs to policies and programs that impinge on or regulate marriage, divorce, and fertility. Upper-level health policy courses cover programs and issues such as health care access, the Medicare and Medicaid programs, long-term care, managed care, public health issues such as obesity, and substance abuse policies. Upper-level market regulation courses cover programs and policies governing the regulation of advertising, the regulations of financial institutions, risk and insurance markets, food and drug safety, and public utility markets. They also deal with issues such as privacy, the Internet, and television.

In addition to meeting college requirements, all PAM majors are expected to take the following core courses: Introductory and Intermediate Policy Analysis, Demography and Family Policy, Multivariate Statistics, Intermediate Microeconomics, and Public Sector Economics. Multivariate Statistics and Intermediate Microeconomics must be completed by the second semester of the sophomore year.

PAM Honors Program

The honors program, which leads to a B.S. degree with honors in Policy Analysis and Management, gives official recognition to students who have demonstrated excellence in their academic work and their capacity for independent research. In addition to fulfilling the requirements for the major, students in the honors program will participate in an honors seminar and prepare an honors thesis. Honors students work with a research mentor in preparing for their thesis. Interested students should obtain a PAM Honors Program application form from the PAM Undergraduate Office (122 MVR). For more information, students should contact the PAM director of undergraduate studies.

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. It is also designed 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 courses in the fields of biology, humanities, social sciences, and mathematics. In addition, majors take core courses in biology and society, a set of electives, and a special senior seminar.

Course work in the College of Human Ecology may be selected from concentrations in human development, health, or social policy and human services. The other basic requirements of the college must also be met. Programs incorporating those required courses are designed in consultation with a faculty advisor 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 Nancy Breen, director of undergraduate studies, in 205 MVR.

SPECIAL OPPORTUNITIES

Study Abroad

Each year over 75 Human Ecology students spend a semester or more off campus in places spanning the globe, such as Australia and Zaire. There they supplement their Cornell studies with a wide range of cross-cultural and academic experiences. Study abroad opportunities are available through Cornell-sponsored programs and other U.S. college-sponsored programs as well as by direct enrollment at foreign universities.

Residency Requirements

All study abroad students must meet college study abroad requirements and remain registered at Cornell during the overseas study. Credits earned count toward the 60 Cornell credits required for graduation (in unusual circumstances some credits earned abroad may be considered as transfer credit).

Requirements for College Approval

1. GPA of 3.0 or higher, good academic standing, and well-articulated goals for students' study abroad semester.
2. Completion of the Cornell application; applications from individual programs also must be submitted to Cornell.
3. Completion of the equivalent of 15 semester credits per semester while abroad.
4. Courses taken for a letter grade (unless course is offered with only an S-U option).
5. Submission of a petition by second-semester seniors going abroad.

Application Process

Typically, students considering study abroad begin their planning at least a year before the semester abroad. Students should carefully consider what they hope to get out of a study abroad experience (academically and culturally) when investigating program options. Resources can be found in the Cornell Abroad office (300 Caldwell Hall), through the Human Ecology study abroad advisor (170 MVR), or in the Human Ecology Career Development Center (162 MVR). Completed applications must be submitted to the Human Ecology registrar's office by the following dates:

Fall and year deadlines: February 1

Spring deadline: September 15

Some programs will be filled by these dates. Use of the early deadlines is strongly recommended. These are:

Fall and year deadlines: December 15

Spring deadline: May 1

Approved applications will be signed and forwarded to the respective programs through the Cornell Abroad office.

Credits Abroad and Transfer of Credit

Most study abroad courses are transferred to the Cornell degree program as electives or liberal arts distribution credit. Study abroad credit awarded toward one's major is much less common and must be approved via signature of the student's department advising coordinator on the Cornell application. Credit for study abroad will be awarded only after successful completion of the semester abroad (marks equivalent to a Cornell grade of C or higher) and receipt of the official transcript by the college. Official transcripts should be sent to the Cornell Abroad office, which will process and forward them to the Human Ecology registrar.

Courses must be pre-approved before the student's departure. Any variances must be cleared with Human Ecology. Students must include a foreign language course in the country's native language if studying in a country where English is not the native language. All courses taken abroad and grades received will appear on the Cornell transcript. Grades earned do not, however, become part of the Cornell GPA. Students should save all written work from all classes until courses are officially transferred.

Independent Research

Research opportunities for undergraduates are extensive and valued as an important part of the learning experience. The opportunity to engage in substantive research with some of the leading scientists in their fields is so compelling that approximately half of the college's undergraduates conduct research projects. Students may become involved in research with the guidance of faculty members by conducting research assigned in a class, joining a faculty member's research group, completing an independent study research project, or carrying out an honors program project.

For further information, students should contact individual faculty members or the director of undergraduate studies (DUS) in their department.

Honors Programs

Students interested in college honors programs that lead to the degree "bachelor of science with honors" usually apply to the appropriate honors committee no later than the end of the first semester of their junior year. A minimum GPA of 3.3 and demonstrated potential for honors-level research is required. Students take approved courses in research methodology and evaluation, attend honors seminars, complete a written thesis, and defend it in an oral examination.

In addition to the college honors program, special programs are offered by the Department of Design and Environmental Analysis, the Department of Fiber Science & Apparel Design, the Department of Human Development, the Department of Policy Analysis and Management, and the Division of Nutritional Sciences.

Students who are interested in the honors program should contact the director of undergraduate studies (DUS) in their department or division for information and guidelines.

Field Study and Internships

Field study and internships provide experiential learning opportunities in real-life circumstances where classroom knowledge is tested and applied. Students are able to master new skills, develop and implement plans of action, solve problems, interact in multicultural situations, and build networks for future job opportunities. By applying techniques of research methods, critical thinking, and self-directed learning, students learn to think conceptually while becoming agents of change.

Check with the director of undergraduate studies for major specific information. The Career Development Center (162 MVR) and career counselors in 172 MVR also can provide resources and assistance in finding internships and other experiential opportunities.

Concentration/Certificate in Gerontology

For students interested in pursuing study related to aging, the College of Human Ecology, under the auspices of the Bronfenbrenner Life Course Center, offers the option of completing an undergraduate concentration in gerontology. This program is designed to develop an understanding of and competence in dealing with the processes and issues of aging. Study in gerontology enriches the practical experience of students and prepares them for professional work in this area. The program draws on the resources of several departments and colleges at Cornell and Ithaca College to shape a curriculum suited to each student's professional goals and interests.

The concentration is available in combination with any major offered by the university. Twelve credit hours of course work must be completed, with 9 of these taken in the College of Human Ecology. The courses explore aging through biology, psychology, sociology, economics, and design.

Experiential learning opportunities are strongly recommended as a complement to classroom work. With faculty sponsorship,

students can participate in experiences in the Ithaca area, the Urban Semester in New York City, Cornell in Washington, the Capital Semester, or in a placement arranged more individually.

Both Cornell and Ithaca College offer courses that incorporate a service-learning component into their curriculum. Cornell's course *Environments for Elders* (DEA 4720) involves service in local agencies (e.g., local nursing homes, Office of Aging, assisted-living facilities), where students gain valuable experience. Students may also join the "Elderly Partnership" through the Cornell Public Service Center to participate in local visits to elders. There also are opportunities for undergraduates to become involved in research projects examining topics such as residential changes and adjustments in the later years, nutrition and elders, social security, and design for people with dementia. In addition, senior students can apply to work as a teaching assistant for a gerontology course.

Departments and programs have designated academic advisors for the gerontology concentration who will help students plan the sequences of courses and electives needed to complete both a major and the gerontology concentration. Because many gerontology courses have prerequisites, early and careful planning is essential.

Specific program requirements may be obtained in the Human Ecology registrar's office (146 MVR, 255-2235) or from Nancy Wells, Bronfenbrenner Life Course Center (E220 MVR, 254-6330).

Concentrations

The College of Human Ecology formally recognizes as concentrations computer information sciences and international relations (both administered by the College of Arts and Sciences) and the previously described concentration in gerontology (administered by the College of Human Ecology). Students interested in pursuing these concentrations should inquire with the college department offering them. If successfully completed before graduation, these concentrations will be posted as part of the student's official transcript.

Students may develop an unofficial concentration in additional fields taught at Cornell by taking 12 credits in an approved area. Africana studies, communications, and business are just a few examples of concentrations that are possible. While these unofficial concentrations are not part of a student's transcript, students may choose to publicize these concentrations on their personal résumés.

Minors

A student may pursue a minor in any department in any college that offers them, subject to limitations placed by the department offering the minor or by the student's major. Completed minors will appear on the student's transcript. Not all departments offer minors. Consult the appropriate section in this catalog or contact the appropriate department for information on minors offered and how to pursue a minor.

THE URBAN SEMESTER PROGRAM IN NEW YORK CITY

Multicultural Issues in Urban Affairs

Sam Beck, Ph.D., director

The Urban Semester Program is a set of courses spanning the entire year. Students choose either fall or spring semester and enroll in three classes focusing on the opportunities and barriers that a multicultural society presents and their relationship with professional, community, or public policy settings and concerns (15-credit residential program). They also intern three days each week in placements of their choosing. One day each week, students carry out community service in an inner city school (pre-K to high school). One day each week, students participate in site visits. Seminars are incorporated into these activities. All students reside in the Olin Hall dormitory of the Weill Medical College of Cornell University.

In the eight-week summer semester (1 to 3 credits), students carry out internships in various settings. Students work with the program staff to locate internship placements. For information, contact the Urban Semester Program staff in 162 MVR, 255-1846, or the Urban Semester Program in New York City at 212-746-2273.

New York City offers a wide variety of internship settings. Many bilingual and bicultural internship settings are available in Chinese, Spanish, Creole, Russian, Yiddish, and other languages. Examples of internships follow:

Health and medicine—New York Presbyterian Hospital/New York Weill Cornell Medical Center, Queens Medical Center for Women and Children, South Bronx Health Center for Children and Families, Memorial Sloan Kettering Hospital, Hospital for Special Surgery, Montefiore Hospital, Bellevue Hospital, Our Lady of Mercy Hospital

Private and public law—NOW Legal Defense and Education Fund, Agenda for Children Tomorrow, Skadden Arps, Slate, Meagher & Flom, Lawyers for Children, DA's Office, Legal Aid Society, AALDEF, Committee Against Anti-Asian Violence, Center for Immigrant Rights, NAACP/DEF, Dorsey & Whitney

Government and community agencies—Cornell University Cooperative Extension, Senator Charles Schumer's office, NYC Housing Authority, Dept. of Aging, Women's Action Alliance, NYC Commission on the Status of Women, NYC Dept. of Consumer Affairs, The Center for Puerto Rican Studies, Manhattan Borough President's office, Central Park Wildlife Center, Attorney General's office, The Parks Dept., Health Dept.

Wall Street firms and other private businesses—Bloomingdales, Prudential Securities, Merrill Lynch, PricewaterhouseCoopers, Cairns & Associates, Burson Marsteller, Cushman & Wakefield, AIG-AI Underwriters, Salomon Smith Barney, Jane Clark Chermayeff Associates, DDB Needham, KCSA, William M. Mercer Consulting Co., MGM, Madison Square Garden, Gensler Architecture, Niedeffoffer-Henkel Century Group, American Management Association

Private not-for-profit organizations—City Lights Youth, Council on Economic Priorities, Planned Parenthood, Talbot Perkins, FECS, National Resources Defense Council, Urban Youth Alliance Inc., Phipps Housing, The Door, Covenant House, Global Policy and International Law, UN International Assoc. of Religious Freedom, Mothers and Others for a Livable Planet, UN Child Care Center, WHEDCO, YAI, Families and Work Institute

Private and public schools—Beginning with Children, Banana Kelly High School, East Harlem School at Exodus House, The Hetrick Martin Institute, Nuestros Niños, Theodore Roosevelt High School, The Choir Academy of Harlem, El Puente, Genesis RFK Center, River East School, MS 118, Mott Haven Village

Design and arts organizations—Harlem Textiles Works, TADA!, NY Theater Workshop, Cynthia Rowley, Inc., Perry Ellis International, Museum of African Art, SOHO20 Gallery, Lower East Side Tenement Museum, Tommy Hilfiger, Polo, The Gap, Liz Claiborne

Communications and media—Nickelodeon, *Do Something* magazine, NBC *Dateline*, CNN, CBS News—48 Hours, NBC News, ABC *One Life to Live*, MSNBC *The News w/Brian Williams*, *The Village Voice*, *Good Housekeeping*, *The New Yorker*, *Essence*, Children's Television Workshop, *Good Morning America*, MTV, HarperCollins Publishing, *Maxim Magazine*, MTV Online International

Other Off-Campus Programs

Capital Semester

Richard Canfield, Ph.D., director

Combine a full semester of 15 Cornell credits with a paid internship and a reduction in tuition. Students intern directly for a New York State legislator (Senate or Assembly) in Albany to explore their policy interests in greater depth. Interns attend hearings and legislative sessions, meet with lobbyists and constituents, write reports for legislation and possible publication, and generally help conduct the work of their legislator. All Cornell students, regardless of major, are encouraged to apply. The program is available during the spring semester only, and it is open to sophomores, juniors, and seniors. Interns benefit greatly when subsequently applying for future employment, law school, graduate school, or business school. Information is available from the Career Development Center (162 MVR), and applications and further information can be obtained from Richard Canfield (B09 Savage Hall, RLC5@cornell.edu).

Cornell in Washington

Students take courses from Cornell faculty, conduct individual research projects, and work as externs while taking advantage of the rich resources of the nation's capital. For more information, visit the program office (M101 McGraw Hall).

Courses at Ithaca College and Wells College

Full-time undergraduate students at Cornell may petition to enroll in courses at Ithaca or Wells College. Students pay regular full tuition to Cornell and only special fees to either Ithaca or Wells where applicable. Students are allowed to register for one course per semester and a maximum of 12 credits in four years. Exceptions will be granted to Cornell

students enrolled in methods and practice teaching courses at Ithaca and Wells, and those students pursuing a concentration in exercise science through a specially arranged program with Ithaca College.

Cornell students are eligible to register only for Ithaca and Wells College courses that are relevant to their program and that do not duplicate Cornell courses. Ithaca and Wells College credit counts as Cornell credit but not as Human Ecology credit. Students are accepted on a space-available basis. Participation in this program is not guaranteed, and both Ithaca and Wells have the right to accept or reject students for any reason deemed appropriate. The program is available only during the fall and spring semesters. For further information, contact the college registrar (146 MVR, 255-2235).

Double-Registration Programs

Cornell undergraduates from PAM and other fields across the college and campus are eligible to apply to the Sloan Program in their junior year for a five-year accelerated B.S./M.H.A. degree in health administration. In their senior year, these students will take the first-year Sloan courses, which will be counted twice to satisfy both undergraduate as well as graduate requirements. At the end of their senior year, students will graduate with a B.S. degree. Students whose grades are competitive will be notified during the spring semester of their senior year that they are invited to continue for the final year of Sloan as a graduate student. Those students accepted for the five-year program will participate in a health care administrative internship during the summer after earning their B.S. degree and following the first year of Sloan academic course work. The following graduate year they will complete the second year of required Sloan courses and electives and will earn a master in professional studies, with Cornell certifying completion of the requirements for a graduate degree in health administration.

Students applying to the accelerated B.S./M.H.A. program need to complete the initial application to the Sloan five-year program through PAM in their junior year. In general, at the time of application, most of their undergraduate requirements will have been met. This application must include the GRE general test score, along with recommendations from the faculty advisor and at least one other source, as well as transcripts and the statement of purpose. During their final senior undergraduate year they also will have to submit a formal application to the graduate school. A sample schedule of the two-year curriculum for Sloan can be viewed at www.human.cornell.edu/pam/sloan/current_students/Academics.cfm.

Double-Registration Program for Law

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 (Myron Taylor

Hall, 255-5141) to discuss the admissions criteria. Because students accepted to this program will be spending their senior year away from Human Ecology, they need to plan ahead to ensure that distribution and major requirements for the B.S. degree will be met. Successful applicants need the approval of the college registrar in Human Ecology.

ACADEMIC ADVISING AND STUDENT SERVICES

Faculty Advisors

Students are assigned a faculty advisor in the department of their major. Students may change advisors by working with the director of undergraduate studies (DUS) in their major.

Faculty advisors are available to discuss course requirements and sequences, useful electives inside or outside the college, as well as future goals and career opportunities. It is the student's responsibility to make sure that his or her course selections meet graduation requirements for the major, the college, and the university. Directors of undergraduate studies in each department are available to answer questions about the advising system and the undergraduate major. Students who are exploring alternative majors should work closely with college counselors in the Office of Admission, Student, and Career Development.

Office of Admission, Student, and Career Development

The Office of Admission, Student, and Career Development (ASCD) (170-172 MVR) is a center for undergraduate freshman and transfer admission activities; student orientation activities; academic, personal, and career advising; study abroad; and multicultural student programs.

Personal counseling, including exploration of problems or concerns of a personal nature, is available to all students. These ASCD counselors, however, are not psychiatrists or therapists; they are available to help students understand and navigate the Cornell system, and to offer advice, support, assistance, and referral. Discussions are completely confidential. Appointments may be made through the receptionist in ASCD or by calling 255-2532.

In addition, ASCD provides advising support for several student organizations, including Human Ecology Ambassadors, the Mature Students Association, the Association for Students of Color, the Pre-professional Association toward Careers in Health, the Pre-law Undergraduate Society, and the Orientation Committee. Primary responsibilities of the office are listed below:

Academic advisement. This service is provided to all students as an adjunct to faculty advising. Counselors assist in course scheduling, academic planning, selection of a major, graduation requirements, and related issues.

Undeclared majors. Students who have not yet declared a major work closely with counselors in the Office of Student and Career Development, 172 MVR. We encourage students to explore interests by taking courses in several Human Ecology departments

If you have general ideas about what you would like to study, or what you would like to do after college, then you have probably already narrowed your choice of majors. If you have, then choosing one of those majors as a tentative first home in the college makes a lot of sense.

- You will be assigned a faculty advisor by your department.
- You will receive departmental invitations and communications.
- You may change your major at any time.

Career counseling. Career counseling is designed to help students clarify the relationship between personal skills, abilities, and career goals. Services are offered on an individual or group basis. Counselors assist in identifying career outcomes of the majors, developing networking skills, suggesting course work appropriate to various career goals, and assisting students in their general internship and job searches.

Post-graduate advisement. Material and advice pertaining to graduate and professional schools, graduate entrance examinations, courses of study, and career outcomes is readily available.

Students with disabilities. The College of Human Ecology is committed to assisting students with disabilities; accommodations are available to students who have registered with the Office of Student Disability Services (420 CCC). You are encouraged to contact SDS before your arrival on campus in order to arrange services in time for your first semester. Support within the college is available through the Office of Student and Career Development, 172 MVR.

Financial aid. Students who encounter financial difficulty or anticipate running short of funds may discuss their needs with a counselor. Complete information is available from the Office of Financial Aid, 203 Day Hall.

The Human Ecology Alumni Association Student Grants. Students in the college can apply for these competitive grants to further their academic interests through independent research, community outreach, conference travel, and limited summer study related to career preparation/professional development. Applications are available on the college web site.

Office of the Registrar

The Office of the University Registrar (B7 Day Hall) maintains the official academic records for the university and provides students with their official university transcripts. Additional information is available on the university registrar's web site: <http://registrar.sas.cornell.edu>. The college registrar (146 MVR) maintains students' official academic records, including the audit of progress toward the degree. The college registrar also provides services such as adding and dropping courses, correcting student records, and approving the transfer of credit from other institutions. Additional information is available on the HE registrar's web site: www.human.cornell.edu/che/Academics/undergraduate/Student_Services/Registrar/.

Multicultural Programs

The College of Human Ecology at Cornell University believes that a diverse community enriches the educational process for all members of the college community. Consequently, the college focuses particular efforts on a broad range of services for students of color. This includes not only recruitment but also services for students already on campus. Additionally, the college collaborates with university and New York State programs to assure that Human Ecology students have access to the vast array of services available here.

The professional staff of Human Ecology's Office of Admission, Student, and Career Development includes a director of multicultural programs who assists in the recruitment, admission, and enrollment of the most qualified and appropriate EOP (a program for New York State residents), African American, Native American, Hispanic American, and Asian American students to the college. All accepted EOP students are invited to a special university-wide pre-freshman summer program that introduces accepted students to the Cornell campus and its classrooms. Services for current students include EOP/COSEP; academic, career, and personal counseling; recommendation letters for employment or graduate schools; and advising and support for student activities and programs.

Human Ecology Peer Partnership Program

helps incoming students of color transition to the college and university. Small groups of freshmen, usually about six to eight students, are paired with faculty and upper-class students. They meet weekly for discussions, guidance, and explorations of the Cornell campus and the Ithaca community. For more information, contact Verdene Lee in the Office of Student and Career Development (172 MVR, 255-2532); or Gary Evans (E306 MVR, 255-4775); or Lorraine Maxwell (E310 MVR, 255-1958), both in the Department of Design and Environmental Analysis.

ASC (Association for Students of Color). With the motto "Yesterday's vision, today's reality, and tomorrow's hope," the ASC was created to bring together Human Ecology students to provide a supportive foundation for enrollment, retention, graduation, and career placement for students of color. The goals of the ASC are to increase communication between students of color, administration, and faculty; assist in increasing enrollment of students of color in Human Ecology; and assist in increasing the retention of students of color in Human Ecology and in their selected majors. ASC's two committees are recruitment/retention and career development. For more information, contact Verdene Lee (172 MVR, 255-2532).

CSTEP. The Collegiate Science and Technology Entry Program is the New York State program that provides enrichment activities for pre-med and pre-law New York State residents. Services are targeted at populations who are historically underrepresented in scientific, technical, health-related, or licensed professions and/or who are economically disadvantaged and who demonstrate interest in, and potential for, a CSTEP-targeted profession. For more information, contact Verdene Lee in the Office of Student and Career Development (172 MVR, 255-2532).

BBMTA (Black Biomedical and Technical Association). A university organization that provides enrichment activities for minority students interested in pursuing health careers. For more information, contact Janice Turner (55 Goldwin Smith Hall, 255-9497).

Multicultural Education

Multicultural education broadens understanding of the world's many different societies as well as the various cultures of this country. Students take courses in the Cornell programs listed below that may be used to meet degree requirements. The college encourages students to incorporate courses from these cultural programs and from study abroad experiences in their degree programs. See information on study abroad opportunities.

Africana Studies and Research Center
 American Indian Program
 Asian American Studies Program
 East Asia Program
 Feminist, Gender, and Sexuality Studies Program
 Gender and Global Change
 Institute for European Studies
 Languages and Linguistics
 Latin American Studies Program
 Latino Studies Program
 Peace Studies Program
 Program for Contemporary Near Eastern Studies
 Program in Jewish Studies
 Religious Studies
 South Asia Program
 Southeast Asia Program

International Students

The International Students and Scholars Office (ISSO, B50 Caldwell Hall, 255-5243) provides a broad range of services to international students. All international students should maintain contact with the ISSO. Counselors in ASCD are also available for assistance.

International students in the College of Human Ecology are encouraged to meet with the college registrar to discuss any questions or concerns that they have about their academic record.

Career Planning, Graduate and Professional School, and Job Search Services

Counseling. The Office of Student and Career Development (172 MVR, 255-2532) provides career counseling and resources to help students explore career options through employment and internship opportunities and professional and graduate school advising. Individual assistance is available as well as group programming, workshops, and panels. Career development is strongly encouraged and supported, including skill development in résumé writing, networking, and interviewing. Students also are instructed in the use and protocol of online résumé submissions and on-campus recruiting. The office works in conjunction with Cornell Career Services (103

Barnes Hall, 255-5221) to facilitate access to university-wide programs.

The Career Development Center (CDC, 162 MVR) is a starting point for students looking for career information. Selected resources about career planning and job search techniques, general directories to begin job or graduate school searches, and information for alumni networking are housed there. Also available are Cornell Career Services handouts and registration forms, graduate and professional school testing booklets and registration packets, study abroad, as well as Urban and Capital Semester program materials. Computers provide access to web-based information regarding internship and employment opportunities, as well as graduate/professional schools.

The CDC is open weekdays during the academic semester. Student career assistants are available to provide résumé and cover letter critiques, conduct mock interviews on video, and help navigate the library resources. Final critiques can be provided by a career counselor once the student review has been completed.

To provide assistance to interested students, former Urban Semester Program participants comprise a portion of the CDC student staff and are available daily to answer questions about the program and its application process.

Selected services are listed below. Exploring such services will help students investigate their interests, skills, and values as they relate to career options, provide useful information and tips for a successful summer or full-time job search, and provide access to employment opportunities. In addition, please refer to the college's career development web site: www.human.cornell.edu/cde/Academics/Career-Services/index.cfm.

Pre-law or Pre-med. Students who consider themselves pre-law or pre-med are encouraged to join a student group affiliated with ASCD. Those interested in pursuing a legal education can join PLUS (PreLaw Undergraduate Society), which provides information on applying to law school, preparing for the LSAT, and examining career opportunities in law. Students interested in pursuing a health-related career are welcome to join PATCH (Pre-professional Association Toward Careers in Health), which provides opportunities for students to explore various careers in medicine and health care. PATCH provides guidance as students prepare for the MCAT and other standardized tests, and it offers and mentor program for incoming students.

Extern Program. Students can spend one day to one week over winter break shadowing an alum in a career field of their choice. They observe day-to-day activities, discuss specific jobs and careers, and sometimes obtain limited hands-on experience. This service is available to sophomores, juniors, and seniors and is a valuable networking tool.

Fresh Program. This service is similar to the Extern Program but is available to freshmen only. Students can spend one day to one week over spring break shadowing an alum in a career field of their choice. In addition to career explorations, the Fresh Program provides excellent networking opportunities.

Internship and Employer Files. The CDC keeps files of more than 100 internships and hundreds of potential employers for student review.

Alumni Career Presentations. Alumni from the college come back to campus throughout the year to discuss their postgraduate or professional experiences. These meetings are ideal for exploring career outcomes of specific majors.

AlumNet. Students have access to Human Ecology alumni who can provide information on their careers and offer suggestions on a job search in their particular field or location. Students can query alumni on a host of variables and review selected alumni résumés to learn more about specific careers. AlumNet is also an excellent networking tool.

Job Search Workshops. The college hosts several workshops every semester. These workshops are designed to help students market themselves for either summer or full-time job opportunities. Students learn how to conduct effective job searches, write résumés and cover letters, and interview successfully.

CornellCareerNet. Exclusively for Cornell students, CornellCareerNet provides access to many important services offered by Cornell Career Services. These services include a listing of job opportunities, summer opportunities, alumni networking databases, access to on-campus recruiting, employer showcases, and more.

CornellCareerNet On-Campus Recruiting (OCR) This service provides access to on-campus interviews with employers interested specifically in Cornell students. Interviews occur primarily in banking and financial services, retail sales and management, facilities planning and management, and consulting. Please note that on-campus recruiting is only one component of a successful job search. Approximately 70 percent of Cornellians get their jobs through other resources.

New York Recruiting Consortium. Available exclusively to Human Ecology and Arts and Sciences students, the New York Recruiting Consortium is held in New York City over winter break. It offers interviews for full-time employment with employers involved in banking and financial services, retail sales/management, advertising, law, health care, and consulting.

NFP in New York City and NFP in Washington, D.C. Speak with representatives from dozens of New York City or Washington, D.C., not-for-profit/public service agencies about work or internship opportunities in health, education, advocacy, government, and more (held only during the spring semester).

Communications Consortium. Interview with organizations in advertising, public relations, film and radio, and print media. National organizations come to Syracuse, N.Y., to meet with students for individual appointments. During the spring semester, a job fair is held the evening before.

GRADUATION REQUIREMENTS AND POLICIES

It is important for students to track their graduation progress by comparing their current transcript with an appropriate curriculum sheet. Official transcripts may be obtained at the Office of the University Registrar (B07 Day Hall). Curriculum sheets are available in the Human Ecology registrar's

office (146 MVR). Students are responsible for planning course selections to ensure that graduation requirements are fulfilled in eight semesters. Transfer students are allowed fewer semesters based on the number of transferable credits granted at admission. Students requiring additional semesters to fulfill their graduation requirements must meet with a Human Ecology counselor (172 MVR) and request to petition for an extension.

Grade Point Average (GPA) Requirement for Graduation

- Students must earn a minimum cumulative GPA of 2.0 (C) or better to graduate.

Cornell Credit Requirements

- To graduate, a student must earn a minimum of 120 academic credits. Physical education credits and "00" courses do not count toward the 120 required credits.
- Of the 120 credits required to graduate, at least 60 credits must be earned at Cornell University (applicable to transfer students).
- As of fall 2003, students who matriculate as freshmen may apply a maximum of 15 non-Cornell credits earned before matriculation (including AP, IB, and college credits) toward the 120 credits required for graduation. For all students, an additional pre-approved 15 in absentia credits earned after matriculation may be applied. AP, IB, and transfer courses may be applied toward fulfillment of specific requirements regardless of whether the credit is transferred (i.e., required courses may be waived). Refer to "Advanced Placement Credit" for full details.
- No *college* credit earned before matriculation and used to meet Cornell's minimum admission requirements may be counted in the 120 credits required for graduation. This policy does not apply to transfer students.
- *Courses taught by a college in the high school setting or counted toward high school graduation are not allowed to count for either credits or fulfillment of requirements (i.e., Syracuse Project Advance).*
- Cornell extramural credit (defined below) is limited to 15 credits toward the 120 required.
- Strict limitations exist on the number of credits that can be applied toward the 120-credit minimum for special studies courses (4000, 4010, 4020), for 4030 courses, and for courses taken with an optional S-U grade. Details follow.

Human Ecology Credit Requirements

- The college divides the 120 minimum required academic credits into four general categories. (*Students should refer to curriculum sheets for their major for specific details on course selections. These sheets are available in the Office of the Registrar (146 MVR) and in the Office of Admission, Student, and Career Development (172 MVR) as well as on the college web site at www.human.cornell.edu.*)

- a. Category I—College distribution requirements
 - Natural sciences
 - Social sciences
 - First-year writing seminars
 - Humanities
 - Quantitative and analytical courses (math and statistics)
- b. Category II—Requirements for a major
- c. Category III—Elective credits
- d. Category IV—Physical education

These categories are detailed below.

- **Students must complete 43 Human Ecology (HE) credits from Categories I, II, and III.** *Additional course-specific rules are listed below.*

S–U grading rules for this requirement are as follows:

1. If a course is a requirement in Category I or II, the course may *not* be taken for an S–U grade (unless it is the only grade option offered for the course).
2. Courses used to count toward Category III (electives) that are taken for an S–U grade *may* also count toward the 43-credit requirement.
3. Students should refer to the section on S–U grading rules for full S–U grading details.

- **Students must complete 9 Human Ecology (HE) credits from outside their major department from Categories I, II, or III.** Note: Biology and society majors are exempt from this requirement. A maximum of 3 credits from the 4000–4020 special studies series may be applied to this requirement. *Other course-specific rules for this requirement are listed below.*

S–U grading rules for this requirement are as follows:

1. If a course counting toward the 9-credit outside-the-major requirement is also a requirement in Category I or II, the course may *not* be taken for an S–U grade unless it is the only grade option offered for the course.
2. Courses used to count toward Category III (electives) that are taken for an S–U grade may also count toward the 9-credit outside-the-major requirement.
3. Students should refer to the section on S–U grading rules for full S–U grading details.

Course-specific rules that apply to both the 43 Human Ecology credit requirement and the 9 Human Ecology credit outside-the-major requirement:

1. Effective fall 2004, Human Ecology (prefix “HE”) courses below the 3000 level (e.g., HE 1100 and 1200) do not count toward either the 43-credit requirement or the 9-credit outside-the-major requirement. These HE–prefix courses that are below 3000 level may be used as elective credit.
2. ECON 1110 and 1120 are considered Human Ecology credit courses and may be used to fulfill Human Ecology’s 43- and 9-credit outside-the-major requirements. If either or both courses are

taken to fulfill a Category I or II requirement, they must be taken for a letter grade.

3. BSOC courses do not count as Human Ecology credit.
- 4., Experiential credit is applied to Human Ecology’s 40- and 9-credit outside-the-major requirements as follows:
 - a. Urban Semester (HE 4700, 4800, 4900/4950). Effective fall 2005, students in all Human Ecology majors earn:
 - 15 Human Ecology credits and 8 credits toward the 9-credit outside-the-major requirement.
 - b. Capital Semester (HE 3920). Effective spring 2007, all students earn:
 - 15 Human Ecology credits and 8 credits toward the 9-credit outside-the-major requirement.
 - c. Cornell in Washington (PAM 4060). For this entire semester, PAM majors earn:
 - 8 credits toward the 43-credit requirement, which also count as 8 PAM credits.
 Non–PAM majors earn:
 - 8 credits toward the 43-credit requirement, which also count as 8 credits toward the 9-credit outside-the-major requirement. The remainder of the credits counts as elective credit.

Elective Credits

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 faculty advisors are available to discuss which courses may interest students and best round out their education.

Students should consult the index in this catalog to learn where different subjects are taught in the university. Some subjects are taught in more than one division.

Elective credits can be earned in the endowed and statutory colleges of Cornell.

An unlimited number of credits may be taken in the statutory colleges of Cornell.

Physical Education Requirements for Graduation

1. Students must earn 2 credits of physical education within their first two semesters. These 2 credits do not count as part of the 60 Cornell credits, or as part of the 120 total credits required for a degree, or toward full-time status. Students who matriculate at Cornell with 12 or more credits must complete only 1 credit of physical education. Students who transfer more than 25 credits (excluding AP credits) are not required to take physical education at Cornell, regardless of whether they took physical education at their previous college.
2. Students must pass the university’s swim test. Students who transfer more than 25 credits (excluding AP credits) are exempt. Refer to “University Requirements for Graduation—Physical Education—Swim Test” in this catalog for specifics.

Minimum Semester Requirements

1. Students enrolling in the college as freshmen must complete at least 12 credits of Human Ecology courses by the end of the fourth semester, and at least 5 credits of Human Ecology courses must be taken in the freshman and 7 credits in the sophomore years (ECON 1110 and 1120 may be used to fulfill this requirement).
2. Students must carry 12 credits each semester, excluding physical education, to be matriculated as full-time students. Mature students must carry a minimum of 6 credits each semester (see “Mature Student Guidelines” for details).
3. In special cases, a student may petition to carry between 8 and 12 credits. Forms for petitioning this exception and advice on how to proceed are available in the Office of Admission, Student, and Career Development (172 MVR).

Special Studies

- Students may use only 12 credits of 4000, 4010, 4020, or 4030 courses toward graduation.
- Additional credits of 4000, 4010, 4020, or 4030 courses can be taken but will not be applied toward graduation.

“00” Courses

- “00” courses do not count toward graduation requirements but do count toward full-time semester status.

Requirements for Majors

- Students must fulfill the requirements specified for a major that are in effect at the time of their matriculation or thereafter. The requirements are detailed in curriculum sheets that are maintained for each academic year.

S–U Grade Options

- The S–U grading option may *not* be used for courses in category I or required courses in category II unless it is the only grade option offered for those courses. S–U grades *may* be used for the 9 credits of Human Ecology course work outside of one’s major and for electives in category III.
- Students may apply no more than 12 credits of S–U toward the 120 credits required for graduation. If a required course is offered only S–U, it will not count toward this limit. Also, Honors Research 4990 taken S–U does not count against the 12 maximum limit. Students may take more S–Us if they choose, but the additional credit may not be applied toward graduation.

First-Year Writing Seminars

In each of their first two semesters of matriculation at the College of Human Ecology, students are required to take a Knight Program First-Year Writing Seminar. This policy also applies to transfer students. One or more of the seminars may be waived for transfer students if the college registrar grants credit for equivalent course work taken before matriculation at Cornell.

Those who do not fulfill this requirement on time will be referred to the Committee on Academic Status. Refer to "Criteria for Good Standing" for specifics on warning statuses that the committee applies to students who do not complete this requirement.

First-year writing seminars must be taken at Cornell and **may not be taken in absentia**. Students who receive a score of 5 on either the English Literature and Composition or English Language and Composition Advanced Placement (AP) exams can be exempt from *one semester* of their first-year writing seminar requirements. No other AP scores will allow a student this exemption (even if a lower score allows the student to use the course as elective credit toward graduation.) Students should be aware that the add/drop period for first-year writing seminars may be shorter in duration than the add/drop period for most Cornell classes.

Wells, Ithaca College, and Study Abroad Credits

Any credits earned with the Wells or Ithaca College exchange program are considered Cornell credits for the purpose of fulfilling the 60 Cornell credit graduation requirement. They may not be used for Human Ecology credit. Study abroad courses may also count as Cornell credit (but not for Human Ecology credit). Refer to "Cornell Credit Requirements" for details on how many advanced placement (AP) credits can be applied toward the 120 credits needed for graduation.

Advanced Placement Credit

Students can earn advanced placement credit from one of the following:

1. The requisite score on a departmental examination at Cornell (usually given during orientation week) or on a College Entrance Examination Board (CEEB) achievement test. The requisite scores for the CEEB exams are determined by the relevant department at Cornell, vary by subject, and are listed in the beginning of this catalog. College-specific rules apply toward many AP courses such as biology, English literature, English composition, and statistics.
2. A regular course taught at an accredited college to college students and approved by the relevant department at Cornell. Some departments have delegated the review of courses to college staff according to guidelines they have formulated. Some departments review each request individually. Some departments accept credit from virtually all accredited colleges; some do not.
3. Credit from the International Baccalaureates (IB) is evaluated individually.
4. Refer to "Cornell Credit Requirements" for details on how many Advanced Placement (AP) credits can be applied toward the 120 credits needed for graduation.

Note: Cornell does not accept credit for courses sponsored by colleges but taught in high schools to high school students, at colleges if enrollment is targeted at high school students, or if the course was used toward high school credit. This is true even if the college provides a transcript of such work. These courses also may not be used to fulfill college requirements.

Students who have taken such courses may, however, take the appropriate CEEB test to qualify for credit as in paragraph 1 above. For further information and limitations on Advanced Placement credit, see the front pages of this catalog.

Foreign Language Study and Placement

Students who studied a foreign language before coming to Cornell and who want to continue must take either the CEEB test in that language or a Cornell departmental language placement test. The latter is given during orientation week in September and again in December, January, and May. Human Ecology students who plan to work with non-English-speaking people in this country or abroad often find it necessary to be proficient in another language. Many study abroad programs in non-English-speaking countries require the equivalent of two years of college-level language study.

Extramural Credit

Extramural credit is administered by the Office of Continuing Education and Summer Sessions (B20 Day Hall, 255-4987). Extramural credit is charged by the credit hour at the endowed tuition rate. Students may count only 15 credits of extramural credit toward their degree requirements. A student may enroll for extramural credit during the fall or spring semester only if he or she is not registered in the College of Human Ecology. For example, some students enroll for extramural credit before matriculating at Cornell.

An exception to this rule is credit earned in the Ithaca College or Wells College exchange programs. Students enrolled in these programs simultaneously maintain their status as students registered in the College of Human Ecology.

Humanities

Only certain classes will count for Category I, Humanities. To determine eligibility the college uses the following definition: "The humanities include the study of literature, history (including art and design history), philosophy, religion, and archaeology. Critical, historical, and theoretical studies of the arts and design are considered humanities. Languages and creative or performing arts such as the writing of fiction or poetry, painting, sculpting, designing, composing or performing music, acting, directing, and dance are not considered humanities." Additionally, social science courses such as sociology, government, anthropology, and psychology are not considered humanities.

Specifically, courses in the following list will count as humanities:

Africana Studies (literature and history)

Archaeology

Asian American Studies

Asian and Near Eastern Studies (literature and history)

Classics (literature and history)

Comparative Literature

Development Sociology 1750, 3180

English (literature only)

Fiber Science & Apparel Design 1250

History

History of Art/History of Architecture

Landscape Architecture 2820

Music and Theatre Arts (theory, literature, and history only)

Natural Resources 3320

Philosophy

Policy Analysis and Management 5310, 5340, 5520

Religious Studies

Science and Technology Studies 2050, 2060, 2330, 2500, 2810, 2820, 2860, 2920, 3580, 3600, 3890, 4330, 4440, 4470, 4720, 4810, 4900

Math Requirement

Students may meet the college level requirement in *one* of the following ways.

Any CORNELL math course except MATH 1000 (BTRY 1150 may be used)

OR

Any CORNELL statistics course

OR

Score of at 3 or higher on the AP Calculus BC exam. (Other AP math credit could be used toward graduation credit but not used to meet the math requirement)

Notes:

- Departments may impose additional requirements for majors or specify courses within this requirement.
- Students entering as transfers may apply to have their stats or math courses approved, but pre-calculus courses would not longer meet this requirement or receive graduation credit.

PROCEDURES

Registration and Course Enrollment

Registration Requirements

University registration is the official recognition of a student's relationship with the university and is the basic authorization for a student's access to services and education. Completion of registration is essential to enable the university to plan for and provide services and education, guided by the highest standards for efficiency and safety. Unauthorized, unregistered persons who use university services and attend classes have the potential to use university resources inappropriately and to displace properly registered students. In addition, the university assumes certain legal responsibilities for persons who participate as students in the university environment. For example, policy states that New York State health requirements must be satisfied. Because these requirements are intended to safeguard the public health of students, the university has a responsibility to enforce the state regulations through registration procedures.

The policy on university registration is intended to describe clearly the meaning of and the procedures for registration so that students can complete the process efficiently and be assured of official recognition as registered students. With the clear

communication of the steps for registration, it is hoped that compliance will occur with a minimum of difficulty.

To become a registered student at Cornell University, a person must complete course enrollment according to individual college requirements; settle all financial accounts including current semester tuition; satisfy New York State health requirements; and have no holds from the college, the Office of the Judicial Administrator, Gannett Health Center, or the Bursar's office.

Individuals must become registered students by the end of the third week of the semester. Cornell University does not allow persons who are not registered with the university in a timely manner to attend classes. The university reserves the right to require unauthorized, unregistered persons who attend classes or in other ways seek to exercise student privileges to leave the university premises.

Verification of Registration

Many insurance companies or scholarship funds require verification of full-time registration at Cornell. Should students need such verification, they should use the official university verification service at <http://certification.cornell.edu> or request an official letter from the Office of the University Registrar (B-7 Day Hall). Students who need letters of good standing should contact the Human Ecology registrar's office (146 MVR).

Bursar Bill

A bursar bill is sent to each student over the summer and winter breaks; it summarizes what is owed to the university. The bursar bill can also be viewed through *Student Center*. Any questions regarding the bursar bill can be directed to the bursar's office (260 Day Hall, 255-2336). Initial New York State residency eligibility is determined during the admissions process, but the bursar's office will handle any request for a status change after matriculation.

Late University Registration

A student clearing his or her financial obligations after the deadline date on the bursar's bill is considered late. **Late registrants are assessed a finance charge on the bursar's bill starting from the date the bill is due.** According to university policy, all students must be registered before the end of the third week of classes. If for any reason a student registers after that time, the Bursar's office will charge a late fee. **Students who fail to register by the third week of the semester may be withdrawn from the university. Human Ecology students who do not arrange payment agreements satisfactory to the university bursar by the last day of classes for a semester will be withdrawn from the university. Furthermore, credit for any classes attended for the semester will not be awarded regardless of the letter grade received for a class. Should withdrawn students wish to return, they must reapply through the college admissions office.**

Proration of Tuition

Except for mature students, it is seldom possible to have tuition prorated if a student carries fewer than 12 credits during a semester. See the college registrar (146 MVR) for more information. Students of mature status may carry 6 to 11 credits but must

request that their tuition be prorated. Prorated tuition will be considered only for requests of between 3 and 10 credits. All requests should be made to the college registrar (146 MVR) by the end of the pre-enrollment period in the semester before the term in which proration is requested.

Course Enrollment

Initiating the Process

"CoursEnroll" selections are only "requests" for seats in classes. Between the end of the course enrollment period and the beginning of the next semester, course requests are evaluated by the offering college department. Students can determine if their requests have been successful when final schedules are published before the add/drop period. Students are expected to make course requests for the subsequent semester during a specified time in the current semester. Those dates are advertised publicly and are available on the university registrar's web site (<http://registrar.sas.cornell.edu>). "CoursEnroll" takes place electronically, using software available through *Student Center*. During this time, each student must meet with his or her faculty advisor to discuss academic plans.

Information on courses is readily available in this catalog and in the *Course and Time Roster* for each semester. Both of these publications can be accessed on the web through CUInfo.

Incoming students will receive tentative schedules upon their arrival to campus, and will meet with faculty advisors during the orientation period.

Course Loads

Full-time matriculated students must carry at least 12 credits (exclusive of physical education courses) to maintain full-time status. Refer to the preceding section, "Minimum Semester Requirements," for details. The normal course load in the college ranges from 12 to 18 credits, although there is no limit to the number of statutory credits a student may take each semester. Nonetheless, students should avoid planning excessive workloads; the time required to keep abreast of courses tends to increase as the semester progresses. Students may not withdraw from courses after the seventh week of classes without petitioning and by substantiating extenuating circumstances. Students should avoid the need to drop courses by taking on a reasonable workload and using the drop period to make changes in their program.

Late Course Enrollment

Students who do not complete course enrollment during the CoursEnroll period usually must wait until the beginning of the next semester's add/drop period to enroll. Extensions are rarely granted and usually only for documented illness.

Students who do not meet the deadline for any reason should see the college registrar in 146 MVR as soon as possible. The college registrar can explain available options and course enrollment procedures under such circumstances.

Note: Students can review their course schedule via computer using *Student Center*. Students are responsible for checking their course schedule for accuracy of course numbers, credit hours, grade options, and

other data. Errors must be corrected immediately. Procedures for correcting enrollment errors as well as for making any other changes are described in the following section.

Course Enrollment Changes

It is to the student's advantage to make any necessary course enrollment changes as early in the semester as possible. Adding new courses early makes it easier for the student to keep up with course work. Dropping a course early makes room for other students who may need it for their academic programs.

Ideally, students evaluate their course load carefully at the beginning of the semester. If, in the first week or two, the instructors do not discuss the amount of material to be covered and the extent of student assignments, students need to ask about course requirements.

Deadlines for Add/Drop and Grade Option Changes

Note: Brief add/drop periods exist for first-year writing seminars and half-semester courses.

1. During the first three weeks of the semester, courses may be added, dropped, or the grade option changed. Special status courses (4000, 4010, 4020) may be added through the seventh week of classes. 4030 Teaching Apprentice courses must be added during the first three weeks of the semester.
2. From the fourth through the seventh week of the semester, courses may be dropped. **Grade option changes may not be made at this point regardless of instructor's permission.**
3. After the seventh week of the semester, any requests for course changes must be made through the petition process. Students should request an appointment with an Admission, Career and Student Development counselor in 172 MVR to initiate the process.
4. After the seventh week of the semester, any student granted permission to drop a course after petitioning will automatically receive a grade of W (Withdrawn), and the course and grade will remain on the official transcript even if repeated in a later semester. The deadline to petition to drop a course with a "W" is the end of the 12th week.

Deadlines for Half-Semester Courses

Students may drop half-semester courses within the first three-and-one-half weeks of the course. Students may add a course after the first week of classes only with the permission of the instructor. After the first three-and-one-half weeks, students must petition to drop the course.

Time and Place for Add/Drop and Grade Option Changes

All students may adjust their schedules and grading options during the first three weeks of each semester. **To make course changes after the seventh week of the semester, a student must file a general petition form** (see "Petition Process.") Students are expected to attend classes and to do assigned work

until the petition has been formally approved or denied.

Permission of Instructor

Certain courses may be taken only with the permission of the instructor as indicated in this catalog or on the official course description on the web. Undergraduates must obtain permission of the instructor to take any graduate course. Students must request the instructor's permission during the course enrollment period by placing their name on a list maintained by the departmental advising assistant.

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 (100 Olive Tjaden Hall) before enrolling in the course. Seniors who want to take an elective course in the Johnson Graduate School of Management are required to obtain permission of the instructor on a course authorization form that the student then files with that school's registrar in Sage Hall.

Course Enrollment while Studying Abroad

Students who plan to study abroad have several options available to enroll for their returning semester at Cornell. Students can consult with their faculty advisor before departure to consider the schedule of classes that they will take upon their return to campus. Once abroad, the student can use the web to access *Courses of Study* and the *Course and Time Roster* for the coming semester. The roster is available on the web in approximately the first week of October and the first week of March. Using these resources, the student can e-mail the course requests to the student's faculty advisor for approval; the faculty advisor can then e-mail them to the college registrar. A student who does not have access to the Internet while abroad can wait for the *Course and Time Roster* to arrive via airmail from the Cornell Abroad office. The student can then e-mail, fax, or mail the course requests to their faculty advisor and ask the faculty advisor to submit the course requests to the college registrar. The *Course and Time Roster* becomes available only the day that pre-enrollment begins; thus, students who depend on receiving the mailed copy will experience some delay in submitting their course requests. Requests must be submitted within the published deadlines.

Oversubscribed Courses

Enrollment in many human ecology courses is limited. When a course is overenrolled, students are generally assigned on the basis of seniority or by criteria defined for each course as listed in this book. Students' professional goals may be considered. Those students not admitted to a course may be placed on a waiting list maintained by the professor or the department offering the course. Course instructors are responsible for determining the criteria to fill their classes from waiting lists. Waiting lists are maintained only for the first three weeks of each semester.

Limited-Enrollment Classes

Students who do not attend the first two class sessions of courses with limited enrollment may be dropped from the course list. Students can avoid being dropped from a class by notifying the instructor that unavoidable circumstances have prevented their attendance.

Cross-Listed Courses

To apply a cross-listed course to graduation requirements, students must enroll in the department for which they need the credits. If changes in department designations need to be made, this must be done during the official course add period for the semester. To do so, students must complete a special form, which can be obtained in the registrar's office in 146 MVR.

Courses with Duplicate Content

Students should scrutinize course descriptions for details about other Cornell courses with duplicate content that would preclude a student from receiving full credit for duplicate courses. For example, students may not receive 6 credits toward graduation requirements if they take DSOC 1010 and SOC 1101. Because both are introduction to sociology courses, only 3 credits would be allowed. To aid students in this evaluation, the college maintains a partial list (those that are commonly required in Human Ecology curricula) of Cornell courses that have duplicate content.

Special Studies Courses

Each department in the College of Human Ecology (DEA, FSAD, HD, NS, and PAM) offers special studies courses that provide opportunities for students to do independent work not available in regular courses. One of those courses, designated 3000 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 4000 Directed Readings; 4010 Empirical Research; and 4020 Supervised Fieldwork. Juniors and seniors normally take those courses, and a faculty member in the department in which the course is offered supervises work on an individual basis. It is important for students to use the appropriate course number (3000, 4000, 4010, or 4020) for a special project.

To register for a special studies course, a student obtains a special studies form from the departmental office where he or she plans to take the course. The student discusses the proposed course with the faculty member under whose supervision the study would be done and then prepares a plan of work. If the faculty member agrees to supervise the study, the student completes a special studies form and obtains signatures from the instructor, faculty advisor, and department chair before submitting the form to the college registrar's office (146 MVR). Special studies forms are available in 146 MVR or in departmental offices.

Semester credits for special studies courses are determined by the number of contact hours the student has with the supervising faculty member (or a person designated by the faculty member). To earn 1 credit, a student must have the equivalent of three to four hours of contact time per week for 15 weeks (a total of 45 contact hours). For additional credit, multiply the number of credits to be earned by 45 to determine the number of contact hours needed for the course. **Strict limitations exist on the number of special studies credits that can apply toward graduation and how these credits may be applied toward Category II requirements in the major. Refer to "Human Ecology**

Credit Requirements" for details. To register in a special studies course taught in a department outside the college, follow the procedures established by that department.

Changes in Status

General Petition Process

The petition process permits students to request exceptions to existing regulations. Petitions are considered individually, weighing the unique situation of the petitioning student with the intent of college and university regulations. In most cases, extenuating circumstances are needed for a petition to be approved if it involves waiving a deadline. These are situations beyond a student's control, such as a documented medical emergency.

Students can avoid the necessity to petition by carefully observing the deadlines that affect their academic program. See "Course Enrollment Changes" above for some of the important deadlines. If unsure of a deadline, check with a counselor in the Office of Student and Career Development (172 MVR) or with the staff in the college registrar's office (146 MVR).

A general petition may be needed to carry fewer than 12 credits, withdraw from a class after the seventh-week deadline, add a course after the third-week deadline, change a grade option after the third-week deadline, be exempt from one or more of the college's graduation requirements, substitute a required course in one's major with another course, or stay an additional semester to complete the graduation requirements.

Although many kinds of requests can be petitioned in the college, options other than petitioning may be preferable in some cases. To explore whether a petition is appropriate, the student may discuss the situation with a college counselor or the college registrar.

If a student decides to submit a general petition, the form is available in the registrar's office (146 MVR) and in the Office of Student and Career Development (172 MVR) or on the web at www.human.cornell.edu/che/Academics/Undergraduate/Student_Services/Registrar/Forms-and-Petitions.cfm. After completing the form and obtaining the required signatures, the student must turn the form in to the registrar. Once a decision is made, a letter is placed in the student's college mail folder indicating approval or denial of the petition.

Students may appeal the college registrar's decision to the Committee on Academic Status. Students who elect to appeal have the option of appearing in person before the committee to state their case. A member of the counseling staff can guide a student through this process.

In Absentia Study

Under certain conditions, credit toward a Cornell degree may be given for in absentia study, that is, study done at an accredited institution away from Cornell after the student matriculates in the College of Human Ecology. In absentia study can be done during any semester: fall, winter, spring, or summer. First-year writing seminars may not be taken in absentia.

To be eligible for in absentia study, a student must be in good academic standing and must

receive permission in advance from the college registrar. A student not in good standing may study in absentia but will not receive transcript credit until the Committee on Academic Status has returned the student to good standing. Students not in good academic standing who wish to finish their degree in absentia must seek pre-approval from the college's Committee on Academic Status via the general petition process. In some cases, students may petition for in absentia credit after the work has been completed, but there is no guarantee that such credit will be awarded without advance approval.

In absentia petition forms are available in the Human Ecology registrar's office (146 MVR) or on the web at http://www.human.cornell.edu/che/Academics/Undergraduate/Student_Services/Registrar/Forms-and-Petitions.cfm. The student submits the form to the Human Ecology registrar's office (146 MVR). In absentia study during the fall or spring semester carries a nominal administrative fee. (Contact the Bursar's office, 260 Day Hall, for the current amount.) Students will receive a letter in their college mail folder from the college registrar notifying them of the petition decision.

Note: Students seeking pre-approval for in absentia course work should do so well in advance as turnaround time for the approval process can be variable.

A student may take up to 15 credits in absentia as long as the courses do not duplicate courses already taken and the in absentia courses are applicable to the requirements of the college. Students who study abroad during the summer or winter term are limited to a maximum of 9 in absentia credits. Study abroad during the fall or spring semester must be done through the Study Abroad office and is not considered in absentia study. **Students studying while on a leave of absence during the spring or fall semesters may not receive credit for nondomestic campus programs.**

On the following rare occasions a student's petition for more than 15 credits in absentia may be allowed: (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) those goals are consistent with the focus of the college. The in absentia petition form is used to request more than 15 credits in absentia. Wells and Ithaca College credit are not considered in absentia credit and are not included in the 15-credit limit.

The college registrar requests approval from the appropriate department if a student wants to apply in absentia credit to requirements in his or her major. Students seeking in absentia credit for a modern foreign language in which they have done work must obtain the approval of the appropriate language department (College of Arts and Sciences). The department will recommend the number of credits the student should receive and may require the student to take a placement test after returning to Cornell.

The student is responsible for having the registrar of the institution where in absentia study is done send transcripts of grades directly to the Human Ecology registrar's office (146 MVR). Only then will credit be officially assessed and applied to the Cornell

degree. Credit for in absentia study will be granted *only* for those courses with grades of C- or better. Courses may not be taken for S-U grades unless it is the only grade option offered. In absentia courses appear on the Cornell University transcript, but the grades are not calculated in the student's GPA.

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 43 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 43 credits required in human ecology course work.)

Leaves of Absence

A student may request a leave of absence before the beginning of the semester or during the first seven weeks of the semester for which a leave is sought. A leave may be extended for a second semester by making a written request to the Office of Student and Career Development (172 MVR). Note: In absentia study status and leave of absence status are not the same; however, students may petition to earn credits with either status. Students on leave must notify the college registrar (146 MVR), in writing, of their intention to return to campus at least one month before the beginning of the semester.

Those whose leave period has expired will be withdrawn from the college after the third week of the semester they were due back.

Students considering a leave of absence should discuss their plans with a counselor in the Office of Admission, Student, and Career Development. The counselor can supply the necessary forms for the student to complete and file with the Human Ecology registrar's office (146 MVR). Leaves initiated after instruction begins will be charged a percentage of the semester tuition. (Refer to "Bursar Information" in this catalog for a billing schedule.)

Requests for a leave 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 to the leave as it deems necessary. Leaves of absence after the first seven weeks are generally granted only when there are compelling reasons why a student is unable to complete the semester, such as extended illness.

A student who requests a leave of absence after the first seven weeks is advised to attend classes until action is taken on the petition. A student whose petition for a leave of absence is denied may choose to withdraw or to complete the semester. If the petition for leave is approved the student's courses will remain on the transcript with W grades.

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 members to determine whether the student should return under warning or severe warning or in good academic standing.

Under certain documented medical circumstances a student may be granted a **health leave of absence**. Health leaves are initiated by the student with Gannett Health Center. If Gannett Health Center recommends a health leave for the student, the college registrar may grant the leave. A health leave is for an indeterminate period of time not to exceed five years. Students who are granted a health leave of absence should maintain contact with a counselor in the Office of Student and Career Development (172 MVR, 255-2532) to arrange their return to campus. The counselor will advise the student on procedures to obtain a recommendation from Gannett Health Center to the college registrar for the student's return. Students should plan sufficiently in advance to assure time for Gannett Health Center and the college registrar to consider their request.

Withdrawal

A withdrawal is a termination of student status at the university. Students may withdraw voluntarily at any time by notifying a counselor in the Office of Admission, Student, and Career Development and filing a written notice of withdrawal in the Human Ecology registrar's office. A student considering such an action is urged to first discuss plans with a counselor in the Office of Admission, Student, and Career Development (172 MVR, 255-2532).

In some instances a student may be given a withdrawal by the college registrar. 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 semester in which they fail to register.

A student who has withdrawn from the college or who has been given a withdrawal by the college registrar and who wishes to return at a later date must reapply through the Office of Admission for consideration along with all other applicants for admission. If the student was in academic difficulty at the time of the withdrawal, the request for readmission will be referred to the Committee on Academic Status (CAS) for consideration, and that committee may stipulate criteria under which the student may be readmitted to the college.

GRADES AND EXAMINATIONS

Grade Definitions and Equivalents

The official university grading system uses a system of letter grades ranging from A+ to D-, with F denoting failure. An INC grade is given for incomplete work and R is given at the end of the first semester of a two-semester course. If a student is given permission to withdraw from a course after the seventh week of the semester a "W" is automatically assigned. Students can view their grades on *Student Center* after the semester has ended. See "Grading Guidelines" for more information on the official university grading policies.

To compute a semester grade point average (GPA), first add up the products (credit hours X grade quality points) and divide by the total credit hours taken. Grades of INC, R, S, SX, U, UX, and W should not be included in any GPA calculations. A grade of F has no quality points, but the credits are counted, thereby lowering the average. A cumulative GPA is simply the sum of all semester products divided by all credits taken. Refer to "Repeating Courses" for details on how GPA is affected if a student repeats a course. For further help on calculating a GPA ask at the college registrar's office (146 MVR).

These are the quality point equivalents:

A+ = 4.3	C+ = 2.3
A = 4.0	C = 2.0
A- = 3.7	C- = 1.7
B+ = 3.3	D+ = 1.3
B = 3.0	D = 1.0
B- = 2.7	D- = 0.7
	F = 0.0

Repeating Courses

Students are allowed to register a second time for a course they have already passed or in which they received an F. If a student has previously passed a course he or she is taking a second time, the second registration will not count toward the degree requirements, and the grade received will not be included in the cumulative GPA.

If a student enrolls in a course in which he or she previously received an F, the credits from the second registration will count toward the graduation requirements and the grade will be included in the cumulative GPA. The F will also remain on the record and will be included in the GPA.

S-U Grades

Some courses in the college and in other academic units at Cornell are offered on an S-U basis (see course descriptions in this book and on the Cornell web site). Courses listed as SX-UX are available only on an S-U basis and may not be taken for a letter grade. 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 a grade of S, and S or U grades are not included in the computation of semester or cumulative averages.** A course in which a student receives a grade of 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 semester's Dean's List must take at least 12 credits of course work graded non-S-U. See "Awards and Honors" for more details about the Dean's List.

No more than 12 S-U credits will count toward a student's 120-credit graduation requirement. However, a student may take more than one S-U course in any one semester. **S-U courses may be taken only as electives or in the 9 credits required in the college outside the major** unless the requirements for a specific major indicate otherwise. Freshmen enrolled in ENGL 1370 and 1380 (offered for S-U grades only) are permitted to apply those courses to the first-year writing seminar requirement. If a

required course is offered only S-U, it will not count toward the 12-credit limit.

To take a course for an S-U grade, a student must check the course description to make sure that the course is offered on the S-U basis; then either sign up for S-U credit during course enrollment, or obtain and file an add/drop form in the Human Ecology registrar's office before the end of the third week of the semester. After the third week of the semester, students cannot change grade options.

Grades of Incomplete

A grade of 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 a reason should discuss the matter with the instructor and request a grade of incomplete. Students are at risk of going under the minimum semester requirement if an INC grade in a course puts the total number of credit hours under 12 for the semester. For more information, refer to "Minimum Semester Requirements."

A grade of incomplete may remain on a student's official transcript for a maximum of two semesters and one summer after the grade is given, or until the awarding of a degree, whichever is the shorter period of time. The instructor has the option of setting a shorter time limit for completing the course work.

If the work is completed within the designated time period, the grade of incomplete will be changed to a regular grade on the student's official transcript. **If the work is not completed within the designated time period, the grade of incomplete automatically will be converted to an F.**

When a student wants to receive a grade of incomplete, the student should arrange a conference 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 must be signed by both the instructor and the student, needs to be submitted by the instructor to the Human Ecology registrar's office. This form is submitted with the final grade sheets whenever a grade of 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 the form without the student's signature and turning the form in to the Human Ecology registrar's office with the grade sheet. Before a student will be allowed to register for succeeding semesters, he or she must go to the Human Ecology registrar's office to fill out and sign the remainder of the form.

If the work is completed satisfactorily within the required time, the course appears on the student's official transcript with an asterisk adjacent to the final grade received for the semester in which the student was registered for the course. A student who completes the work in the required time and expects to receive a grade must take the responsibility for

checking with the Human Ecology registrar's office (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.

Grade Disputes

Students who find themselves in disagreement with an instructor over grades have several options:

1. Meet with the instructor and try to resolve the dispute.
2. Meet with the chair of the department in which the instructor has his or her appointment.
3. Meet with the associate dean for undergraduate studies of the college in which the course was taught.
4. Meet with the university ombudsman (118 Stimson Hall, 255-4321).

A student may also seek advice from his or her faculty advisor or with a counselor in the Office of Admission, Student, and Career Development (172 MVR).

Examinations

Both the preliminary and final examination schedules are available on the university registrar's web page at <http://registrar.sas.cornell.edu>.

Final Examinations

The following is quoted from the *Cornell University Faculty Handbook*, 1990, pages 66-67:

"The University Faculty long ago established, and has never reversed, the policy that each course should require a final examination or some equivalent exercise (e.g., a term paper, project report, final critique, oral presentation, or conference) to be conducted or due during the period set aside for final examinations.

"Although not specifically prohibited, it is University policy to discourage more than two examinations for a student in one 24-hour time period and especially on any one day. It is urged that members of the faculty consider student requests for a make-up examination, particularly if their course is the largest of the three involved and thus has the strongest likelihood of offering a makeup for other valid reasons, e.g., illness, death in the family, etc.

Legislation of the University Faculty governing study period and examinations is as follows:

1. No final examinations can be given at a time other than the time appearing on the official examination schedule promulgated by the Registrar's Office without prior written permission of the Dean of the Faculty.
2. No permission will be given, for any reason, to schedule final examinations during the last week of classes or the designated study period preceding final examinations.
3. Permission will be given by the Dean of the Faculty to reschedule examinations during the examination period itself if requested in writing by the faculty member, but only on condition that a comparable examination also be given for those students who wish to take it at the time that the examination was originally scheduled. The faculty member requesting

such a change will be responsible for making appropriate arrangements for rooms or other facilities in which to give the examination. This should be done through the Registrar's Office.

4. No tests are allowed during the last week of scheduled classes unless such tests are part of the regular week-by-week course program and are followed by an examination (or the equivalent) in the final examination period.
5. Papers may be required of students during the study period if announced sufficiently far in advance that the student did not have to spend a significant segment of the study period completing them.
6. Faculty can require students to submit papers during the week preceding the study period.
7. Take-home examinations should be given to classes well before the end of the regular semester and should not be required to be submitted during study period but rather well into the examination period.

Students have a right to examine their corrected exams, papers, and the like, in order to be able to question their grading. They do not, however, have an absolute right to the return thereof. Exams, papers, etc., as well as grading records, should be retained for a reasonable time after the end of the semester preferably until the end of the following semester, to afford students such right of review."

Preliminary Examinations

The following is quoted from the *Cornell University Faculty Handbook* (1990), pages 65–66:

"Preliminary examinations are those given at intermediate times during a course. It is common to have three of these in a semester to encourage review and integration of major segments of the course, to provide students with feedback on how well or poorly they are progressing, and to contribute to the overall basis for a subsequent final grade.

The most convenient times and places for "prelims" are the normal class times and classrooms. But many courses, particularly large ones with multiple sections, choose to examine all the sections together at one time and to design an examination that takes more than one class period to complete. In such cases the only alternative is to hold the prelim in the evening. This practice creates conflicts with other student activities, with evening classes and laboratories, and among the various courses that might choose the same nights.

To eliminate direct conflicts, departments offering large multisection courses with evening prelims send representatives annually to meet with the dean of the University Faculty to lay out the evening prelim schedule a year in advance. Instructors of smaller courses work out their own evening prelim schedules, consulting their students to find a time when all can attend. Room assignments are obtained by the faculty member through the contact person in his or her college or the Central Reservations Coordinator.

The policy governing evening examinations is as follows:

1. Evening examinations may be scheduled only on Tuesday and Thursday evenings and only after 7:30 P.M. without prior permission from the Office of the University Faculty.
 - a. Such prior permission is not, however, required for examinations or makeup examinations involving small numbers of students (generally 30 or fewer) provided that the scheduled time is acceptable to the students involved and that an alternate examination time is provided for those students who have academic, athletic, or employment conflicts at the time scheduled.
2. Permission from the Office of the University Faculty to schedule on evenings other than Tuesdays and Thursdays or at a time before 7:30 P.M. will be granted only on the following conditions:
 - a. Conditions such as the nature of the examination, room availability, large number of conflicts, etc., justify such scheduling.
 - b. An alternate time to take the exam must be provided for those students who have academic, athletic, or employment conflicts at the time scheduled.
3. If there is a conflict between an examination listed on the schedule developed at the annual evening prelim scheduling meeting and an examination not on the schedule, the examination on the schedule shall have a priority, and the course not on the schedule must provide an alternate time to take the examination for those students faced with the conflict.
4. If there is a conflict between examinations, both of which are on the schedule developed at the annual evening prelim scheduling meeting or both of which are not on the schedule, the instructors of the courses involved must consult and agree on how to resolve the conflict. Both instructors must approach this resolution process with a willingness to provide an alternative or earlier examination.
5. Courses using evening examinations are strongly urged to indicate this in the course description listed in *Courses* and must notify students of the dates of such examinations as early as possible in the semester, preferably when the course outline is distributed."

ACADEMIC STANDING

Criteria for Good Standing

The College of Human Ecology has established a set of **minimum academic standards** that all students must meet or exceed each semester. These standards are as follows:

1. A student must maintain a semester and cumulative grade point average of 2.0 or higher.
2. A student must successfully complete at least 12 credits per semester, excluding physical education courses. Mature students must carry at least 6 credits each

semester, also excluding physical education.

3. Students enrolling in the college as freshmen must complete at least 12 credits of Human Ecology courses by the end of the fourth semester such that at least 5 credits must be taken by the end of the second semester (ECON 1110 and 1120 may be used to fulfill this requirement). Transfer students must complete 12 Human Ecology credits by the end of their second semester at Cornell.
4. A student must be making "satisfactory progress" toward a Human Ecology bachelor's degree.
5. All students must complete their requirements for first-year writing seminars (FWS) during their first two semesters at Cornell. Students who do not take a required first-year writing seminar in the first semester that they matriculate at the College of Human Ecology will be placed on a warning status.

Students who have completed the second or subsequent semesters of matriculation at the college who have not taken both of the required writing seminars will be placed on a severe warning with danger of being withdrawn status. In these cases, if the student has not pre-enrolled for an FWS for the upcoming semester, a hold will be placed on the student's semester registration status until he or she is actually enrolled in an FWS. **If this requirement is not completed by the end of that semester, the student will be withdrawn from the college.**

At the end of each semester, the Committee on Academic Status (CAS) reviews each student's academic record to ensure that the **minimum academic standards** listed above are met. The committee then takes appropriate action for students whose academic achievement is considered unsatisfactory as defined by these criteria. CAS considers each case individually before deciding on a course of action. In an effort to support every student's success, the committee may take any of the following actions:

1. Place a hold on a student's university registration status for the current or upcoming semester.
2. Withdraw the student permanently from the college and Cornell University.
3. Require the student to take a leave of absence for one or more semesters.
4. Issue a warning to the student at one of the following levels:
 - a. Severe warning with danger of being withdrawn
 - b. Severe warning
 - c. Warning

These imply that if the student does not show considerable improvement during the semester, the committee may withdraw the student.

5. Add the student's name to a review list; students with this status are monitored by the committee throughout the semester.
6. Return the student to good standing.

Students placed on a required leave must appeal to CAS to return. This appeal occurs at the end of the required leave period. Students

who have been withdrawn may appeal the decision before the committee during the pre-semester appeals meeting. Students who have been placed on a warning status owing to incomplete or missing grades may request that their status be reviewed for possible updating to good standing once the grade records reflect the updates or corrections. These requests should be made using the general petition process and submitted to the college registrar.

All students with an academic warning status automatically will be reviewed for specific criteria at the end of the subsequent semester. In most cases, students put on warning, severe warning, or severe warning with danger of being withdrawn status will be informed of conditions that they are expected to fulfill to return to good standing. In general, these conditions are that a student must earn a minimum semester GPA of 2.0, complete 12 credits (exclusive of physical education), and not have any incomplete, missing, F, or U grades on his or her most recent semester record.

If a student who has been previously placed on a required leave wishes to return to the college, he or she must submit a plan of study to the committee before being rejoined.

Students who have been withdrawn from the college by CAS may request that they be readmitted. Such students have three years from the date they were withdrawn to make this appeal with assistance from a counselor in the Office of Student and Career Development (172 MVR). After three years, a former student must apply for readmission through the college's Office of Admission. A student applying for readmission should discuss his or her situation with a counselor in the Office of Admission, Student and Career Development. The student also should also talk with others who may be able to help—faculty advisors, instructors, or a member of the university medical staff. Any information given to the committee is held in the strictest confidence.

Academic Integrity

Academic integrity is a critical issue for all students and professors in the academic community. The University Code of Academic Integrity states that (1) a student assumes responsibility for the content and integrity of the academic work he or she submits, such as papers, examinations, or reports and (2) a student shall be guilty of violating the code and subject to proceedings under it if he or she:

- a. Knowingly represents the work of others as his or her own.
- b. Uses or obtains unauthorized assistance in any academic work.
- c. Gives fraudulent assistance to another student.
- d. Fabricates data in support of laboratory or field work.
- e. Forges a signature to certify completion or approval of a course assignment.
- f. Uses an assignment for more than one course without the permission of the instructor involved.
- g. Uses computer hardware and/or software to abuse privacy, ownership, or user rights of others.

- h. In any manner violates the principle of absolute integrity.

The college's Academic Integrity Hearing Board, which consists of a chairperson, three faculty members, and three students, hears appeals from students who have breached the code. It also deals with cases brought directly to it by members of the faculty.

Academic Records

Students may obtain their Cornell academic record in several ways. The **Cornell transcript**, which is the official record of the courses, credits, and grades that a student has earned can be ordered with no charge at the Office of the University Registrar (B7 Day Hall) or online at <http://transcript.cornell.edu>. For more information, call 255-4232. Students may also access their grades and course schedules electronically using *Student Center*. **Students should be in the habit of checking Student Center by the second week of every semester to confirm that their schedule and grade options are correct.** Adjustments must be made before published enrollment deadlines.

The college also maintains a **graduation progress worksheet** for each student showing progress toward the degree. At the beginning of fall semester continuing students should check their updated worksheet on the registrar tab at www.human.cornell.edu. It is important to check this document and bring any errors to the attention of the staff in the college registrar's office (146 MVR).

Disclaimer: These worksheets are unofficial tally tools used by the college registrar and in no way substitute for a student's responsibility for tracking the progress toward completing degree requirements as outlined in the curriculum sheet for each major.

Access to Records

The Family Educational Rights and Privacy Act of 1974 assures students of privacy of their records. The law also assures students' access to their records. Information concerning a student's relationship with the university is considered restricted and may be released only at the student's specific written request. Restricted information includes the courses elected; grades earned; class rank; academic and disciplinary actions by appropriate faculty, student, or administrative committees; and financial arrangements between the student and the university. Letters of recommendation are restricted information unless the student has specifically waived right of access.

Students who want additional information on access to their records may contact the Office of the College Registrar (146 MVR) or the Office of the University Registrar (B7 Day Hall). An inventory of those student records maintained by Cornell University offices in Ithaca, their location, and cognizant officer are available in the Office of the Dean of Students (401 Willard Straight Hall).

For specific information, refer to the university's policy "Access to Student Information" at www.univco.cornell.edu/policy/ASI.html, or talk with the college registrar.

ACADEMIC HONORS AND AWARDS

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

Honors

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 of letter grades and who have a semester GPA of 3.7 or above. No student who has received an F or U in an academic course will be eligible.

Kappa Omicron Nu seeks to promote graduate study and research and to stimulate scholarship and leadership toward the well-being of individuals and families. As 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 if they have attained junior status and have a cumulative average of B or higher. Transfer students are eligible after completing one year in this institution with a B average.

Current members of Kappa Omicron Nu elect new members. No more than 10 percent of the junior class may be elected to membership and no more than 20 percent of the senior class may be elected. Graduate students nominated by faculty members may be elected. The president of Kappa Omicron Nu has the honor of serving as First Degree Marshall for the college during May commencement.

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. Information about admission to the programs and their requirements may be obtained from the appropriate department or division. Students in other departments who wish to qualify for honors should contact the Office of Admission, Student, and Career Development (172 MVR) during their sophomore year or the first semester of their junior year. Honors candidates must have a minimum GPA of 3.3 and have demonstrated potential for honors-level research. To graduate with honors a student must take approved courses in research methodology and evaluation, attend honors seminars, complete a written thesis, and successfully defend it in front of a committee.

Bachelor of science with distinction

recognizes outstanding scholastic achievement. Distinction is awarded to students in the top 10 percent of the graduating class based on the last 60 credits earned at Cornell. The graduating class includes students who will complete requirements for bachelor of science degrees in January or May of the same academic year or the prior August. Names of seniors who meet these requirements are presented to the faculty of the college for approval.

The primary objectives of the honor society, **Phi Kappa Phi**, are to promote the pursuit of excellence in higher education and to recognize outstanding achievement by students, faculty, and others through election to membership. Phi Kappa Phi is unique in

that it recognizes scholarship in all academic disciplines. To be eligible for membership students must rank in the top 10 percent of the senior class, or in the top 5 percent of the junior class. Provisions also exist for the election of faculty members and graduate students whose work merits recognition.

Awards

The Elsie Van Buren Rice Public Speaking Contest awards prizes totaling \$2,500 for speeches related to published research by Human Ecology faculty members. The contest is held each year in March.

The Flora Rose Prize is given to a Cornell Human Ecology junior or senior whom, in the words of the donor, "shall demonstrate the greatest promise for contributing to the growth and self-fulfillment of future generations." The recipient receives a cash prize of \$750.

The Florence Halpern Award is named for the noted psychologist, Dr. Florence Halpern, in recognition of her lifelong interest in "innovative human service, which betters the quality of life." In that spirit the award is presented to an undergraduate in the College of Human Ecology who has demonstrated, through supervised fieldwork or community service, creativity in the search for solutions to human problems. The award carries a \$750 cash prize.

COLLEGE COMMITTEES AND ORGANIZATIONS

Student Groups and Organizations

Following are brief descriptions of some of the organizations that offer valuable experiences to human ecology students. Information about many other student activities on campus may be obtained from the Office of the Dean of Students (401 Willard Straight Hall).

The **Cornell Design League** was formed to give students interested in apparel a chance to express their creativity outside of the classroom by producing a fashion show every spring. It has become concerned with all aspects of a professional presentation. Consequently, it also provides a creative outlet for those interested in graphics, photography, illustration, or theater production. Although many of its designers are part of the Department of Fiber Science & Apparel Design, the Design League welcomes people of all majors and schools.

Students have opportunities to work throughout the community in a variety of service capacities. They volunteer in day care centers, youth programs, health-related agencies, services for elderly people and people with disabilities, as well as nutrition programs, arts organizations, and Ithaca schools. For further information, contact the **Public Service Center** (200 Barnes Hall). Call 255-1148 for information about volunteer work or 255-1107 for information about work-study arrangements.

The **Human Ecology Ambassadors** is a group of Human Ecology undergraduates who assist the Office of Admission in the area of new student recruitment and yield. Ambassadors participate in group conferences

with prospective students to provide information from a student's perspective, assist with on-campus programs for high school students and potential transfer students, and help with prospective student phoneathons and letter writing. In addition, ambassadors attend regular meetings and serve as coordinators for activities in the Office of Admission.

For information, contact the Office of Student and Career Development (172 MVR, 255-5471).

The **Human Ecology Mature Students Association** is an organization of students who are 24 years of age or older at the time of matriculation. Many mature students need to balance family, work, and other concerns with their academic efforts. The Mature Students Association strives to help by providing a forum for resource exchange and referral, support, socializing, and special projects depending upon expressed interest. These goals are pursued through seminars and informational meetings, the mature students listserv, supplementary orientation activities, liaison with other university offices, and the encouragement of informal networking. For more information, contact Patti Papapietro in the Office of Admission, Student, and Career Development (172 MVR).

Students interested in the relationship between the physical environment and human behavior may join the **Human-Environment Relations Students Association (HERSA)**. For more information, contact the Department of Design and Environmental Analysis.

The **International Facility Managers Association (IFMA)** also has a student chapter. Membership information is available from the Department of Design and Environmental Analysis.

The **Association for Students of Color (ASC)** unites Human Ecology students of color to provide a supportive foundation for their enrollment, retention, graduation, and career placement. ASC members work toward these goals by

1. participating in admissions hosting programs and conducting high school visitations.
2. sponsoring presentations on career and graduate school outcomes of a Human Ecology education.
3. providing volunteer services to the Cornell and Ithaca communities.
4. attending regular meetings and hosting annual fall and spring forums.

For more information, contact Verdene Lee in the Office of Admission, Student, and Career Development (172 MVR, 255-2532).

The **PreLaw Undergraduate Society (PLUS)** is sponsored by Human Ecology and welcomes members from the Cornell community. Meetings provide information and support for students considering careers in law. Programs include information on the law school admission process, law school applications, and LSAT preparations. Additionally, PLUS offers tours of the Cornell Law School and information panels with current law students. Guest speakers include practicing attorneys, law faculty, and current law school students. For more information, contact Deanne Maxwell in the Office of Admission, Student, and Career Development (172 MVR, 255-2532).

The **Preprofessional Association Toward Careers in Health (PATCH)** provides support, advising, and up-to-date information to students pursuing careers in health care. Programs include academic advising, guest speakers from allopathic and alternative medicine, information on medical school admissions, exposure to complementary health care career options, MCAT preparation tips, information on research and internship opportunities, and a visit to a local medical school. This student-run organization is sponsored by Human Ecology and is open to the Cornell community. For more information, contact Paula Jacobs in the Office of Admission, Student, and Career Development (172 MVR, 255-2532).

The **Orientation Committee** consists of students and advisors interested in planning and implementing programs to acquaint new students with the College of Human Ecology. The committee is particularly active at the beginning of each semester and is always eager for new members. For more information, contact Patti Papapietro in the Office of Admission, Student, and Career Development (172 MVR, 255-2532).

Membership in the **Sloan Student Association** is open to students interested in health care and related fields. For more information, contact the president of the association (122 MVR, 255-7772).

The **Students for Gerontology (SFG)** is composed of students from a wide variety of majors who are interested in career and internship opportunities that contribute to the well-being of our aging population. Programs sponsored by this organization focus on developing linkages with community organizations and other student gerontology groups. SFG meets monthly. For more information, contact Nancy Wells, faculty advisor, Bronfenbrenner Life Course Center (E220 MVR, 254-6330).

The **Health and Nutritional Undergraduate Society (Health NUTS)** promotes nutritional well-being through education, communication, and research. Members of the student chapter organize programs such as Food and Nutrition Day in March, and host on-campus speakers in nutrition and health-related fields. The student chapter is open to all students interested in nutrition education. For more information, contact Gail Canterbury (B19 Savage Hall, 255-2628).

Committees and Councils

Several official organizations exist within the college to deal with matters of policy and to provide leadership in college planning. Most include elected student and faculty representatives; the actions of these various groups affect all students directly or indirectly.

The **Educational Policies Committee (EPC)** has two student members, one graduate and one undergraduate, who vote along with the faculty members on all matters relating to college academic policy. Recommendations are submitted to this committee regarding revisions in degree requirements, new curriculum changes, and new course approval.

Students also have the opportunity to serve on the **Admissions Policy Subcommittee**, and the **Academic Integrity Hearing Board**.

The **Selection Committee for the Chancellor's Award for Excellence in**

Teaching or Professional Service handles the nomination and selection process for this prestigious yearly award. The committee consists of three teaching faculty members, one professional staff member, and three undergraduate members.

The **Human Ecology Alumni Association Board of Directors** includes two student board members—one junior and one senior. One student is selected each spring to begin a two-year term as student representative. The two students co-chair the board's Student Activities Committee, which works to increase the visibility of the Alumni Association among the student body by funding a variety of activities. The student members also bring an important perspective to board deliberations about programming and annual goals.

The Committee on Academic Status does not include student representatives but does have a faculty representative from each department. This committee is responsible for upholding the academic standards of the college and takes action when appropriate. The committee also hears appeals regarding student petitions and requests to be readmitted to the college.

INTERDEPARTMENTAL COURSES

HE 1100 Critical Reading and Thinking

Fall, spring, or summer. 2 credits (credit toward graduation depends on individual college). Limited enrollment. Prerequisite: freshman or sophomore standing; juniors and seniors by permission of instructor. Letter or S-U grades. Staff.

Enables students to increase critical reading and thinking abilities. Examines theory and research associated with a wide range of reading, thinking, and learning skills. Emphasis is placed on developing and applying analytical and evaluative skills.

HE 1110 College Achievement Seminar

Summer, six-week session. 2 credits (credit toward graduation depends on individual college). Prerequisite: Pre-freshman Summer Program students. Letter or S-U grades. Staff.

Improves the study and learning skills of incoming freshmen. Emphasis is placed on acquisition of skills necessary to achieve academic success. Topics include time management, note-taking, mapping, textbook comprehension, exam preparation, and exam strategies. The application of theory to the demands of Cornell course work is stressed. In addition, students are introduced to library and computing resources through hands-on

HE 4070 Leadership in the Nonprofit Environment

Fall. 3 credits. Limited to 30 students. Letter grades only. B. Bricker.

The nonprofit sector contributes nearly 10 percent of U.S. GNP and employs 11 to 12 percent of citizens. This economic sector touches all our lives—as volunteers, donors, receivers of service, employees, or board members. This course provides an opportunity to explore the challenges and opportunities of the nonprofit sector. After becoming familiar with the issues and complications of strategic charitable giving, students will consider actual grant applications from community organizations and make decisions to award \$10,000 in grant aid. HE 4070 is made

possible by a generous gift of \$10,000 from the Sunshine Lady Foundation. Students learn to read, evaluate, and write effective grant proposals. They create a Request for Proposal (RFP) to invite community nonprofits to apply for funding. They study organizational missions, the strengths and challenges of private, not for profit organizations, the motivation for giving time and money, and many related themes.

HE 4991/4992 Biology & Society Honors Project I and II

Fall and spring (yearlong). Credit TBA. Students who are admitted to the honors program are required to complete two semesters of honors project research and to write an honors thesis. The project must include substantial research, and the completed work should be of wider scope and greater originality than is normal for an upper-level course. The student must find a project supervisor and a second faculty member willing to serve as faculty reader; at least one of these must be a member of the Biology and Society faculty. Minimally, an honors thesis outline and bibliography should be completed during the first semester. In consultation with the advisors, the director of undergraduate studies will evaluate whether the student should continue working on an honors project. Students should note that these courses are to be taken in addition to those courses that meet the regular major requirements.

THE URBAN SEMESTER PROGRAM IN MULTICULTURAL DYNAMICS IN URBAN AFFAIRS

Cornell in New York City provides students with many study options that focus on multicultural dynamics in urban affairs. The options available include internships, individual and group community service projects, research, independent study, collaborative learning, and mentorships. Students must enroll concurrently in the three courses HE 4700, 4800, and 4900 or 4950. Students learn through reflection and action. Program options are possible throughout the academic year, during winter break, and in the summer.

Courses of study enable students to seek out the relationship between theory and practice, apply theory to practice, identify and acquire professional practice skills, and learn about the impact of diversity on New York City. By applying ethnographic research techniques and methods, students learn to think conceptually, reflect on their actions, and be agents of change.

HE 4060 Fieldwork in Diversity and Professional Practice: The Culture of Medicine and Public Health

Summer, eight-week session. Variable credit. S. Beck.

This course is part of the Urban Semester Program in New York City. Students learn through a cycle of experience and reflection. Over the course of eight weeks, students learn how to implement experience-based learning techniques and perspectives to enhance their competencies as initiates of professional practice. Students spend four days each week in an internship of their own choosing. One day each week, students have discussions with

professionals who represent different aspects of the New York City economy. This exposure enables students to explore a variety of professional perspectives and practices. Students participate in reflections seminars with the director of the program to explore student internship experiences and learning.

HE 4080 Fieldwork in Diversity and Professional Practice: Community and Public Service

Summer, eight-week session. Variable credit. M. Cocchini.

This course is part of the Urban Semester Program in New York City. Students learn through a cycle of experience and reflection. Over the course of eight weeks, students learn how to implement experience-based learning techniques and perspectives to enhance their competencies as initiates of professional practice. Students spend four days each week in an internship of their own choosing. One day each week, students have discussions with professionals who represent different aspects of the New York City economy. This exposure enables students to explore a variety of professional perspectives and practices. Students participate in reflections seminars with the director of the program to explore student internship experiences and learning.

HE 4090 Fieldwork in Diversity and Professional Practice: Finance, Business, and Other Settings

Summer, eight-week session. Variable credit. M. Cocchini.

This course is part of the Urban Semester Program in New York City. Students learn through a cycle of experience and reflection. Over the course of eight weeks, students learn how to implement experience-based learning techniques and perspectives to enhance their competencies as initiates of professional practice. Students spend four days each week in an internship of their own choosing. One day each week, students have discussions with professionals who represent different aspects of the New York City economy. This exposure enables students to explore a variety of professional perspectives and practices. Students participate in reflections seminars with the director of the program to explore student internship experiences and learning.

HE 4700 Multicultural Issues in Urban Affairs

Fall and spring. 3 credits. Students must take course during semester they participate in Urban Semester Program. Staff.

Uses New York City as a classroom. The landscapes, built environments, and people in them are the texts. In the beginning, students study the formation of this multicultural city by traversing lower Manhattan and imagining New Amsterdam as it became New York City. Then they investigate a number of neighborhoods and speak with local leaders about diversity issues in context, in practice, and in use, to learn how multicultural issues are experienced by people and how they make sense of them.

HE 4800 Communities in Multicultural Practice

Fall and spring, 6 credits. Students must take course during semester they participate in Urban Semester Program. Staff.

Concerns urban children and youth in communities of color. Each week of the semester, students participate one day in the school lives of children pre-K through eighth grade in selected neighborhoods in New York City. Students keep journals of their reflections on their experiences and observations.

HE 4900 Multicultural Practice

Fall and spring, 6 credits. Students must take *either* HE 4900 *or* 4950 during semester they participate in Urban Semester Program; which is appropriate depends on student's placement and is determined by Urban Semester director. Staff.

Students explore the intersection of organizational culture with issues of diversity. They investigate the nature of organizational culture and how it engages and includes or does not include diversity. Students report back in seminars their understanding and analysis of their internship organizations and their industry's role in creating conditions and environments of inclusion or exclusion. The course explores the conditions and processes that have brought about inclusion or exclusion.

HE 4950 Culture, Medicine, and Professional Practice in a Diverse World

Fall and spring, 6 credits. Students must take *either* HE 4900 *or* 4950 during semester they participate in Urban Semester; which is appropriate depends on student's placement and is determined by Urban Semester director. Staff.

Students participate in several experiential learning environments related to medicine over the course of the semester. Students rotate in a four-week unit, supported by Pastoral Care and ER, as well as several other choices through the semester. Medical and health-related practitioners make presentations throughout the semester.

DESIGN AND ENVIRONMENTAL ANALYSIS

S. Danko, chair (3M29 MVR, 255-3165); P. Eshelman, director of undergraduate studies; J. Elliott, director of graduate studies; F. Becker, S. Curtis, J. Elliott, G. Evans, D. Feathers, K. Gibson, R. Gilmore, A. Hedge, Y. Hua, J. Jennings, J. Laquatra, N. Wells

Note: A minimal charge for photocopied course handouts may be required.

DEA 4+1 Master's Degree Program

Outstanding students who complete their four-year undergraduate degree in DEA may apply for a master of arts/M.A. (interior design) or a master of science/M.S. (human environment relations) degree that typically requires one additional year of graduate study.

Through careful planning by the beginning of their junior year, many of the courses required in the M.A. or M.S. programs can be taken during the undergraduate years, creating an opportunity to focus the fifth year of study on

completing graduate courses and thesis requirements. Typically, students will take four to five courses in their fall semester as a graduate student, and two to three courses plus their thesis research in the spring semester. Students should expect to complete their thesis by the end of the summer term of their fifth year.

Admission to the 4+1 Master's program is not automatic. Students must meet with their advisors early in their undergraduate programs to plan carefully for this possibility. In the fall of the senior year, interested students must submit an online application to the Graduate School. The GRE exam and a portfolio are not required for 4+1 applicants. In addition to the online application, 4+1 applicants must submit a 4+1 study proposal to the department. Students who have compiled a strong undergraduate record in the department are usually good candidates for admission into the graduate program in Design and Environmental Analysis.

DEA 1101 Interior Design Studio I (also VISST 1101)

Fall, 3 credits. Limited to 20 students per sec. Prerequisite: DEA majors; permission of instructor for nonmajors. Option I majors must take DEA 1101 in fall of first year. B- or higher in DEA 1101 required to take DEA 1102 and 1150. Must complete incomplete grade in DEA 1101 before taking 1102 and 1150. Cost of materials: approx. \$200. J. Elliott.

Introduces the fundamental vocabulary and principles of two- and three-dimensional design. Students experiment with the development of image and form through problem-solving activities. Visit <http://courses.cit.cornell.edu/dea1101>.

DEA 1102 Interior Design Studio II

Spring, 3 credits. Prerequisite: Option I DEA majors only. Option I majors must take DEA 1102 and 1150 concurrently. B- or higher in DEA 1102 required to take DEA 2201. Must complete incomplete grade in this course before taking DEA 2201. Cost of materials: approx. \$300; shop fee: \$10. P. Eshelman.

Studio course in three-dimensional design with an interior design emphasis. Explores problems in spatial organization through drawings and models.

[DEA 1110 Making a Difference: By Design

Fall, 3 credits. Limited to 130 students. Lab fee: \$25. Next offered 2010–2011. S. Danko.

This course focuses on issues of leadership, creative problem-solving, and risk-taking through case study examination of leaders in business, education, medicine, human development, science, and other areas who have made a difference using design as a tool for positive social change. Using a micro to macro framework, students examine how design affects their daily lives and future professions from the person to the planet. Additional topics include nurturing creativity, visual communications, socially responsible design and business, culture, and ecological issues.]

DEA 1150 Design Graphics and Visualization

Spring, 3 credits. Limited to 18 students. Prerequisite: Option I DEA majors only; DEA 1101 with grade of B- or higher. Corequisite: DEA 1102. B- or higher in DEA 1150 required to take DEA 2201. Must complete incomplete grade in this course before taking DEA 2201. Minimum cost of materials: \$200; technology fee: \$10. K. Gibson.

Introductory graphics course for interior designers. Emphasizes orthographic and perspective drawing, formal and conceptual presentation methods. Reinforces concepts through projects, readings, and field trips.

DEA 1500 Introduction to Human-Environment Relations (also COGST 1500)

Spring, 3 credits. Limited to 15 students per sec (20 sec). Lec, disc. G. Evans.

Human-Environment Relations is an interdisciplinary field concerned with how the physical environment and human behavior interrelate. Most of our attention will be focused on how residential environments and urban and natural settings affect human health and well-being. We also examine at how human attitudes and behaviors affect environmental quality. Hands-on projects plus exams. Lecture and discussion sections Writing in Major option also available.

DEA 2030 Digital Communications

Spring, 2 credits. Limited to 45 students. Priority given to DEA majors. Lab fee: \$10. J. Elliott.

Digital information technologies for designers of the built environment. Students explore issues in relation to text and image through analysis and composition of form and content. Through a series of projects the students work toward the development of a professional web-based portfolio of self-promotional materials. The primary objective is to reinforce principles of visual communications while learning the rudiments of vector, raster, and html graphic software. Visit <http://courses.cit.cornell.edu/dea2030>.

DEA 2040 Introduction to Building Technology

Spring, 2 credits. Y. Hua.

This course is an introduction to a wide range of building technology. The goal is to develop basic understanding of building systems, their implications for the planning, design, and operation processes of buildings, as well as the impact of their performance on building occupants and the environment. Topics include site and climate, structural systems, building envelope, passive strategies for building conditioning, HVAC systems, interior systems, lighting systems, acoustics, electrical systems, construction process and building maintenance, and principles of building systems integration for occupant comfort and environmental sustainability.

DEA 2150 Digital Graphics

Fall, first seven weeks of semester. 1 credit. Prerequisites: DEA majors or permission of instructor, DEA 1101. Letter grades only. S. Curtis.

This course will be an investigation into use of computer graphic software programs for the purpose of design, visualization, and presentation. The course will investigate the inherent differences between raster and vector graphics and how to use a variety of computer graphics programs such as Adobe

Photoshop, Illustrator, Sketch Up, and Acrobat to achieve a desired end result. Lab-based course providing technical illustration in Adobe Illustrator, Photoshop, and Sketch Up.

DEA 2201 Interior Design Studio III

Fall. 4 credits. Limited to 18 students. Prerequisites: Option I DEA students; DEA 1101, 1102, 1110, 1150, and 1500 (minimum grades of B-); B- or higher required to take DEA 2202. Must complete incomplete in 2201 before taking 2202. Corequisites: DEA 2510, DEA 2150, DEA 4600. Minimum cost of materials: \$150; lab fee: \$40; required field trip: approx. \$130. J. Jennings.

Third semester in the studio sequence of eight semesters. The theme and objectives focus on design as critical thinking, introducing means by which students can think, draw, write, and build their way critically through design. Taken concurrently with DEA 2510, the course applies historical theory to contemporary design projects. Also includes a collaborative project with a professor and students from another design discipline.

DEA 2202 Interior Design Studio IV

Spring. 4 credits. Prerequisites: Option I DEA students; DEA 2201 and 2030. Pre- or corequisite: DEA 2040. Must complete incomplete grade in this course before registering for DEA 3301. Minimum cost of materials: \$120; field trip fee. R. Gilmore.

Based on programmatic criteria from real clients, students learn how to design several types of interior environments, from health care facilities to local nonprofit agencies. Emphasis is on space planning, lighting design, construction of custom light fixtures, and service learning, where students use design to transform the facilities of social service agencies in the community.

DEA 2410 Introduction to Computer-Aided Design (CAD)

Spring, first seven weeks of semester. 1 credit. Prerequisites: DEA majors or permission of instructor; DEA 1101. Letter grades only. Minimum cost of materials: \$50. S. Curtis.

This course provides an understanding of, and experience with, electronic drafting on the microcomputer. It includes a basic understanding of the features, limitations, and considerations associated with the operation of the latest release of AutoCAD. By the end of the course, the student will be proficient enough with the AutoCAD software to draw and plot most projects required by their course of study as they relate to architecture and interior design.

DEA 2420 Advanced Computer-Aided Design (CAD)

Spring, second seven weeks of semester. 1 credit. Prerequisites: DEA majors or permission of instructor; DEA 1101. Letter grades only. Minimum cost of materials: \$50. S. Curtis.

This course provides a thorough understanding of the 2-D features, limitations, and considerations associated with the operation of the latest release of AutoCAD. This course builds on knowledge gained in DEA 2410 and requires DEA 2410 as a prerequisite. Commands and concepts such as multi-sheet plotting, xreference drawings, blocks and attributes, raster images, user coordinate systems, and customization of AutoCAD are covered. This course will give the student a high level of proficiency with the AutoCAD software as they relate to architecture and interior design.

DEA 2500 The Environment and Social Behavior

Fall. 3 credits. Limited to 16 students. Priority order: DEA seniors, juniors, sophomores, freshmen. Prerequisite: DEA 1500 and written permission of instructor. Field trip fee: \$65. G. Evans.

This course is about architecture and human behavior. It is centered on two key principles: 1. the complex interplay of social and personal factors with the physical environment largely determines how the built environment influences human well-being; 2. aesthetics is not sufficient in judging design—we must also consider how the built environment affects health, interpersonal relationships, and performance along with preference. Two major projects, one in collaboration with a design studio and a real community client.

DEA 2510 History and Theory of the Interior

Fall. 3 credits. Limited to 35 students. Priority given to DEA majors. J. Jennings. A historic study of interior architecture and design with an emphasis on the concepts of design theory. Overarching themes encompass several time periods from the classical to the 20th century and isolate cultural patterns, spatial ideas, dialectics, design elements, and theorists. Reading, discussion, analytical exercises, essays, and a field trip are included. Visit <http://courses.cit.cornell.edu/dea2510>.

DEA 2550 Introduction to Facility Planning and Management

Fall. 2 credits. Letter grades only. F. Becker. Introduction to the field of facility planning and management. Focuses on how the planning, design, and management of an organization's physical facilities can help it meet its business objectives. Topics include the history of the field, strategic planning, space planning and design, project management, building operations, workplace change management, real estate, and computer-aided facility management systems.

DEA 3000 Special Studies for Undergraduates

Fall or spring. Credit TBA. DEA 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 a form available from the college registrar's 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.

DEA 3030 Interior Materials and Sustainable Elements

Fall. 3 credits. Limited to 45 students. Prerequisite: interior design, hospitality, or architectural studio or permission of instructor. Approx. cost of materials: \$10. R. Gilmore.

A sustainable approach to the evaluation and selection of materials, finishes, and furnishings for the built environment has the potential to protect our planet. This course provides an introduction to sustainable sources and asks students to manipulate materials, understand performance testing, use building codes, create a life-cycle cost analysis, and complete interior specifications. Field trips provide an overview of the manufacturing process, and group projects culminate in the presentation of research on current "green" products and resources.

DEA 3040 Introduction to Professional Practice of Interior Design

Spring. 1 credit. Limited to 15 students. Prerequisite: Option I DEA students. DEA faculty.

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, business practices, legal and ethical responsibilities and concerns, contracts, basic contract documents such as working drawings and specifications, supervision of construction and installation, and cost estimation.

DEA 3050 Construction Documents and Detailing

Spring. 2 credits. Prerequisites: DEA 3301 and 3030 or permission of instructor. Corequisite: DEA 3302. Minimum cost of materials: \$50; required field trips: \$10. R. Gilmore.

A continuous dialogue between the idea for an interior space and the reality of its final built form is contained within construction documents, also known as working drawings and specifications. Students study the history of architectural documentation, the organization of construction drawings, schedules, and specifications, and the detailing of interior elements and construction methods by touring a local millwork shop. Each student completes a comprehensive set of construction documents.

DEA 3250 Human Factors: Ergonomics-Anthropometrics

Fall. 3 credits. Recommended: DEA 1500. Undergraduate sec of DEA 6510; shares lec but meets for an additional hour. DEA 6510 has additional readings and projects. A. Hedge.

Implications of human physical and physiological characteristics and limitations on the design of settings, products, and tasks. An introduction to engineering anthropometry, biomechanics, control/display design, work physiology, and motor performance. Includes practical exercises and field project work. Visit <http://ergo.human.cornell.edu>.

DEA 3301 Interior Design Studio V

Fall. 5 credits. Prerequisites: DEA 1110, 1500, 2201, 2202, 2030, and 2040. Corequisites: DEA 3030 and 4590. Must complete incomplete grade in this course before registering for DEA 3302. Minimum cost of materials: \$150; shop fee: \$10; optional field trip: approx. \$10. P. Eshelman.

This intermediate-level interior design studio focuses on design for a special population inclusive of young children, older adults, and people of any age living with a congenital or hereditary condition, injury, or disease. The course is organized around a semester-long project broken into four phases: pre-design, design, full-scale model construction, and design documentation and presentation. Collaboration with students in DEA 2500/6600 provides experience in the application of evidence-based information in the design process.

DEA 3302 Interior Design Studio VI

Spring. 5 credits. Limited to 18 students. Prerequisites: DEA 3301 and 3030 or permission of instructor. Corequisite: DEA 3050. Must complete incomplete grade in this course before registering for DEA 4401. Minimum cost of materials: \$200; shop fee: \$10; field trip fee: \$20. K. Gibson.

Sixth semester in the studio sequence of eight semesters. Emphasizes use of the microcomputer as a creative tool in the design process. Explores social, cultural, and physical factors related to the interior environment through assignments, readings, and a field trip. Design and problem-solving skills are reinforced according to project type.

DEA 3500 Human Factors: The Ambient Environment

Spring, 3 credits. Recommended: DEA 1500. Undergraduate sec of DEA 6520; shares lec but meets for an additional hour. DEA 6520 has additional readings and projects. A. Hedge.

Introduces human-factor considerations in lighting, acoustics, noise control, indoor air quality and ventilation, and the thermal environment. Views the ambient environment as a support system that should promote human efficiency, productivity, health, and safety. Emphasizes the implications for planning, design, and management of settings and facilities. Visit <http://ergo.human.cornell.edu>.

DEA 3540 Facility Planning and Management Studio

Spring, 4 credits. Prerequisite: DEA 4590 or permission of instructor. Letter grades only. Minimum cost of materials: \$200. Y. Hua.

For advanced undergraduates interested in facility planning and management. Purpose is to provide basic tools, techniques, and concepts useful in planning, designing, and managing facilities for large, complex organizations. Covers strategic and tactical planning for facilities, organizing to deliver facility management services, project management, space forecasting, space allocation policies, programming, relocation analysis, site selection, building assessment, space planning and design, furniture specifications, and moves. Considers sociopsychological, organizational, financial, architectural, and legal factors.

DEA 4000-4010-4020-4030 Special Studies for Undergraduates

Fall or spring. Credit TBA. S-U or letter grades. DEA 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 a form available from the department office. This form must be signed by the instructor directing the study and the director of undergraduate studies and filed at course registration or within the change-of-registration period in the college registrar's office, 146 MVR, along with an add/drop slip. 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 head is necessary. Students, in consultation with their advisors and the instructor should register for one of the following subdivisions of independent study.

DEA 4000 Directed Readings

For study that predominantly involves library research and independent reading.

DEA 4010 Empirical Research

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

DEA 4020 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.

DEA 4030 Teaching Apprenticeship

For study that includes teaching methods in the field and assisting faculty with instruction. Students must have demonstrated a high level of performance in the subject to be taught and in the overall academic program.

DEA 4100 Facility Planning and Design in a Diverse Society

Spring, 3 credits. Prerequisites: DEA 1500, 1110, 2500, 6530, or permission of instructor. Letter grades only. L. Maxwell.

This is an upper-level undergraduate course appropriate for undergraduate and graduate students in facility planning and management, human environment relations and interior design students in DEA as well as students outside of DEA who are interested in how the built environment should respond to a diverse society. The course will examine facility planning and design issues in a diverse society. Specifically, the role of culture, gender, stage in the life cycle, and disability in planning facilities of various types will be studied. This course will examine the issues of diversity from two perspectives. One, how are the implicit and explicit assumptions about the user expressed in various aspects of the built environment in our society; and two, how do we purposely plan facilities in a diverse society.

DEA 4150 Strategic Facility Planning for Social Institutions

Spring, 3 credits. Prerequisites: DEA 1500, 2500, 4590, or permission of instructor. Letter grades only. L. Maxwell.

This is an upper-level undergraduate course appropriate for undergraduate and graduate students in facility planning and management, the Sloan program, urban planning, and design/architecture students interested in facility planning and design issues for health care institutions. The course will examine the facility planning and management issues that affect the healthcare industries. The course will specifically look at how these facilities respond to changes in (1) the needs of their target population, (2) technology and communications, (3) sustainability, (4) healthcare delivery practices, and (5) regulatory and policy issues related to the healthcare industry. The course will specifically examine all of these issues in the long-term care industry.

DEA 4220 Ecological Literacy and Design (also ARCH 4601)

Spring, 3 credits. Prerequisite: junior or senior standing. Letter grades only. Cost of field trips: approx. \$25. J. Elliott.

Lecture/seminar course for advanced undergraduates interested in learning about the effects of designing the built environment on the biophysical world. Course objectives are to develop sensitivities to environmental issues, construct conceptual frameworks for analysis, and demonstrate how ecological knowledge can be applied to the practice of

design through researching the use of the LEED building certification process for real world clients and stakeholders. Visit <http://courses.cit.cornell.edu/dea4220>.

[DEA 4230 Restaurant Design Charrette

Spring, 1 credit. Limited to 18 students. Prerequisite: permission of instructor. Letter grades only. Minimum cost of materials: \$50. Next offered 2010-2011. R. Gilmore and S. Robson.

This intensive weekend-long course pushes the boundaries of current restaurant design by developing a concept plan for an innovative restaurant in a nontraditional setting. Students work in teams to develop design solutions and prepare design presentations for review by course instructors and visiting design professionals.]

DEA 4300 Furniture as a Social Art

Spring, 3 credits. Limited to 15 students. Prerequisite: permission of instructor. Cost of building materials: \$150. (Additional shop hours are made available.) P. Eshelman.

The focus is on how innovation in furniture design is inspired. Four sources of inspiration explored are: user needs; aesthetic interpretation; material and manufacturing technologies; and environmental impact. The interplay among these four sources of inspiration will be examined with emphasis on the first, user needs. Assignments involve both analyzing furniture products currently on the market and designing and constructing a furniture piece for a special population inclusive of young children, older adults, and people of any age living with a congenital or hereditary condition, injury, or disease.

DEA 4401 Interior Design Studio VII

Fall, 5 credits. Prerequisites: DEA 3302, 3030, 3040, and 3050. Must complete incomplete grade in this course before registering for DEA 4402. Minimum cost of materials: \$150; field trip: \$50. R. Gilmore.

Comprehensive historic preservation design studio in which students complete each phase of the adaptive reuse of a historic structure. After site visit and historic survey work, students conduct demographic research, complete a building assessment, and design a new use for a viable, yet older structure. Lecture topics range from professional practice strategies, to the history of preservation, to the Secretary of the Interior's Standards for Rehabilitation. Components of the work include program documents, code compliance, concept development, schematic and design development presentations, and construction documents.

DEA 4402 Interior Design Studio VIII

Spring, 5 credits. Prerequisites: DEA 3301, 3302, 3030, and 3040. Minimum cost of materials: \$150. S. Danko.

Completion of advanced interior design problems broken into five phases: programming; schematic design and evaluation; design development, including material and finish selection; design detailing; and in-process documentation and the preparation of a professional-quality design presentation.

DEA 4530 Planning and Managing the Workplace

Fall, 3 credits. Prerequisite: junior or senior standing. F. Becker.

Through lectures, readings, and a field studies project, this course explores how the

planning, design, and management of health care facilities affects the experience of patients and care-giving staff; and the relationship of these outcomes to healthcare quality.

DEA 4540 Computer-Aided Facilities Management

Fall, second seven weeks of semester. 1 credit. Prerequisites: none. Letter grades only. S. Curtis.

This course will be an investigation into the use of computer-aided facilities management software in facilities management. Emphasis will be placed initially on understanding how FM CAD systems work. Topics such as Building a Space Inventory Database, Adding Occupancy Data, AutoCAD commands, Reports, Asset Management, and Strategic Planning and Stacking will be learned and discussed.

[DEA 4550 Research Methods in Human-Environment Relations]

Fall. 3 credits. Prerequisite: DEA majors or permission of instructor; statistics course. Next offered 2010-2011. N. Wells.

Develops students' understanding and competence in the use of research and analytical tools to study the relationship between the physical environment and human behavior. Emphasizes evaluation of internal and external validity as well as measurement reliability and validity. Topics include research design, unobtrusive and obtrusive data-collecting tools, the processing of data, and effective communication of empirical research findings.]

DEA 4590 Programming Methods in Design

Fall. 3 credits. Letter grades only. Minimum cost of materials: \$100. L. Maxwell.

Introduction to facility programming. Emphasizes formulation of building requirements based on user characteristics and potential constraints. The course presents diverse methods for determining characteristics that will enable a particular environmental setting to support desired behaviors of users. The course emphasizes selection of appropriate methods to suit the specific user/client needs. Students will work with an actual client to prepare a program document.

[DEA 4600 Design City]

Fall. 1 credit; may be repeated for credit. Prerequisite: DEA majors; permission of instructors. Not open to freshmen for credit. Students are required to take this course in order to participate in field study trip to a major city. Field trip fee covers cost of hotel and chartered bus; trip fee will be billed to student's bursar account. S-U grades only. Next offered 2010-2011. K. Gibson and J. Jennings.

Field study of historic and contemporary interiors with guided tours to architectural and interior design firms, installations, exhibits, and showrooms in New York City, Toronto, or other major cities. Topics and themes change yearly.]

DEA 4700 Applied Ergonomic Methods

Spring. 3 credits. Prerequisite: DEA 3250. Undergraduate sec of DEA 6700; shares lec but meets for an additional hour. DEA 6700 has additional readings and projects. A. Hedge.

Covers physical and cognitive ergonomics methods and techniques and their application to the design of modern work environments. Emphasizes understanding key concepts.

Covers conceptual frameworks for ergonomic analysis, systems methods and processes, a repertoire of ergonomics methods and techniques for the analysis of work activities and work systems.

DEA 4720 Environments for Elders: Housing and Design for an Aging Population

Spring. 3 credits. Field trip fee: \$20. N. Wells.

Through seminars, lectures, field trips, and service learning opportunities, students examine the relationship between older adults and the physical environment. Students gain understanding of the relevance of design characteristics to the well-being of older people; an appreciation of late-life social, cognitive, and physiological changes; as well as familiarity with a variety of housing options for late life. Visit <http://courses.cit.cornell.edu/dea4720>.

DEA 4990 Senior Honors Thesis

Fall or spring. Variable credit. Prerequisite: permission of thesis advisor and DEA director of undergraduate studies. Letter grades only. DEA faculty.

Opportunity for DEA majors to undertake original research and scholarly work leading to the preparation of a thesis. Students work closely with their thesis advisor on a topic of interest.

DEA 6000-6030 Special Problems for Graduate Students

Fall or spring. Credit TBA. S-U or letter grades. DEA faculty.

Independent advanced work by graduate students recommended by their special committee chair and approved by the head of the department and instructor.

6000: Special Problems. For study of special problems in the areas of interior design, human environment relations, or facilities planning and management.

6010: Directed Readings. For study that predominantly involves library research and independent study.

6020: Graduate Empirical Research. For study that predominantly involves collection and analysis of research data.

6030: Graduate Practicum. For study that predominantly involves field experiences in community settings.

DEA 6450 Dancing Mind/Thinking Heart: Creative Problem-Solving Theory and Practice

Spring. 3 credits. Limited to 24 students. Prerequisite: graduate or advanced undergraduate standing; undergraduates must have permission of instructor. S. Danko.

Focuses on thinking processes and techniques that support creative problem solving. Examines theories of creative behavior and critical thinking. The course is highly participatory and experiential by design. Weekly discussions include hands-on applications of theories on short problems tailored to the backgrounds of the students. The primary goal is to demonstrate perceptual, emotional, intellectual, cultural, and environmental blocks to creative thinking and expand the student's repertoire of creative problem solving strategies for use in day-to-day professional practice. Case studies of creative individuals and organizations from a variety of fields are presented.

[DEA 6480 Virtual Design, Analysis, and Representation]

Fall. Variable credit; max. 4. Limited to 15 students. Prerequisite: graduate or advanced undergraduate standing; for undergraduates, DEA 3302 or permission of instructor. Minimum cost of materials: \$150; lab fee: \$35. Next offered 2010-2011. K. Gibson.

Advanced use of computer technology to create and analyze interior environments. Emphasizes the use of 3-D modeling, animation, photorealistic rendering, and emerging technologies to investigate dynamic design issues.]

DEA 6500 Programming Methods in Design

Fall. 4 credits. L. Maxwell.

This course is intended for graduate students in cooperation with DEA 4590. Each student is required to attend DEA 4590 lectures, complete all required readings and assignments, and meet with the instructor and with other graduate students. An additional programming project will be required for all graduate students.

DEA 6510 Human Factors: Ergonomics-Anthropometrics

Fall. 4 credits. Recommended: DEA 1500 and 3-credit statistics course. A. Hedge.

Intended for graduate students who want a more thorough grounding in human factors than is provided by DEA 3250. Each student is required to attend DEA 3250 lectures, meet with the instructor and other graduate students for an additional class each week, and complete additional readings and projects. For more detail, see DEA 3250.

DEA 6520 Human Factors: The Ambient Environment

Spring. 4 credits. Recommended: DEA 1500. A. Hedge.

Intended for graduate students who want a more thorough grounding in human factors considerations than is provided by DEA 3500. Each student is required to attend DEA 3500 lectures, meet with the instructor and other graduate students for an additional class each week, and complete additional readings and projects. For detailed description, see DEA 3500.

DEA 6530 Planning and Managing the Workplace

Fall. 4 credits. Prerequisite: graduate standing. Letter grades only. F. Becker.

Through lectures, readings, and a field studies project, this course explores how the planning, design, and management of health care facilities affects the experience of patients and care-giving staff; and the relationship of these outcomes to healthcare quality.

DEA 6540 Facility Planning and Management Studio

Spring. 4 credits. Prerequisite: DEA 4590/6500 or permission of instructor. Letter grades only. Minimum cost of materials: \$200. Y. Hua.

For graduate students interested in facility planning and management. For description, see DEA 3540.

[DEA 6560 Research Methods in Human-Environment Relations]

Fall. 4 credits. Prerequisite: DEA majors or permission of instructor; statistics course. Next offered 2010–2011. N. Wells.

Intended for graduate students who want a more thorough understanding of the use of research to study the relationship between physical environment and human behavior than is provided by DEA 4550. Each student is required to attend DEA 4550 lectures, meet with the instructor and other graduate students for an additional class each week, and complete additional readings and projects. For more detail, see DEA 4550.]

DEA 6590 Introduction to Facility Planning and Management

Fall. 1 credit. For graduate students interested in careers in facility planning and management. Letter grades only. F. Becker.

Introduction to the field of facility planning and management. Focuses on how the planning, design, and management of an organization's physical facilities can help it meet its business objectives. Topics include the history of the field, strategic planning, space planning and design, project management, building operations, workplace change management, real estate and computer-aided facility management systems.

DEA 6600 The Environment and Social Behavior

Fall. 4 credits. Prerequisite: DEA 1500 and written permission of instructor. Field trip fee: \$65. G. Evans.

This course is about architecture and human behavior. It is centered on two key principles: 1. the complex interplay of social and personal factors with the physical environment largely determines how the built environment influences human well-being; 2. aesthetics is not sufficient in judging design—we must also consider how the built environment affects health, interpersonal relationships, and performance along with preference. Two major projects, one in collaboration with a design studio and a real community client.

DEA 6610 Environments and Health

Spring. 3 credits. N. Wells.

Examines the impact of the physical environment on human health and well-being through the life course. Environmental factors examined include characteristics of the built and natural environment, housing, and neighborhood as well as sprawl, the dominance of the automobile, and patterns of American landscape development. Health outcomes include physical health, obesity, mental health, and cognitive functioning. Working within the life course perspective, the course focuses particularly on environmental factors that may act as either protective mechanisms fostering the long-term resilience of individuals or risk factors contributing to long-term vulnerability.

DEA 6680 Design Theory and Criticism Seminar

Spring. 4 credits. Limited to 15 students. Letter grades only. J. Jennings.

For advanced undergraduate and graduate students. The seminar explores two methods of design thinking: theoretical and critical. One method stems from a desire to understand historical theory and to assess the relevance of theory as an intellectual basis for contemporary design. The other approach involves learning to write critically. Within this

construct is the notion that every design is an argument a designer makes.

DEA 6700 Applied Ergonomics Methods

Spring. 4 credits. Limited to 20 students. Prerequisite: DEA 6510. A. Hedge.

Intended for graduate students who want a more thorough understanding of applied ergonomics methods than is provided by DEA 4700. Each student is required to attend DEA 4700 lectures, meet with the instructor and other graduate students for an additional class each week, and complete additional readings and projects. For further detail, see DEA 4700.

DEA 6760 Universal Design: Ergonomics and Accessibility

Spring. 3 credits. Recommended prerequisite: DEA 1500, 3250, or 6510, or permission of instructor. S–U or letter grades (DEA Option III students must do letter grade). D. Feathers.

Universal design accommodates and fosters human function, preferences, choice and identity through the design of the built environment. This course introduces the concepts of universal design from a human factors/ergonomics perspective and outlines precepts and regulations to support environmental design decisions that accommodate individuals that vary by factors such as age, gender, and ability. Universal design concepts are also discussed throughout one's life course. Student projects emphasize evaluating the built environment from a universal design perspective.

DEA 8990 Master's Thesis and Research

Fall or spring. Credit TBA. Prerequisite: permission of graduate committee chair and instructor. S–U or letter grades. DEA graduate faculty.

DEA 9990 Ph.D. Thesis and Research

Fall or Spring. Credit TBA. Prerequisite: permission of doctoral thesis committee chair and instructor. S–U or letter grades. DEA Ph.D. graduate faculty.

FIBER SCIENCE & APPAREL DESIGN

A. Lemley, chair (209 MVR, 255-3151); M. Frey, director of graduate studies; C. Jirousek, director of undergraduate studies; S. Ashdown, N. Breen, C. C. Chu, C. Coffman, J. Hinestroza, V. D. Lewis, F. Mete, A. Netravali, S. K. Obendorf, A. Racine

FSAD 1140 Introduction to Computer-Aided Design

Fall. 3 credits. Limited to 14 students per sec. Priority given to FSAD students and those in transfer process to FSAD. S–U or letter grades. Minimum cost of materials: \$100. A. Racine.

Explores the creative potential of microcomputers for fashion design. Uses AutoCAD software program as a design tool for drawing 2-D images. Introduces basic Photoshop software functions to enhance original drawings. Projects include creating full-scale engineered designs on fabric for digital printing in the studio, and a team-based fashion magazine.

FSAD 1170 Fashion Graphics

Spring. 3 credits. Limited to 21 students. Priority given to apparel design students. Prerequisite: basic drawing course. Letter grades only. Minimum cost of supplies: \$200; lab fee: \$30. V. D. Lewis.

Students develop both familiar and unfamiliar methods that enable them to visualize the fashioned body and ancillary expressions of fashion. Fashion graphics is explored as a communicative strategy essential in most aspects of fashion development.

FSAD 1250 Art, Design, and Visual Thinking

Fall. 3 credits. S–U or letter grades. C. Jirousek.

Introduction to the visual arts and design that explores aesthetic and cross-cultural dimensions of visual experience. Augmented by slide presentations, artifacts, video, and an Internet-based electronic textbook, lectures emphasize the varieties of visual expression seen in works of art and design. Discusses social, cultural, and historic interpretations of visual expression.

FSAD 1350 Fibers, Fabrics, and Finishes

Spring. 3 credits. FSAD majors must also enroll in FSAD 1360. S–U or letter grades. A. Netravali.

Introduction to fibers, fibrous materials, and dyes and finishes. Gives special emphasis to the use of fibrous materials in apparel, residential and contract interiors, and industrial applications. Topics include fiber properties, fabric structure, coloration of fibrous materials, dimensional stability, flammability, product specifications, and performance standards.

FSAD 1360 Fiber and Yarn Analysis Laboratory

Spring. 1 credit. Corequisite: FSAD 1350. Letter grades only. A. Netravali.

Consists of 14 laboratory sessions, in which students learn techniques to identify and test fibers and yarns. A midterm and final exam are based on using the methods learned to identify an unknown fiber (midterm) and an unknown bi-component yarn (final).

FSAD 1450 Introduction to Fashion Design

Spring. 4 credits. Limited to 30 students; 15 per lab. Priority given to FSAD students and students transferring into FSAD. Prerequisite: FSAD 1140. Corequisites: FSAD 1350 and 1360. Letter grades only. Apparel design majors should take course during first year. Minimum cost of materials: \$200. A. Racine.

Intensive study of principles and processes of flat-pattern design with emphasis on creative expression in upscale children's fashions. Through studio projects, students develop an understanding of the techniques needed to produce apparel from technical sketches, flat pattern design processes, and garment assembly.

FSAD 2370 Structural Fabric Design

Fall. 3 credits. Prerequisite: FSAD 1350. Recommended: college algebra. S–U or letter grades. M. Frey.

Covers the elements of technical fabric design with an emphasis on woven and knitted fabrics. Topics include structure of woven and knitted fabrics, openness, manufacturability, equivalence, and color effects.

FSAD 2640 Draping

Fall. 4 credits. Limited to 30 students; 15 per lab. Prerequisites: FSAD 1250 and 1450. Recommended: drawing course. Letter grades only. Minimum cost of materials: \$250; lab fee: \$10. F. Mete.

This studio course examines the process of creating a three-dimensional garment from the

two-dimensional fabric. The principles and processes of draping, advanced flat pattern making, and fitting are studied through projects. Drawing exercises focus on the communication of three-dimensional garments in two-dimensional sketches. Assigned problems require students to make judgments regarding the design process, the nature of materials, body structure, function, and fashion.

FSAD 2650 Patternmaking for Fashion Design

Spring. 3 credits. Limited to 30 students. Prerequisites: FSAD 1140, 1170, 1250, 1450, 1350, and 1360. Corequisite: FSAD 2370. Letter grades only. Minimum cost for fabrics, studio, and portfolio supplies: \$250. A. Racine.

The goal of this apparel studio course is to expand student competencies in flat pattern design, technical sketching, and fitting. Students generate original design concepts using fashion sources from historic to contemporary times. Advanced garment assembly and detailing techniques for fashion apparel with Sonobond Technology are introduced.

FSAD 2660 Apparel Design: Product Development

Spring. 3 credits. Prerequisites: FSAD 1140 and 1450. Recommended: drawing course. Letter grades only. Minimum cost of materials: \$150; lab fee: \$10. S. Ashdown.

Project-based course in which students explore the relationship between technology and design, and the impact of production issues on manufactured clothing. Students learn computer-aided patternmaking, grading, manufacturing technologies, communication of technical details, flats, specifications, and costing of garments. Designs are developed to various stages from conceptual work to full specification of the product and its production details, with a concentration on the iterative design process.

FSAD 3000 Special Studies for Undergraduates

Fall or spring. Credit TBA. 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 a form available from the college registrar's office. The form, signed by both the instructor directing the study and the department chair, is filed at course registration or during the change-of-registration period.

FSAD 3250 Color and Surface Design of Textiles

Fall. 4 credits. Limited to 18 students. Priority given to FSAD apparel design majors. Recommended: FSAD 1140 and 1350. Letter grades only. Minimum cost of materials: \$100; lab fee: \$100. C. Jirousek.

Studio experience in the surface design of textiles combined with exercises in color theory. Textile projects use techniques such as block printing, shibori, batik, silk painting, silk screen, and stitchery to produce a portfolio of textile designs. Studio work is augmented by lectures on pattern and color theory illustrated by slides and textile examples.

FSAD 3350 Fiber Science

Fall. 3 credits. Limited to 20 students. Prerequisites: college chemistry and physics. S-U or letter grades. A. Netravali.

Covers fibers commonly used in various engineering, medical, and apparel applications. Topics include the nature of polymer molecules, the chemical structure of organic fibers, inorganic fibers, micro-macro structure of fibers, fiber dimensions, environmental effects, and mechanical, optical, thermal, and frictional properties of fibers. The following fiber uses are discussed: composites in aerospace and other structural components, circuit boards, bulletproof vests, sutures, artificial arteries, geotextiles, sporting goods, and others.

FSAD 3460 Design Process

Fall. 4 credits. Limited to 30 students. Prerequisites: FSAD 1350, 1450, 2640, and 2650. Letter grades only. Minimum cost of materials: \$250; lab fee: \$10. V. D. Lewis.

The course exposes students to dilemmas and methods used by creative Fashion designers. Course ambitions are to develop personal design handwriting, unite a provocative design issue with the requirement of the market and functionality while emphasizing quality and creativity in realizing design ideas.

FSAD 3690 Style, Fashion, and the Apparel Industry

Fall. 2 credits. Limited to 30 students. Not open to freshmen. Prerequisites: FSAD 1250, 1350, and 2370. Students should not take FSAD 3690 and FSAD 3460 in same semester. Letter grades only. A. Racine.

Illustrated lectures focus on changes in the U.S. apparel industry and fashion cycles from the 19th century to the present day resulting from social forces, technological developments, and shifting demographics. The Cornell Costume Collection is used for discussion. Students write an original research paper on topics relating to changes in fashion over time.

FSAD 4000-4010-4020-4030 Special Independent Studies for Undergraduates

Fall, summer, or spring. Credit TBA. S-U or letter grades. 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 FSAD 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 a form available from the department office. This form must be signed by the instructor directing the study and the department chair and filed at course registration or within the change-of-registration period after registration along with an add/drop slip in the college registrar's office (146 MVR). 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 chair is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

FSAD 4000: Directed Reading. For study that predominantly involves library research and independent reading.

FSAD 4010: Empirical Research. For study that predominantly involves data collection and analysis, or laboratory or studio projects.

FSAD 4020: Supervised Fieldwork. S-U grades only. 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.

FSAD 4030: Teaching Apprenticeships. Fall or spring. 2-4 credits. Prerequisites: upper-class standing, demonstrated high level of performance in subject to be taught and in overall academic program, and permission of instructor and department chair. S-U or letter grades. Staff. Apprenticeship includes both a study of teaching methods in the field and assisting the faculty with instruction.

[FSAD 4200 History of Color and Design in Textiles]

Spring. 3 credits. Prerequisite: FSAD 1250 or permission of instructor. S-U or letter grades. Offered alternate years; next offered 2010-2011. C. Jirousek.

History of textile design; color theory, trends and measurement; design use of pigments and dyes. Students complete hands-on exercises, two exams and a paper.]

FSAD 4310 Apparel Production and Management

Spring. 3 credits. Limited to 40 students. Prerequisites: ECON 1110 and 1120 and upper-division course in either apparel or textiles. S-U or letter grades. F. Mete.

Introduction to the global textile and apparel industry, particularly the technical and economic aspects of apparel production and strategic management. Includes analysis of specific apparel manufacturing and management issues such as international sourcing, strategies, Fast Fashion, Quick Response, mass customization, production and information technology, labor, and logistics. Students will analyze and discuss case studies of creative individuals and organizations from a variety of fields that apply to the textile and apparel industry.

FSAD 4320 Product Quality Assessment

Spring. 3 credits. Limited to 36 students in lec, 18 per lab. Prerequisites: FSAD 1350 and statistics course. S-U or letter grades. Lab fee: \$20. N. Breen.

Covers evaluation of fibers, yarns, fabrics, and garments, with emphases on the meaning of standards, testing philosophy, quality control, and statistical analysis. Discusses day-to-day tests done in the textile and apparel industry. Laboratory sections introduce students to various test methods, data generation for analysis, and evaluation.

FSAD 4360 Fiber Chemistry

Spring. 3 credits. Prerequisite: senior or first-year graduate standing. S-U or letter grades. Offered alternate years. C. C. Chu.

Discusses the chemical and physical structure of several commercially important fibers, such as cotton, wool, silk, polyesters, nylons, acrylics, polyolefins and spandex, and their polymerization process. Gives the general chemical and physical properties of each. Discusses degradation reactions for certain fibers such as polyolefins and acrylics.

FSAD 4390 Biomedical Materials and Devices for Human Body Repair (also BME 5390)

Spring. 2-3 credits. Prerequisites: junior or senior standing; college natural science requirement (chemistry or biology). S-U grades only for 2 credits, letter grades only for 3 credits. C. C. Chu.

Surveys materials and devices for repair of injured, diseased, or aged human tissues/organs. Includes properties of synthetic and

biological materials, wound healing processes, medical devices for repair of wounds, blood vessels, hearts, joints, bones, nerves, male impotence, vision/hearing/voice, and drug control/release.

FSAD 4440 Apparel/Textile Retailing and Distribution

Fall. 3 credits. Prerequisites: junior or senior standing; FSAD 1350 and marketing course. S–U or letter grades. N. Breen.

Overview of the business of design, production, distribution, marketing, and merchandising of apparel and related products from a management perspective. Includes the organization and structure of both domestic and international retailers along with pricing strategies, merchandise planning, inventory management, and sales promotion. New uses of computer systems and information technologies are emphasized throughout.

FSAD 4660 Textiles, Apparel, and Innovation

Fall. 3 credits. Prerequisite: FSAD 2370. Recommended: FSAD 4320. S–U or letter grades. Cost of field trip: \$100. J. Hinestroza.

Designed for students in all FSAD options. Explores the relationship between materials and design with a concentration on the use of innovative textile materials in apparel. Both aesthetic and functional issues are addressed. The course consists of a combination of lecture, discussion of readings, oral reports, a research paper, and project work. There is a one-day field trip to New York City.

FSAD 4700 Fashion Presentation: Portfolio Development

Fall. 3 credits. Limited to 25 students. Prerequisites: FSAD 1170, 2640, 2650, and 3460. Minimum cost of materials: \$250. V. D. Lewis.

Students are expected to discover their personal philosophy of fashion and to discover and adopt current presentation techniques. Students gain an understanding of presentation methods currently used in Fashion design, forecasting, and editorial illustration. Skills covered include fashion illustration, image manipulation, and photographic image, layout, and presentation.

FSAD 4990 Honors Thesis Research

Fall and spring. 4 credits each in fall and spring semesters of senior year. Prerequisites: minimum GPA of 3.3 and submission of application in junior year. S–U or letter grades. Staff.

Student will prepare a thesis, based on independent research, including a research statement, background, approach, results (which could be a description of a creative work), and discussion. The student may also produce creative work. Student will have an open presentation of work, either a seminar or an exhibition, and an oral defense with the committee. Interested students should obtain a FSAD Honors Program application form from the FSAD undergraduate office (207 MVR), and submit the application to the department before the end of the fall semester of junior year. For more information students should contact the director of undergraduate studies.

FSAD 6000 Special Problems for Graduate Students

Fall or spring. Credit TBA. S–U or letter grades. Staff.

Independent advanced work by graduate students recommended by their chair and

approved by the department chair and instructor.

FSAD 6160 Rheology of Solids: Dynamic Mechanical Analysis of Fibers and Polymers

Fall. 3 credits. S–U or letter grades. Offered alternate years. J. Hinestroza.

This course will introduce students to Dynamic Mechanical Analysis (DMA) and its relevance in the characterization of polymer fibers and films. DMA is a materials characterization technique that supplies information about major transitions as well as secondary and tertiary transitions not readily identifiable by other methods. It also allows characterization of bulk properties directly affecting material performance. DMA can also be used to predict the behavior of polymeric materials as a function of time and their exposure to liquids and gases over a wide range of temperatures.

[FSAD 6200 Physical Properties of Fiber-Forming Polymers and Fibers

Spring. 3 credits. Prerequisite: permission of instructor. Offered alternate years; next offered 2010–2011. A. Netravali.

Covers formation and properties of fiber-forming polymers, their states and interconnection. Discusses relationship between chemical structure and morphology of fibers on their properties and testing methods.]

[FSAD 6260 The Chemistry of Textile Finishes and Dyeing

Spring. 3 credits. Prerequisites: organic chemistry course or permission of instructor. S–U or letter grades. Offered alternate years; next offered 2010–2011. C. C. Chu.

Studies industrially important textile chemicals used for dyeing and enhancing fiber and fabric properties, such as durable press, anti-soiling, water repellency.]

FSAD 6370 Research Seminars in Apparel Design

Fall and spring. 1 credit; repeat of course each semester encouraged for all apparel design graduate students. Prerequisites: permission of individual instructor for advanced undergraduates. S–U grades only. Apparel Design faculty.

[FSAD 6390 Mechanics of Fibrous Assemblies

Spring. 3 credits. Prerequisite: solid mechanics course or permission of instructor. S–U or letter grades. Offered alternate years; next offered 2010–2011. J. Hinestroza.

Studies the mechanics of fiber assemblies: bending and buckling; and the mechanical behavior of nonwoven textile materials.]

[FSAD 6640 Human Factors: Anthropometrics and Apparel

Spring. 3 credits. Open to advanced undergraduates. Prerequisites: statistics course and permission of instructor. S–U or letter grades. Offered alternate years; next offered 2010–2011. S. Ashdown.

Seminar course focusing on anthropometrics and human variation, development of sizing systems for clothing, and the impact of new technologies such as the 3D body scanner on apparel design and distribution.]

FSAD 6660 Fiber Formation: Theory and Practice

Spring. 3 credits. Prerequisites: polymer chemistry, college physics, FSAD 4360, 6200, or permission of instructor. S–U or letter grades. Offered alternate years. M. Frey.

Covers the practical and theoretical analysis of the chemical and physical principles of the methods of converting bulk polymer to fiber; rheology; melt, dry, and wet polymer spinning; fiber drawing, heat setting; and general theory applied to unit processes.

FSAD 6700 Fashion Theory

Spring. 3 credits. Limited to 25 students. Prerequisite: FSAD 3460 for undergraduates or similar course for graduates. Letter grades only. Offered alternate years. Minimum cost of materials: \$250. V. D. Lewis.

Provides students with theoretical insights that will enable them to conduct innovative debates and challenge extant creative strategies. The course considers a topical dilemma that students must respond to using conceptual foundations and methodologies that are bound in studio practice, criticism, education, management and the cultural context of fashion design.

[FSAD 6720 Creative Problem-Solving in Apparel Design]

FSAD 6750 Aesthetics and Meaning in World Dress

Spring. 3 credits. Prerequisites: FSAD 1250 or course in history of art, costume history, or other history. S–U or letter grades. Offered alternate years. C. Jirousek.

Examines the aesthetic and social/psychological relationship between body and clothing in the context of various cultures. Students develop a research topic to be presented orally and in a term paper, and they participate in the development of an exhibition.

FSAD 8990 Master's Thesis and Research

Fall or spring. Credit TBA. Prerequisite: permission of graduate committee chair and instructor. S–U or letter grades. Staff.

FSAD 9990 Doctoral Thesis and Research

Fall or spring. Credit TBA. Prerequisite: permission of graduate committee chair and instructor. S–U or letter grades. Staff.

HUMAN DEVELOPMENT

R. Savin-Williams, chair; B. Koslowski, director of graduate studies; E. Wethington, director of undergraduate studies; M. Belmonte, C. Brainerd, M. Casasola, S. Ceci, R. Depue, J. Eckenrode, G. Evans, S. Hamilton, C. Hazan, T. Kushnir, C. Loeckenhoff, B. Lust, J. Mikels, A. Ong, K. Pillemer, V. Reyna, S. Robertson, J. Ross-Bernstein, C. Schelhas-Miller, Q. Wang, W. Williams. Emeritus: J. Brumberg, M. Cochran, H. Ricciuti

HD 1150 Human Development: Infancy and Childhood

Fall or summer. 3 credits. S–U or letter grades. C. Schelhas-Miller.

Introduces students to the basic concepts, theories, and research in human development as they explain prenatal development and development in infancy and childhood. The

focus is on individual development from an interdisciplinary perspective with an emphasis on psychological development, but also drawing from the fields of sociology, history, biology, anthropology, and education.

HD 1160 Section for Infancy and Childhood

Fall or summer. 1 credit. Enrollment in fall limited to HD majors. Enrollment in fall and summer limited to students enrolled in HD 1150. Letter grades only. C. Schelhas-Miller.

Provides an opportunity to discuss material in more depth in a small group. Students learn to read and critique empirical research articles and discuss the application and policy implications of course topics.

HD 1170 Human Development: Adolescence and Emerging Adulthood

Spring. 3 credits. S-U or letter grades. C. Schelhas-Miller.

Broad overview of theories, research, and issues in the study of human development during adolescence and emerging adulthood. Focuses on the major biological, cognitive, and social changes during adolescence; the psychosocial issues of adolescence, including identity, autonomy, intimacy, sexuality, achievement, and problems; and the contexts in which adolescent development occurs, particularly families, peer groups, schools, work, and popular culture. Discusses empirical research, theories, case studies of the lives of real adolescents, and, to a lesser degree, public policies.

HD 1710 The Black Family and the Socialization of Black Children (also ASRC 1600)

Fall. 3 credits. Letter grades only. T. Gosa. For description, see ASRC 1160.

HD 2180 Human Development: Adulthood and Aging

Spring. 3 credits. Prerequisite: HD 1150. S-U or letter grades. C. Loeckenhoff.

General introduction to theories and research in adult development and aging. Discusses psychological, social, and biological changes from youth through late adulthood. Emphasizes both individual development within generations and differences among generations.

[HD 2200 The Human Brain and Mind: Biological Issues in Human Development (also COGST 2200)]

HD 2300 Cognitive Development (also COGST 2300)

Fall. 3 credits. Prerequisite: HD 1150 or PSYCH 1101. T. Kushnir.

Surveys current theory and research on various aspects of cognitive development across the life span, with emphasis on infancy and early childhood. Topics include perception, representation and concepts, reasoning and problem solving, social cognition, memory, metacognition, language and thought, and academic skills. Students develop a broad understanding of the mechanisms, processes, and current issues in cognitive development and learn to critically assess developmental research. The course is a combination of lecture, seminar, and fieldwork.

HD 2380 Thinking and Reasoning (also COGST 2380)

Fall. 3 credits. Prerequisite: HD 1150 or PSYCH 1101. B. Koslowski.

Examines problem solving, transfer, and creativity; pre-causal and causal reasoning; models of good thinking based on formal logic, pragmatic syllogisms, and probability theory; expert-novice differences; cognition and attitudes; extra-rational and magical beliefs; and putative racial and social class differences in intelligence. Two general themes run through the course: (1) the extent to which children and adults approximate the sorts of reasoning that are described by various psychological models; (2) the extent to which various models accurately describe the kind of thinking that actually is required by the problems and issues that arise and must be dealt with in the real world.

HD 2510 Social Gerontology: Aging and the Life Course (also SOC 2510)

Spring. 3 credits. Prerequisites: HD 1150, SOC 1101, DSOC 1101, or PSYCH 1101. S-U or letter grades. E. Wethington.

Analyzes the social aspects of aging in contemporary American society from a life course perspective. Topics include (1) an introduction to the field of gerontology, its history, theories, and research methods; (2) a brief overview of the physiological and psychological changes that accompany aging; (3) an analysis of the contexts (e.g., family, friends, social support, employment, volunteer work) in which individual aging occurs, including differences of gender, ethnicity, and social class; and (4) the influences of society on the aging individual.

HD 2600 Introduction to Personality (also PSYCH 2750)

Fall. 3 credits. Recommended: introductory psychology or human development course. V. Zayas.

Introduction to theory and research in the area of personality psychology, with special emphasis on personality development. Covers the major influences—including genetic, environmental, and gene-environment interactions—and involves in-depth study of the major theories. Examines and compares assumptions and models of human behavior that form the basis of each theoretical orientation, and reviews and evaluates the relevant empirical evidence. In addition, basic psychometric concepts and the methods for measuring and assessing personality are covered, as are the major related debates and controversies.

HD 2610 The Development of Social Behavior

Fall. 3 credits. Highly recommended: HD 1150 or PSYCH 1280. J. Mikels.

Examines issues in the development of social behavior from the perspective of theory and research. Likely topics include bases of social behavior across the life span, the role of parents, siblings, and peers, the development of prosocial and aggressive behavior, the development and functioning of attitude and value systems, moral development, emotional development, and the function and limits of experimental research in the study of social development.

HD 2820 Community Outreach (also PSYCH 2820)

Fall. 2 credits. Prerequisites: HD 1150 or PSYCH 1101. Students may not register concurrently with HD 3270/PSYCH 3270 or 3280. Letter grades only. H. Segal.

For description, see PSYCH 2820.

HD 3110 Educational Psychology (also EDUC 3110)

Fall. 4 credits. S-U or letter grades. D. Schrader.

For description, see EDUC 3110.

HD 3190 Memory and the Law

Fall. 3 credits. Prerequisites: HD 1150 or PSYCH 1101 or HD 2330 or PSYCH 2650. S-U or letter grades. C. Brainerd.

This course will focus on how the scientific study of human memory interfaces with the theory and practice of law. Students will study relevant areas of memory research (e.g., storage, retrieval, false memory, memory deficits in impaired populations) and memory theory. Students will also study specific areas of legal practice in which the reliability of evidence is critically dependent on human memory (e.g., eyewitness identification, recovery of repressed traumatic memories, confessions, elderly witnesses, child witnesses). Readings will come from leading textbooks on these topics and also from primary sources.

[HD 3200 Human Developmental Neuropsychology]

HD 3270 Field Practicum I (also PSYCH 3270)

Fall. 3 credits. Limited to 30 students. Students must commit to taking HD 3280 in spring semester. Prerequisites: HD 3700 or PSYCH 3250 and permission of instructor. Letter grades only. H. Segal.

For description, see PSYCH 3270.

HD 3280 Field Practicum II (also PSYCH 3280)

Spring. 3 credits. Limited to 30 students. Prerequisites: HD 3270/PSYCH 3270 taken previous semester, PSYCH 3250 or HD 3700 and permission of instructor. Letter grades only. H. Segal.

For description, see PSYCH 3280.

HD 3330 Children and the Law

Fall. 3 credits. Prerequisites: HD 1150 and introductory statistics course. S. Ceci.

Examines psychological data and theories that shed light on the practical issues that arise when children enter the legal arena. Attempts to integrate theories, research, and methodology from several areas of psychology, including developmental, cognitive, social, and clinical. Also attempts to examine the degree to which basic research can (and should) be used to solve applied issues. Selected topics include memory development, suggestibility, theory of mind, childhood amnesia, expectancy formation, symbolic representational ability, and finally, what can (or should) an expert witness tell the court. Several actual cases involving child witnesses are presented to illustrate the application of scientific data to the courtroom. Because of the heavy use of case materials and video and textual coverage of actual trials, it is expected that students will devote more than the usual number of hours to this course.

[HD 3340 The Growth of the Mind (also COGST 3340)]

Spring. 4 credits. Recommended: course in human experimental psychology, statistics, or HD 1150 or equivalent, or permission of instructor. S–U or letter grades. Next offered 2010–2011. B. Lust.

Introduces the fundamental issues of cognition. Students are asked to consider several questions. What is the nature of human intelligence? How are knowledge and understanding acquired and represented in the human mind? What is the nature of mental representation? What are the cognitive characteristics of the mind at birth? What is the relation of the acquisition of knowledge and understanding to their final representation? What are the relations between language and thought? In the study of those issues, how can epistemology and experimental psychology be related through the experimental method? Basic debates within the study of cognition are introduced and discussed throughout. The course analyzes Piaget's comprehensive theory of cognitive development and experimental results. Current research in cognitive development is contrasted.]

[HD 3360 Connecting Social, Cognitive, and Emotional Development]**[HD 3370 Language Development (also COGST/PSYCH/LING 3370)]**

Spring. 4 credits. Open to undergraduate and graduate students. Supplemental lab course available (HD 4370, PSYCH 4370, COGST/LING 4500). Graduate students also should enroll in HD 6370/LING 7000, supplemental graduate seminar. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, neurobiology, biology, or linguistics. S–U grades optional. Next offered 2010–2011. B. Lust.

Surveys basic issues, methods, and research in the study of first-language acquisition. Considers major theoretical positions in the field in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental issues of relationships between language and thought are discussed, as are the fundamental linguistic issues of "Universal Grammar" and the biological foundations for language acquisition. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child.]

HD 3420 Participation with Groups of Young Children

Fall. 4 credits. Limited to 25 students. Prerequisites: HD 1150 and contact with instructor to arrange placement hours. S–U or letter grades. J. Ross-Bernstein.

Designed to integrate developmental theories with supervised experience in local care and educational contexts for young children, the intention being to enhance the student's abilities to understand and to relate effectively to young children. Students are required to participate six hours per week in a setting with young children. Placements are in local pre-kindergarten and kindergarten programs, day care centers, nursery schools, and Head Start programs.

Note: Six hours of placement per week (completed in two 3-hour blocks of time) are required. For your information: students select

ONE of the following placement options: M W (8–11 or 9–12), M F (8–11 or 9–12), T R (8–11 or 9–12), M F (11–2), T R (11–2). A few late-afternoon placements are available M F (2:30–5:30), T R (2:30–5:30).

HD 3430 Social Worlds of Childhood

Spring. 4 credits. Limited to 25 students. Prerequisite: HD 1150. S–U or letter grades. J. Ross-Bernstein.

This course explores the nature, quality, and impact of relationships of school-age children (ages 5–11) in multiple contexts (e.g. school, home, community). Course work is grounded in ecological theory. Paths of inquiry include (1) who and what play critical roles in children's diverse lives, (2) how are these relationships relevant to school-age children's socialization, and (3) what are the processes by which individuals acquire the knowledge, skills, and character traits that enable them to participate as effective members of groups and society. Study of systems and relationships that impact the child will be organized according to person, process, context, and outcome. Students are required to participate 4 hours per week in a setting with school-age (5–11) children.

HD 3440 Infant Behavior and Development

Fall. 3 credits. Limited to 60 students. Not open to freshmen. Prerequisites: HD 1150, biology course, and statistics course. S. Robertson.

Examines behavior and development from conception through the first two years of life in traditional areas (e.g., perception, cognition, socioemotional theory, language, motor function). Strongly emphasizes the fundamental interconnectedness of these aspects of development as well as their relation to the biology of fetal and infant development. Emphasizes topics with implications for general theories of development (e.g., the functional significance of early behavior, the nature of continuity and change, and the role of the environment in development). Also describes conditions that put infants at risk for poor development (e.g., premature birth, exposure to environmental toxins, maternal depression) and topics with current social, ethical, or political implications (e.g., infant day care, fetal rights). Research methodology in the study of early behavior and development is emphasized throughout the course.

HD 3460 The Role and Meaning of Play

Fall. 3 credits. Limited to 45 students. Prerequisite: junior or senior standing; HD 1150. J. Ross-Bernstein.

Examines the play of children ages three through seven. Through seminar discussions, workshops, videos, and individualized research students explore the meaning 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.

[HD 3470 Human Growth and Development: Biological and Behavioral Interactions (also BSOC 3471, NS 3470)]

Spring. 3 credits. Limited to 150 students. Prerequisites: BIOG 1101 or 1109 or equivalent, and HD 1150 or PSYCH 1101. Offered alternate years; next offered 2010–2011. S. Robertson and J. Haas.

Concerned with the interrelationships of physical and psychological growth and development in humans during infancy. Considers intrinsic and extrinsic causes of variations in growth, including various forms of stimulation. Also examines the consequences of early growth and its variations for current and subsequent behavioral, psychological, and physical development. The interaction between physical and behavioral or psychological factors is emphasized throughout the course.]

HD 3490 Positive Psychology

Fall. 3 credits. Limited to 120 students. Prerequisites: HD 1150 or PSYCH 1010 and HD 2600/PSYCH 2750 or HD 2610 or PSYCH 2800. S–U or letter grades. A. Ong.

This course will take a comprehensive look at current research and theory in the emerging field of Positive Psychology. Students will become familiar with theories, methods, and empirical research pertaining to the psychology of human strengths, virtues, abilities and talents.

HD 3530 Risk and Opportunity Factors in Childhood and Adolescence

Fall. 3 credits. Limited to 100 students. Prerequisites: HD 1150 or 1170. S–U or letter grades. J. Whitlock.

Explores the meaning of risk and opportunity in the lives of children and youth. Begins with a brief history of the social construction of childhood and adolescence and moves into identification of the core concepts associated with risk accumulation and resilience. Uses case studies, large and small group discussion, and policy debates to explore central concepts as they relate to social policy, professional practice, and community development. Assignments include integrative reflection papers on course material, quizzes, and participation in a simulated public policy debate. .

[HD 3570 Social Inequalities in Physical and Mental Health (also SOC 3670)]

Fall. 3 credits. Limited to 120 students. Prerequisites: HD 1150, PSYCH 1010, HD/SOC 2510, DSOC 1010, or SOC 1010. S–U or letter grades. Next offered 2010–2011. E. Wethington.

This course is an introduction to physical and mental health inequalities in the United States, the causes of these inequalities, and their impact on individual development across the life course. Lectures will focus on the relationship between socioeconomic status and rates of physical and mental illness in social groups, exposure to psychosocial stress across the life course, and the protective role of social integration.]

HD 3620 Human Bonding

Spring. 3 credits. Limited to 600 students. Recommended: introductory psychology or human development course. S–U or letter grades. C. Hazan.

Covers the science of interpersonal relationships. Examines the basic nature of human affectional bonds, including their functions and dynamics. Covers such topics as interpersonal attraction and mate selection, intimacy and commitment, love and sex, jealousy and loneliness, the neurobiology of affiliation and attachment, and the role of relationships in physical and psychological health.

HD 3660 Emotional Functions of the Brain

Spring. 3 credits. Prerequisites: HD 2200 or PSYCH 2230/4600 or BIONB 2220. Letter grades only. R. Depue.

The focus of this course concerns networks of brain regions that are organized around the integration of processes related to emotion and motivation. The course first explores brain pathways for processing visual, auditory, body and face movements, and tactile stimuli that comprise the raw material used to judge the emotional significance of external events.

Next, brain regions involved in the (1) emotional evaluation of that sensory input, and (2) emotional expression once a significant event is identified are described. Then, brain processes underlying the special nature of human emotional experience (subjective feelings) are explored. All of these basic emotional processes are extended by placing them within widespread brain networks that modulate emotional behavior. There is an emphasis on social contexts and the development of social emotions, including social bonding and social rejection. The manner in which emotional stress influences learning and memory, with implications for PTSD, concludes the course.

HD 3700 Adult Psychopathology (also PSYCH 3250)

Spring. 3 credits. Prerequisites: sophomore, junior, or senior standing; any course in psychology or human development. H. Segal.

For description see PSYCH 3250.

HD 3820 Research Methods in Human Development

Spring. 3 credits. Prerequisite: HD 1150. Highly recommended: background in statistics. Letter grades only. M. Casasola.

Students learn about a variety of research methodologies and gain firsthand experience in conducting all aspects of a research project. Students design and conduct one descriptive and one experimental study. They also gain experience in using statistical software to analyze data.

HD 3840 Gender and Sexual Minorities (also FGSS 3850)

Fall. 3 credits. Prerequisite: social science course. S-U or letter grades. K. Cohen.

Introduces students to theories, empirical scholarship, and current controversies regarding lesbian, gay, bisexual, transgender, sexually questioning, and other gender and sexual minority populations. The major focus is on sexual development, lifestyles, and communities with additional coverage of ethnic, racial, and gender issues. Videos supplement readings and lectures.

HD 4000-4010-4020-4030 Special Studies for Undergraduates

Fall or spring. Credit TBA; 1-4.

Prerequisite: permission of instructor. S-U or letter grades.

For advanced independent study by an individual student or for study with a group of students in a field of HD 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 a form available from the department office in G77 MVR. This form must be signed by the instructor directing the study and the student's faculty advisor and submitted to G77 MVR, the Office of Undergraduate Education. After the

form is approved, the student takes it to the college registrar's office, 146 MVR. To ensure review before the close of the periods, early submission of the special studies form to the Office of Undergraduate Education is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

4000: Directed Readings. Prerequisite: permission of instructor. For study that predominantly involves library research and independent study.

4010: Empirical Research. Prerequisite: permission of instructor. For study that predominantly involves data collection and analysis, or laboratory or studio projects.

4020: Supervised Fieldwork. Prerequisite: permission of instructor. 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.

4030: Teaching Assistantship. Prerequisites: permission of instructor; juniors and seniors with minimum 3.0 GPA; either HD 1150, or PSYCH 1101, and two intermediate-level HD courses, or equivalent courses in psychology or sociology. Students must have taken course and received B+ or higher. For study that includes assisting faculty with instruction.

[HD 4140 Social and Psychological Aspects of the Death Penalty

Spring. 3 credits. Limited to 20 students.

Prerequisites: junior or senior standing and HD 1150 and HD 2330 or PSYCH 2650. S-U or letter grades. Next offered 2010-2011. C. Brainerd.

This course will focus on how the field of human development contributes to death penalty cases through the creation of social history reports on death-qualified defendants and will provide training in how to prepare such reports. Students will study relevant areas of death penalty law (e.g., *Wiggins v. Smith*, mitigation law, pre- vs. post-conviction). Students will also study specific areas of human development research that figure centrally in social history reports (e.g., intelligence testing, educational disability, mental illness and the DMS-IV, social and family environment, prediction of future dangerousness, anti-social personality.)

[HD 4180 Aging: Contemporary Issues

Spring. 3 credits. Limited to 20 students.

Prerequisites: junior or senior standing; HD 2180, 2500, or 2510 or permission of instructor. Letter grades only. Next offered 2010-2011. J. Mikels.

Seminar addressing major issues and controversies in the field of aging. Designed for upper-level students who wish to pursue an in-depth analysis of concepts such as "successful" aging and wisdom. Although these issues are addressed primarily from a psychological viewpoint, interdisciplinary perspectives are considered and incorporated in both readings and discussions. Designed for advanced undergraduates who have completed an introductory course in adulthood and aging and wish to pursue such issues in more depth. Class time is devoted primarily to discussion of assigned readings.]

[HD 4190 Midlife Development

Fall. 3 credits. Limited to 20 students.

Prerequisites: junior or senior standing; HD 2180, 2500, or 2510 or permission of instructor. Letter grades only. Offered alternate years; next offered 2010-2011.

A. Ong.

This seminar-style course examines the burgeoning research literature on adult development during midlife. Focuses on research and theory examining psychological changes during middle adulthood such as relativistic and dialectical thinking, personality, identity, and sense of control. Also considers the social and physical changes that occur at this time of life especially regarding issues such as empty nest anxieties, divorce, career transitions, menopause, and cardiovascular disease. Oral presentations, class participation, and an integrative paper are required.]

HD 4200 Risk and Rational Decision Making

Spring. 3 credits. Limited to 20 students.

Prerequisites: junior or senior standing and HD 1150 and HD 2330 or PSYCH 2650 or PSYCH 2800. S-U or letter grades.

V. Reyna.

This course will offer a hands-on introduction to research and laboratory techniques that address topics in risk and rational decision making in human development from multiple disciplinary perspectives. The course will include activities such as scientific presentations, collaborative work, peer review, and designing research on topics in decision-making under risk and uncertainty, as well as discussion of scientific methods and interpretation of data. Topics in decision-making may include war, terrorism, cancer control and prevention (e.g., screening tests), personal behaviors that involve risk (e.g., HIV-prevention), and other public health risks (e.g., vaccinations), law enforcement (e.g., use of a weapon) and legal decision-making (e.g., jury deliberations).

HD 4220 Research in Emotion and Cognition

Fall. 4 credits. Limited to 20 students.

Prerequisites: HD 1150 or PSYCH 1101 AND HD 2610 or HD 2600; permission of instructor. J. Mikels.

The course focuses on age-related changes in emotion and cognition. Research indicates that while cognitive processes decline, emotional processes remain intact in later life. Moreover, evidence indicates that the goals of older adults differ from those of younger adults, which have critical implications for changes in cognitive and emotional processes with age. The ongoing research in the Emotion and Cognition Laboratory examines these relationships. In this research course, undergraduate students attend a weekly lab meeting for 1.25 hours per week, read pertinent papers, write reaction responses, and work in the lab completing various tasks for 10.75 hours.

[HD 4230 Research in Children's Testimony: Exploring Social and Cognitive Mechanisms

Fall. 4 credits. Limited to 20 students.

Prerequisites: HD 1150 or PSYCH 1101 AND an introductory course in statistics, and permission of instructor. Next offered 2010-2011. S. Ceci.

HD 4230 is a laboratory-based research that exposes students to the research process in the area of children's testimonial competence.

This means going from theory to empirical reports and participating in the generation of new hypotheses and methods of falsifying them. Theoretical arguments, grounded in empirical findings, suggest children are vulnerable to a host of reliability risks when they are interviewed or give testimony. Various social (e.g., stereotypes, reinforcement, parental attachment, peer pressure) and cognitive (trace strength, source misattributions) mechanisms are responsible for these risks, and students will have a ringside seat at their examination. In this course, up to 20 undergraduate students will attend a weekly lab meeting for 1.5 hours per week, read assigned research articles, post questions on Blackboard that can lead to follow-up studies, and work 10.5 hours per week in the laboratory completing tasks that contribute to ongoing research studies conducted by the professor and his graduate students.]

HD 4240 Stress, Emotions, and Health

Fall. 4 credits. Limited to 20 students.
Prerequisites: HD 1150 or PSYCH 1101 AND HD 2610 or HD 2600 and permission of instructor. A. Ong.

The course will review theory and research on stress, emotions, and health. This course will offer opportunities for students to develop new ways to integrate theory and research on stress and health with the advances in the science of affect and emotion. In this course, undergraduate students attend a weekly lab meeting for 1.25 hours per week, read pertinent papers, write reaction responses, and work 10.75 hours per week in the laboratory completing tasks that contribute to ongoing research studies.

HD 4250 Translational Research on Decision Making

Fall. 4 credits. Limited to 20 students.
Prerequisites: HD 1150 or PSYCH 1101 AND HD 2610 or HD 2600. V. Reyna.

A laboratory-based course focusing on basic foundations in translational research on decision making across the lifespan. The course will introduce students to hands-on applications of research skills in the context of research on decision making, spanning basic and applied research in law, medicine, behavioral economics, and policy. This introductory course will focus on such topics as human subjects protection, working with populations across the life span (e.g., children; seniors), database development, working with external partners and stakeholders (e.g., schools; hospitals), and basic concepts and techniques in decision research. Students in this basic course will participate in weekly laboratory meetings in small teams focused on specific projects as well as monthly meetings in which all teams participate. During laboratory meetings, we discuss ongoing research, plans for new studies, and interpretations of empirical findings from studies that are in progress or have been recently completed. New students work closely with experienced students eventually working more independently. In order to fully grasp how the research projects fit into the broader field, students will read relevant papers weekly and write reaction responses. Because several projects are ongoing at all times, students have the opportunity to be involved in more than one study and will be assigned multiple tasks such as piloting research paradigms, subject recruitment, data collection, data analysis, and data entry. Students attend a weekly lab

meeting for 1.5 hours per week, read pertinent papers, write reaction responses, and work 10.5 hours per week in the laboratory completing tasks that contribute to ongoing research studies.

HD 4260 Translational Research on Memory and Neuroscience

Spring. 4 credits. Limited to 20 students.
Prerequisite: HD 1150 or PSYCH 1101 AND HD 2610 or HD 2600. C. Brainerd.

HD 4260 is a laboratory-based course focusing on basic foundations in translational research on the neuroscience of human memory and memory development. The course will introduce students to hands-on applications of research skills in the context of research on memory and neuroscience, spanning basic and applied research in law and medicine. In this course, undergraduate students attend a weekly lab meeting for 1.75 hours per week, read pertinent papers, write reaction responses, and work 10.25 hours per week in the laboratory completing tasks that contribute to ongoing research studies.

HD 4310 Mind, Self, and Emotion: Research Seminar

Spring. 3 credits. Limited to 20 students.
Prerequisites: upper-class undergraduate or graduate standing; HD 1150 or PSYCH 1010. Letter grades only. Offered alternate years. Q. Wang.

This research seminar is offered to students who are currently conducting research or planning to do research in the near future on one of the three topics—memory, self, or emotion. We examine current data and theories concerning the topics from a variety of perspectives and at multiple levels of analysis, particularly focusing on the interconnections among these fields of inquiry. The “scale of observation” is viewed as occurring within the person (brain mechanisms, including genetics), at the level of the person (content-goals, beliefs, desires, etc.), and between persons (relationships and group interaction—including culture).

[HD 4320 Cognitive, Social, and Developmental Aspects of Scientific Reasoning (also COGST 4320)]

Spring. 3 credits. Limited to 20 students (14 HD 4320, 6 COGST 4320). Prerequisites: junior or senior standing; HD 1150 or PSYCH 1010 or permission of instructor. S–U or letter grades. Next offered 2010–2011. B. Koslowski.

The basic premise of this course is that scientific reasoning is not restricted to scientists but is continuous with good reasoning in general. We will examine not only how people reason, but also the extent to which their reasoning is either flawed or appropriate. The seminar will discuss issues related to how we identify the causes of phenomena, especially in situations in which we cannot conduct an experiment; the limits of covariation data and how it interacts with information about theory; generating, evaluating, and deciding between competing explanations; dealing with anomalous or inconsistent data; confirmation bias and disconfirmation; the role of theory and culturally available information in generating and evaluating alternative hypotheses; and whether age and cultural differences in reasoning result from different reasoning strategies or from differences in the sorts of background information that are available and the different explanations that are treated as legitimate.]

[HD 4330 Developmental Cognitive Neuroscience]

Spring. 3 credits. Limited to 20 students.
Prerequisites: junior or senior standing; HD 2200 or PSYCH 2230, BIONB 2220. S–U or letter grades. Offered alternate years; next offered 2010–2011. Staff.

What are the brain mechanisms underlying human behavior and cognition? How do those underlying brain mechanisms develop? These are the questions that developmental cognitive neuroscience tries to address and those explored in this course. The course explores methods used in the field (including brain imaging techniques), recent findings on the development of brain mechanisms underlying human behaviors such as language, attention, and memory, as well as the brain mechanisms that may underlie various developmental disorders such as developmental dyslexia, autism, and attention deficit (hyperactive) disorder (AD/HD). Emphasis is on reading primary research literature and acquiring the skills to understand, critique, discuss, and write about primary research. The format includes lecture and discussion.]

[HD 4340 Current Topics in Cognitive Development]

Spring. 3 credits. Limited to 20 students.
Prerequisites: HD/COGST 3340 or permission of instructor. S–U or letter grades. Next offered 2010–2011. B. Lust.

This course will supplement survey course HD/COGST 3340 with additional discussion of current research in the area of cognitive development. Selected current papers that debate issues discussed in HD/COGST 3340 will be read and discussed in parallel with the HD/COGST 3340 survey course. Modern interpretations and challenges to Piaget's theory will be evaluated in light of current literature in the field. A small-group format will be adopted to encourage discussion.]

[HD 4370 Lab Course: Language Development (also COGST/LING 4500, PSYCH 4370)]

Fall. 4 credits. Limited to 20 students.
Prerequisite: HD/COGST/PSYCH/LING 3370 or equivalent. Next offered 2010–2011. B. Lust.

Optional supplement to the survey course Language Development (COGST/HD/LING/PSYCH 3370). The lab course provides students with a hands-on introduction to scientific research, including design and methods, in the area of first-language acquisition.]

HD 4440 Internship in Educational Settings for Children

Fall or spring. 8–12 credits. Prerequisites: HD 1150, 3420 or 3430, and 3480; permission of instructor. Recommended: HD 3460. S–U or letter grades. J. Ross-Bernstein.

Offers an opportunity to integrate theory with practice at an advanced level and to further develop understanding of children ages 2 to 10 and their families. Interns function as participants in varied settings and participate in curriculum planning, evaluation, staff meetings, home visits, parent conferences, and parent meetings. Supervision by head teacher and instructor. Students are expected to define their own goals and to assess their progress, to do assigned and self-directed readings, and to keep a critical incident journal.

HD 4480 Advanced Participation with Children

Spring. 4-8 credits. Limited to 20 students (depending on availability of placements and supervision). Prerequisites: HD 1150 and 3420 or 3430 and permission of instructor. Recommended: HD 3460. S-U or letter grades. J. Ross-Bernstein.

Supervised field-based course designed to help students deepen and consolidate their understanding of children. Students are expected to define their own goals and assess progress with supervising teachers and the instructor; to keep a journal; and to plan, carry out, and evaluate weekly activities for children within their placement. Conference groups and readings focus on the contexts of development and on ways to support children's personal and interpersonal learning. Each student is expected to do a presentation and paper on a self-selected topic within the scope of the course. Participation is in settings that serve typical and/or special needs children from three to eight years of age and provide education, care, or special-purpose interventions for them.

HD 4520 Culture and Human Development (also COGST 4520)

Spring. 3 credits. Limited to 20 students. Prerequisite: HD 1150 or PSYCH 1010. Open to undergraduate and graduate students. Letter grades only. Offered alternate years. Q. Wang.

This seminar takes an interdisciplinary approach to address the central role of culture in human development. It draws on diverse theoretical perspectives, including psychology, anthropology, education, ethnography, and linguistics, to understand human difference, experience, and complexity. It takes empirical reflections upon major developmental topics such as cultural aspects of physical growth and development; culture and cognition; culture and language; culture, self, and personality; cultural construction of emotion; culture issues of sex and gender; and cultural differences in pathology.

HD 4570 Health and Social Behavior (also SOC 4570)

Fall. 3 credits. Limited to 20 students. Prerequisites: junior or senior standing; statistics course and *one* of the following: HD 2500, SOC/DSOC 1101, or HD/SOC 2510. Letter grades only. Offered alternate years. E. Wethington.

Critically examines theories and empirical research on the relationships among social group membership, social status, and physical and mental health. Lectures focus on social stress, social support, and socioeconomic status, all of which are associated with variations in physical health, mental health, and health maintenance behaviors. Students are expected to read widely from current literature in medical sociology, health psychology, public health, and epidemiology.

HD 4590 Transitions Across the Life Span

Fall. 3 credits. Prerequisites: Senior or Junior standing, HD 3180, HD 2510, or instructor permission. Enrollment limited to 20 students. C. Loeckenhoff.

This seminar-style class will focus on some of the major normative and non-normative transitions that people encounter from late adolescence to advanced old age. Based on the contemporary research literature, we will identify common factors including personality traits, coping strategies, social support, and

environmental context that influence successful mastery of such transitions.

[HD 4640 Adolescent Sexuality (also FGSS 4670)]**[HD 4660 Psychobiology of Temperament and Personality]**

Fall. 3 credits. Limited to 20 students. Prerequisite: HD 3660 and permission of instructor. Next offered 2010-2011. Letter grades only. R. Depue.

This course has a seminar format and is oriented to students planning to enter either a Ph.D. program in biological aspects of psychology or an M.D. program. It relies on basic research literature that requires detailed studying. The development of neurobehavioral systems as a means of adapting to critical stimuli has formed the basis of emotional systems in humans, and individual differences in these systems form the basis of temperament and personality. The nature of temperament and personality is explored from psychometric, experiential, genetic, and neurobiological points of view. There is a focus on the general role played by the biogenic amines (dopamine, norepinephrine, and serotonin), neuropeptides (corticotrophin releasing hormone, opiates, oxytocin), genetic polymorphisms in these neuromodulators, and early experience in determining individual differences in temperament and personality. The manner in which these biological factors influence the encoding of experience is explored as the basis of stability in personality traits.]

HD 4680 Stress in Childhood and Adolescence

Spring. 3 credits. Limited to 20 students. Prerequisite: junior or senior standing. Recommended: HD 1150 and a statistics course. Letter grades only. J. Eckenrode.

Advanced seminar that reviews research related to the nature and consequences of stressful experiences in childhood and adolescence, particularly those arising in the family. Topics represent common stressors in the lives of children (e.g., divorce of parents) that have potentially damaging consequences for development. Also covers topics in which Cornell faculty members have conducted significant research (e.g., child abuse and neglect). In addition to considering the negative effect of stress on development, also considers issues of individual differences in stress reactivity, including the concepts of coping and resilience. These topics lead naturally into discussions of practice and policy.

HD 4740 Autism and the Development of Social Cognition

Fall. 3 credits. Limited to 20 seniors and juniors. Prerequisites: one statistics course AND either BIONB 2220 OR one course in neuroscience numbered 3000 or above (e.g., HD 3660 or PSYCH 3320 or 4250). S-U or letter grades. M. Belmonte.

What drives the development of social cognitive skills such as language, theory of mind, and empathy? To what extent do these capacities constitute isolable "modules," or how might they emerge from more elementary neural properties? How can understanding what goes wrong during autistic development teach us about what goes right during normal development, and about how neural and cognitive development intertwine? This seminar covers current psychological and neurobiological theories of autism, emphasizing written analysis and critical

review of the primary research literature. Specific topics will be selected to match students' interests, and each student will develop and orally defend a research proposal on an open question in the neuroscience of autism or related developmental disorders.

HD 4780 Attention Deficit/Hyperactivity Disorder in Children

Spring. 3 credits. Limited to 15 students. Prerequisites: HD 1150 or equivalent, introductory biology, statistics course. S-U or letter grades. S. Robertson.

This seminar examines in detail the nature, diagnosis, epidemiology, causes, and treatment of ADHD through a critical evaluation of the recent scientific and medical literature. Also considers implications for families, schools, and society.

HD 4980 Senior Honors Seminar

Fall and spring. 1 credit. Requirement for and limited to seniors in HD honors program. S-U grades only. M. Casasola.

In this weekly seminar, students are guided through the process of completing an honors thesis in human development. The course focuses on developing students' writing abilities, reviewing statistics and how to present research findings in a manuscript, and receiving feedback on drafts of their thesis, as well as practice presenting the results of their thesis in poster and oral presentations.

HD 4990 Senior Honors Thesis

Fall or spring. Credit TBA. Prerequisite: permission of thesis advisor and coordinator of honors program. S-U or letter grades. HD faculty.

The Graduate Program

HD graduate courses are open to undergraduates only by permission of instructor.

General Courses**HD 6020 Research in Risk and Rational Decision Making**

Spring. 3 credits. Limited to 5 students. Corequisite: HD 4200. S-U or letter grades. V. Reyna.

This hands-on laboratory course will inculcate research skills in the context of risk and rational decision making in human development from multiple disciplinary perspectives and with respect to different kinds of decision-making under risk and uncertainty. Such decisions concern war, terrorism, cancer control and prevention (e.g., screening tests), personal behaviors that involve risk (e.g., HIV-prevention), and other public health risks (e.g., vaccinations), law enforcement (e.g., use of a weapon), and legal decision-making (e.g., jury deliberations). Students will read the research literature, and discuss the latest empirical findings and scientific theories of risk and rationality, engaging in group work and peer review to hone their skills. Students will then design research projects based on that 6520 Translational Research on Aging material as well as additional references tailored to their interests.

HD 6110 Psychology of Emotion

Spring. 3 credits. J. Mikels and A. Ong. This course will take a comprehensive look at current research and theory in the field of emotion. Students will become familiar with theories, methods, and empirical research pertaining to the psychology of emotions. Topics covered will include—but are not

limited to—theoretical models of emotion, emotion antecedents, emotional responses (facial, subjective, and physiological), functions of emotion, emotion regulation, individual differences, and health implications.

[HD 6140 Social and Psychological Aspects of the Death Penalty]

Spring. 3 credits. Limited to 5 students. Prerequisite: Cornell doctoral students. S–U or letter grades. Next offered 2010–2011. C. Brainerd.

This course will focus on how the field of human development contributes to death penalty cases through the creation of social history reports on death-qualified defendants and will provide training in how to prepare such reports. Students will study relevant areas of death penalty law (e.g., *Wiggins v. Smith*, mitigation law, pre- vs. post-conviction) and design relevant research. Students will also study specific areas of human development research that figure centrally in social history reports (e.g., intelligence testing, educational disability, mental illness and the DMS-IV, social and family environment, prediction of future dangerousness, anti-social personality.)

HD 6190 Memory and the Law

Fall. 3 credits. Limited to 5 doctoral students. S–U or letter grades. C. Brainerd. This course will focus on how the scientific study of human memory interfaces with the theory and practice of law. Students will study relevant areas of memory research (e.g., storage, retrieval, false memory, memory deficits in impaired populations) and memory theory. Students will also study specific areas of legal practice in which the reliability of evidence is critically dependent on human memory (e.g., eyewitness identification, recovery of repressed traumatic memories, confessions, elderly witnesses, child witnesses). Readings will come from primary library sources.

HD 6200 First-Year Proseminar in Human Development

Yearlong. 1 credit. Prerequisite: first-year HD graduate students. S–U grades only. B. Koslowski.

Designed as an orientation to the department and the university. Activities include attendance at research presentations, visits to departmental research laboratories, relevant informational sessions (e.g., University Committee on Human Subjects, College Grants), and guidance in preparing a public research presentation to be made at the end of spring semester.

[HD 6210 Seminar on Autobiographical Memory]

Fall. 3 credits. Prerequisites: graduate standing; seniors by permission of instructor. Letter grades only. Next offered 2010–2011. Q. Wang.

This graduate seminar is designed to give an overview as well as in-depth analysis of topics related to autobiographical memory and its development. Readings focus heavily on current theories and empirical research on a wide range of topics including childhood amnesia, reminiscence bump, emotion and memory, memory accuracy, development and disruption, neurological perspectives, memory functions, and memory across cultures.]

[HD 6310 Proseminar on Cognitive Development]

[HD 6320 Cognitive Neuroscience Seminar: Applications of Brain Science to Behavioral Research]

HD 6330 Language Acquisition Seminar (also COGST/LING 6330)

Fall. 1–4 credits. Prerequisite: 3370 or equivalent or permission of instructor. S–U or letter grades. B. Lust.

This seminar reviews and critiques current theoretical and experimental studies of first language acquisition, with a concentration on insights gained by cross-linguistic study of this area. Attention is also given to the development of research proposals.

[HD 6340 Judgment, Decision Making, and Scientific Reasoning]

(HD 6360 Connecting Social, Cognitive, and Emotional Development)

Fall. 3 credits. S–U or letter grades. Next offered 2010–2011. M. Casasola.

Opportunity for graduate students to explore several current areas of research from both a cognitive and a social-emotional perspective. Although the traditional approach to the study of development has centered on studying cognitive development as separate from social and emotional development, the current course focuses on how cognitive and socio-emotional development are integrated and how each influences the development of the other. Thus the course is intended to provide a more integrated view of development. As one example, language acquisition, which traditionally has been viewed as a cognitive achievement, depends not only on social interactions but also on achievement in social understanding and awareness. Likewise, acquiring language that describes emotional states plays an important role in developing children's understanding of others' emotional states. Topics are determined by the interests of the graduate students who enroll.]

[HD 6370 First-Language Acquisition]

HD 6400 Infancy

Spring. 3 credits. S. Robertson.

Examines development in infancy through a critical review of key research and theory in selected aspects of neurobehavior, perception, cognition, language, emotion, and social relationships. Theoretical issues considered include the role of experiences in early development, sensitive periods, continuity and discontinuity in development, and the functional significance of early behavior. Some of the conditions that put infants at risk for poor development are also considered, such as premature birth, perinatal medical complications, and exposure to environmental toxins. Combines perspectives from developmental psychology and psychobiology.

HD 6510 Interdisciplinary Community-Based Scientific Research in Health Disparities

Spring. 2 credits. Prerequisite: for Cornell graduate students, two semesters of graduate-level statistics. S–U or letter grades. E. Wethington.

This course introduces doctoral students to the principles and practices of community-based participatory research (CBPR) on health disparities. The course consists of a series of expert presentations from researchers and practitioners involved in community based research projects in New York City. Individual

seminar topics will range from theoretical models of different models of CBPR and other types of translational research models, methodological education, ethical issues in community-based research, specific community research projects, and funding and publication issues. A primary emphasis is on exposure to interdisciplinary activities, diverse perspectives, and values provided by researcher and community-practice presenters.

HD 6520 Translational Research on Aging Research Seminar

Fall and Spring. 1 credit. Ph.D. students or permission of instructor. S–U or letter grades. K. Pillemer, M. S. Lachs, E. Wethington, and M. C. Reid.

This course introduces Ph.D. students to multidisciplinary research, proposal development, and journal article development in the area of aging and health. The course is organized as a work-in-progress seminar, video-conferenced between the Ithaca campus and Weill Cornell Medical College. At each monthly video-conference, participants discuss two or three works in progress, including grant proposals, funding opportunities, and papers about to be submitted. Participants are expected to have read the papers and proposals beforehand and each attendee is required to comment on each work.

[HD 6600 Social Development]

HD 6740 Autism Spectrum Conditions

Spring. 3 credits. Limited to 25 students. Prerequisites: graduate students in doctoral program; master's students or undergraduates doing research may apply but will be accepted only if actively involved in their own research program. S–U or letter grades. M. Belmonte.

This graduate seminar emphasizes research methodologies and the development of research proposals addressing the neuroscience of autism and other neurobiologically based developmental disorders. Topics will be selected on the basis of students' research objectives and on the basis of the experimental methods used to achieve these objectives. Techniques discussed may include functional magnetic resonance imaging, MRI morphometry, quantitative electroencephalography and event-related potentials, behavior and psychophysics, computational modeling, and diagnostic and psychometric testing. The course will commence with a discussion of participants' research interests and topics, and an overview of diagnostic criteria and other symptoms of autism spectrum conditions. Subsequent sessions will cover the Autism Diagnostic Interview–Revised, the Autism Diagnostic Observation Schedule–Generic, and the Broader Phenotype Autism Symptom Scale. Subsequent discussions will provide an overview of experimental design and anatomical and physiological measurement techniques applicable to human cognitive neuroscience, including MRI, fMRI, PET, EEG, and MEG.

[HD 6860 Graduate Seminar in Research Methods]

HD 6870 Issues in Professional Development

Fall. 3 credits. Prerequisite: at least one semester of graduate-level course work. S–U or letter grades. S. Ceci.

The goal of this seminar is to provide graduate students with essential information

about professional activities that are related to careers in the academy, such as publishing in journals, applying for grants, ethical dilemmas in teaching and research, human subjects issues, academic job search issues, career milestones and evaluations, nonacademic positions, values and mores of the professoriate.

HD 6910 Poverty, the Life Course, and Public Policy (also DEA 6910)

Fall. 3 credits. Limited to 15 students. Prerequisite: graduate standing. Letter grades only. G. Evans.

For description, see DEA 6910.

[HD 6920 Seminar in Translational Developmental Science]

Individualized Special Instruction

HD 7000-8060 Special Studies for Graduate Students

Fall or spring. Credit TBA; 1-15 (3 hours work per week per credit). S-U grades at discretion of instructor. Independent advanced work by graduate students recommended by their Special Committee chair with permission of the instructor.

HD 7000: Directed Readings. For study that predominantly involves library research and independent study.

HD 7010: Empirical Research. For study that predominantly involves collection and analysis of research data.

HD 7020: Practicum. For study that predominantly involves field experience in community settings.

HD 7030: Teaching Assistantship. For students assisting faculty with instruction. Does not apply to work for which students receive financial compensation.

HD 7040: Research Assistantship. For students assisting faculty with research. Does not apply to work for which students receive financial compensation.

HD 7050: Extension Assistantship. For students assisting faculty with extension activities. Does not apply to work for which students receive financial compensation.

HD 7060: Supervised Teaching. 4 credits. For advanced students who assume major responsibility for teaching a course. Supervision by a faculty member is required.

HD 8060: Teaching Practicum. 4 credits. For advanced graduate students independently to develop and teach an undergraduate topics course under the supervision of a faculty member.

HD 8990 Master's Thesis and Research
Fall or spring. Credit TBA; 1-15 (3 hours work per week per credit). Prerequisite: permission of thesis advisor. S-U grades only.

HD 9990 Doctoral Thesis and Research
Fall or spring. Credit TBA; 1-15 (3 hours work per week per credit). Prerequisite: permission of thesis advisor. S-U grades only.

POLICY ANALYSIS AND MANAGEMENT

R. Avery, chair (119A MVR, 255-2578); T. Evans, director of undergraduate studies; D. Kenkel, director of graduate studies; W. White, director of Sloan Program; B. Hollis, executive director of Sloan Program; Faculty: R. Burkhauser, J. Cawley, R. Dunifon, R. Geddes, J. Gerner, J. Glass, J. Kuder, D. Lichter, C. Lucarelli, A. Mathios, J. Matsudaira, K. Musick, S. Nicholson, E. Owens, A. Parrot, E. Peters, P. Pollak, S. Sassler, K. Simon, S. Tennyson, W. Trochim, M. Waller. Emeritus faculty: J. Allen, J. Ziegler. Lecturers: H. Allen, N. Fabrizio, J. Lewis, D. Perosio, W. Schlesinger, M. Weidner.

PAM 2000 Intermediate Microeconomics

Fall or spring. 4 credits. Prerequisite: ECON 1110 or equivalent. Students must enroll in a sec. J. Cawley, T. Evans, and staff.

Topics include theory of demand and consumer behavior including classical and indifference curve analyses; theories of production and cost; models for the following markets—competitive, monopoly, monopolistic competition, oligopoly, and inputs; general equilibrium; welfare economics; public goods; and risk.

PAM 2030 Population and Public Policy

Fall. 3 credits. D. Lichter.

Examines from a demographic perspective family policies that concern children and adults. Toward this end, it considers the relationships between family policies and demographic behavior. It also addresses the effects of family policies and demographic behavior on the well-being of children. Although this course focuses on the United States, it considers U.S. trends against the backdrop of changes in other industrialized countries.

PAM 2040 Economics of the Public Sector

Fall or spring. 3 credits. Prerequisite: PAM 2000. S-U or letter grades. E. Owens, J. Lewis, and staff.

The public sector now spends nearly two out of every five dollars generated as income in the U.S. economy. A thorough knowledge and understanding of this important sector is an essential part of training in policy analysis and management. This course provides an overview of the public sector of the U.S. economy, the major categories of public expenditures, and the main methods used to finance these expenditures. The principles of tax analysis and cost-benefit analysis are presented with a focus on the role of public policy in improving economic efficiency, promoting the goals of equity and social justice, and improving equity by altering the distribution of wealth and income.

PAM 2100 Introduction to Statistics

Fall or spring. 4 credits. J. Lewis, T. Evans, and staff.

Introduces students to descriptive and inferential statistics. Topics include hypothesis testing, analysis of variance, and multiple regression. To illustrate these topics, this course examines applications of these methods in studies of child and family policy.

PAM 2150 Research Design, Practice, and Policy (also SOC 2130)

Spring. 3 credits. Prerequisite: PAM 2100 or equivalent. K. Musick.

This course examines systematic approaches for addressing questions about poverty, family life, racial inequality, and a range of other

issues central to public policy. It emphasizes the logic and methods of social science research, including the measurement of social phenomena, generalizing results to groups of interest, establishing cause and effect, social experiments, survey research, and qualitative methods. It develops skills to critically evaluate the research of others and provides hands-on experience applying research methods to policy-related problems.

[PAM 2220 Controversies about Inequality (also PHIL 1920, DSOC/GOVT/ILROB/SOC 2220)]

Spring. 1-4 credits. Next offered 2010-2011. S. Morgan.]

PAM 2300 Introduction to Policy Analysis

Fall or spring. 4 credits. Fall: R. Avery; spring: J. Gerner.

Policy analysis is an interdisciplinary field that uses theories, concepts, and methods from disciplines such as economics, sociology, and political science to address substantive issues in the public policy arena. Students are introduced to the functions of and interactions between the major institutions (public and private) at the national, state, and local level involved in the policy making process. The course focuses on public policy analysis in the family/social welfare, health, and market regulatory areas and also includes an introduction to the technical skills required to undertake policy analysis.

PAM 2350 The U.S. Health Care System

Spring. 3 credits. S. Nicholson.

Introduction to the U.S. health care system. Covers the interrelatedness of health services, the financing of health care, and the key stakeholders in health care delivery, including regulators, physicians, hospitals, health plans, employers, the pharmaceutical/biotech and medical device industries, and consumers. Describes the history and organization of health care, behavioral models of utilization, issues of health care reform, and current trends. Provides an overview of key policy issues, including the uninsured, the rising cost of medical care, the value of medical care, and inadequate or variable quality of care.

PAM 3100 Multiple Regression Analysis

Fall and spring. 4 credits. Prerequisites: PAM 2100, AEM/ILRST 2100 or equivalent. Sec meets once a week. M. Lovenheim and staff.

Introduces basic econometric principles and the use of statistical procedures in empirical studies of economic models. Discusses assumptions, properties, and problems encountered in the use of multiple regression procedures. Students are required to specify, estimate, and report the results of an empirical model.

PAM 3240 Risk Management and Policy

Fall. 3 credits. Prerequisite: ECON 1110 and statistics course. S. Tennyson.

Provides students with a broad understanding of risk management problems and solutions, a greater appreciation of the importance of risk and risk regulation in our society, and increased comprehension of the complexities of making decisions about risk. Topics include alternative ways to define and measure risk, the importance of risk-tradeoffs, and models of decision making under risk. With this background, alternative approaches to risk management are analyzed. The impact on risk management of the legal liability system and government programs, laws, and policies is also considered.

PAM 3300 Intermediate Policy Analysis

Fall or spring. 3 credits. Prerequisites: PAM 2300, PAM 2100, PAM 3100. J. Matsudaira and staff.

This course examines evaluation methods used to judge whether public policies and programs are effective in achieving their goals. Policy makers are barraged with information about the likely effects of various policy changes, and need to be adept at identifying credible evidence. Building on concepts covered in introductory courses in policy analysis, economics, and statistics, this course will aid students in becoming critical consumers of policy research and evaluations. Examples from a variety of policy areas, including education, welfare, and economic development will be explored.

[PAM 3340 Corporations, Shareholders, and Policy]

Fall. 3 credits. Prerequisite: ECON 1110, PAM 2000 and 2100. S–U or letter grades. Next offered 2010–2011. R. Geddes.]

[PAM 3350 Families, Poverty, and Public Policy]**PAM 3360 Evolving Families: Challenges to Public Policy (also SOC 3360)**

Spring. 3 credits. S. Sassler.

This course examines the social institution of the family, challenges to the institution's well-being and stability, and the role of public policy in these transformations. Topics include family structure and responsibilities; marriage as a traditional building block of the family and challenges to the institution of marriage, including divorce, nonmarital childbearing, cohabitation, and same-sex unions; children, and the impact of family change on their well-being, including the effects of child poverty, maternal employment, and paternal involvement. The role of public policy in managing and shaping these developments will be discussed.

PAM 3370 Race and Public Policy (also SOC 3370)

Spring. 3 credits. S. Sassler.

This course provides an overview of perspectives used in sociological studies of race and ethnicity. We will read classic and contemporary research on racial and ethnic relations in the United States. The first part of the course covers a variety of theories on race/ethnic relations and addresses issues related to the social construction of race, racial identities, and the impact of immigration on racial dynamics. We next examine racial and ethnic inequality in social and demographic outcomes. The course concludes with readings that explore interracial contact and multiracial populations.

PAM 3400 The Economics of Consumer Policy

Fall. 4 credits. Prerequisite: PAM 2000 or equivalent or permission of instructor. S. Tennyson.

Familiarizes students with the economic analysis of consumer policy issues. Uses the tools of microeconomic analysis to investigate the interaction between government and the marketplace, with an emphasis on how that interaction affects consumers. Examines the rationale for and effects of regulation of industry. Considers alternative theories of regulation, including the capture, economic, and public interest theories. Applies those theories to specific types of regulation, including economic regulation of specific industries (e.g., telecommunications, electricity,

trucking, railroads, postal services) as well as to broader social regulation (e.g., health, safety, environmental). The effects of regulatory reform in numerous industries are also examined. An attempt is made to examine current topics relating to consumer policy.

PAM 3410 Economics of Consumer Law and Protection (also ECON 4410)

Spring. 3 credits. Prerequisite: PAM 2000 or equivalent. S–U or letter grades. J. Gerner. Economic analysis of the roles played both by the courts and by federal and state regulatory legislation in altering consumer markets, consumer behavior, and consumer welfare. Topics include economic analyses of contract law, product liability, accident law and antitrust law, and the activities of such agencies as the Federal Trade Commission, the Food and Drug Administration, and the Consumer Product Safety Commission.

PAM 3500 Contemporary Issues in Women's Health (also FGSS 3500)

Spring. 3–5 credits. A. Parrot. Deals with the history of women in medicine and the historical and cultural treatment of women's health problems. Also addresses health care research and the exclusion of women from research trials and protocols. Reproductive issues, alternative approaches to treatment, medical problems, ethical issues, cancers, factors that contribute to post-traumatic stress disorders, health promotion behaviors, political issues, and routine medical recommendations are also discussed in depth. Students may take the course for a fifth credit, which requires attending a discussion section every other week and observing 12 facilities (e.g., birthing center, mammogram, and ultrasound center, wellness center, hospital labor and delivery unit, La Maze class, women's self-defense class) that provide a variety of women's health care. Some of these visits will be virtual visits available through the course web site, others will require in-person attendance.

PAM 3800 Human Sexuality

Spring. 4 credits. Limited to 150 students. Prerequisite: introductory course in human development and family studies, psychology, or sociology (or equivalent social science course). Recommended: biology course. Two 75-minute lec and one sec per week. A. Parrot.

Provides students with an understanding of the interactions and interrelationships of human behavior that influence sexual development and behavior. Focuses on the evolution of sexual norms, cross-cultural customs, legislation within changing sociopolitical systems, and delivery of services related to sexual issues, needs, and/or problems. Addresses future trends in sexuality.

PAM 4000–4010–4020–4030 Special Studies for Undergraduates

Fall and spring. Credit TBA. S–U or letter grades. Staff.

For advanced independent study by an individual student or for study on an experimental basis with a group of students 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 a form available from the department field office. This form must be signed by the instructor directing the study, the student's faculty advisor, and the

department head and filed at course registration or within the change-of-registration period in the college registrar's office, 146 MVR. 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 chair is necessary. Students, in consultation with their faculty supervisor, should register for one of the following subdivisions of independent study.

PAM 4000: Directed Readings. For study that predominantly involves library research and independent reading.

PAM 4010: Empirical Research. For study that predominantly involves data collection and analysis.

PAM 4020: 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.

PAM 4030: Teaching Apprenticeship

Prerequisite: course (or equivalent) in which student is assisting and has demonstrated high level of performance. For study that includes assisting faculty with instruction.

PAM 4060 Politics and Policy: Theory, Research, and Practice (also GOVT/ALS/AMST 4998)

Fall, spring. Taught in Washington, D.C. For description, see GOVT 4998.

[PAM 4330 Topics in Corporations and Policy]

Spring. 3 credits. Prerequisite: PAM 2000, PAM 3100, PAM 3340. S–U or letter grades. Next offered 2010–2011. R. Geddes.]

PAM 4340 Economics of the Criminal Justice Policy

Fall. 3 credits. Prerequisite: PAM 2000 or equivalent, PAM 3100. S–U or letter grades. E. Owens.

Why do governments attempt to regulate our behavior? What determines which actions are considered criminal? Why do some people, in spite of legal institutions, choose to engage in illicit activity? How do governments attempt to reduce criminal behavior, and how effective are those attempts? This class is intended to introduce you to both theoretical and empirical ways to answer these questions. The content of the class will span economic theory, criminology, and statistics: effective policy makers should be able to understand all three. By the end of the semester, students will be able to think about crime and criminal justice, an intrinsically controversial and emotional topic, from an objective economic perspective.

PAM 4360 Drugs and Gangs

Spring. 3 credits. Prerequisite: PAM 3330, PAM 3100, or permission of the instructor. S–U or letter grades. E. Owens.

Examines the development of illegal markets and criminal gangs in the United States, and evaluates government attempts to limit the size and scope of these activities. We will study the evolution of street gangs, prison gangs, and organized crime from the 19th century to the present, focusing on their role in the drug markets. Students will use economic theory and data to analyze how drug markets respond to government policy.

PAM 4370 Economics of Health Policy (also ECON 4370)

Fall. 3 credits. Prerequisite: PAM 2000, 3100, or equivalent. S-U or letter grades. K. Simon.

Uses the economic tools of policy analysis to understand the health care system and critically evaluate current policy debates. In the past decade, some of the most controversial policies considered by state and federal governments have involved issues that have been studied by health economists and health services researchers. Uses the United States as its main institutional framework but also pays attention to health care topics of international concern, such as the AIDS epidemic.

[PAM 4380 Economics of Public Health (also ECON 4380)]

Fall. 3 credits. Prerequisites: ECON 1110, PAM 2000, 3100, or equivalent. S-U or letter grades. Next offered 2010-2011. D. Kenkel.]

[PAM 4440 Violence against Women: Policy Implications and Global Perspectives (also FGSS 4480)]

Spring. 3 credits. Next offered 2010-2011. A. Parrot.]

PAM 4450 Regulating Financial Institutions

Spring, weeks 7 through 14, meeting time TBD. 3 credits. Prerequisites: ECON 1110, PAM 2000, PAM 3400 or equivalent. S-U or letter grades. S. Tennyson.

Examines financial institutions and the way that these institutions are regulated in the United States and in other countries. The course provides a history and overview of regulatory institutions, considers the intent of regulatory policies, and evaluates regulatory outcomes. An important focus of the course will be on current public policy issues relating to financial institutions regulation.

PAM 4460 Economics of Social Security (also ECON 4460)

Fall. 3 credits. Prerequisite: PAM 2000 or equivalent. S-U or letter grades. R. Burkhauser.

Provides students with an "economic tool-kit" for evaluating social policies. Economic analysis is used to predict the behavioral and distributional consequences of such policies. Students learn to use computer software on data from the Current Population Survey to estimate the economic well-being of both older people with disabilities, show how sensitive your results are to the methods used, and stimulate the effects of alternative policies on these outcomes.

PAM 4470 Families and Social Inequality (also SOC 4470)

Fall. 3 credits. Prerequisite: PAM 2030, PAM 2220, SOC 2208, or equivalent social science course. S-U or letter grades. K. Musick.

Disparities in family life are widening in the U.S., with important implications for the well-being of family members and the reproduction of inequality from one generation to the next. Using tools of demographic analysis, this course explores growing education and income differences in family patterns (e.g., marriage, divorce, childbearing, and parenting), analyzing the forces behind these changes and the potential consequences for children's life chances.

[PAM 4570 Innovation and Entrepreneurship in the Health Care Industry]

Fall. 3 credits. Prerequisite: PAM 4350 or permission of instructor. Next offered 2010-2011. J. Kuder.]

[PAM 4760 Economic Evaluations in Health Care]

Fall. 3 credits. Recommended: background in microeconomics and statistical tools. S-U or letter grades. Next offered 2010-2011. Staff.]

PAM 4770 Child Policy

Fall. 3 credits. Prerequisites: PAM 2000, PAM 3100. S-U or letter grades. J. Gerner. Topics in public policy dealing with children, with a special emphasis on the impacts of policy on child outcomes. Topics include policy affecting education attendance, high stakes testing and its impact on performance, policy impacts on family composition and change, and the effects of these on child outcomes.

PAM 4980 Honors Seminar

Fall. 3 credits. Prerequisites: PAM 2100, 2150, and 3100. Letter grades only. S. Sessler.

Designed to help guide students through the development of their honors thesis. The objective of the course is to help students frame a research question that is appropriate for an honors thesis, identify an appropriate methodology to use in answering this question, identify data that can be used to answer this question, and identify literature appropriate to this question. Students will also work collaboratively in critiquing research questions and techniques to be used. Students will meet in a seminar-style class each week and will also meet with the students individually and with their research mentor throughout the semester as they work on their thesis question and methods. Students who wish to participate in the PAM Honors Program must enroll in this course during their senior year. Students must receive a grade of B or better to continue in the Honors Program.

PAM 4990 Honors Program

Fall or spring. Credit TBA. Prerequisite: PAM 4980. Letter grades only. PAM faculty. Provides students with the opportunity to undertake basic or applied research that will be preparation of a thesis representing original work of publishable quality. Intended for students who desire the opportunity to extend their interests and efforts beyond the current course offerings in the department. Furthermore, the program is designed to offer the student the opportunity to work closely with a professor on a topic of interest. The number of hours of thesis credit is determined by the student's research mentor. See the director of undergraduate studies for more details.

PAM 5310 Ethics, Public Policy in American Society

Fall. 3 credits. Prerequisite: senior or graduate standing. J. Ziegler. Explores current issues of ethics and public policy against a background of theories of ethical behavior. Examines questions of how public officials and managers of public and nonprofit agencies and private enterprises act. How do standards of ethical behavior in the professions get established? How are public policy issues with ethical implications

resolved? Readings are drawn from political philosophy, contemporary social science, and imaginative writing. Class participation is essential.

[PAM 5320 The Intergovernmental System: Analysis of Current Policy Issues]

Fall. 3 credits. Prerequisite: graduate students or seniors who have had course in American government. Next offered 2010-2011. J. Ziegler.]

PAM 5470 Microeconomics for Management and Policy

Spring. 4 credits. S-U or letter grades. Sloan students only. W. White.

Introduces microeconomic theory and its application to decision making in the management and policy arenas. Places special emphasis on the economic environment of health care organizations and the problems faced by managers in this environment.

PAM 5520 Health Care Services: Consumer and Ethical Perspectives

Fall. 3-4 credits; 4-credit option may be used as Biology and Society senior seminar option. Limited to 30 students. Prerequisite: undergraduates by permission of instructor. A. Parrot.

Focuses on consumer and ethical issues faced by professionals in the health care field today. Broad topics discussed include ethical standards and guidelines, health care costs and accessibility of services, government role in health care delivery, health care as a right or privilege, private industry role in health care, services for the medically indigent and elderly, practitioner burnout and training, ethics of transplant surgery and funding, reproductive technology, AIDS research and funding, animals in medical research, right to die, and baby and granny Doe cases.

PAM 5540 Legal Aspects of Health Care

Spring. 3 credits. Prerequisites: PAM 5570 or permission of instructor. Offered alternate years. H. Allen.

Introduces principles of the law that specifically are applicable to health-service delivery. Topics include the liability of hospitals and their staff and personnel for injuries to patients; medical records and disclosure of information; consent to medical and surgical procedures; responsibility for patients' personal property; collection of bills; medical staff privileges; and confidential communications.

[PAM 5560 Managed Health Delivery Systems: Primary-Ambulatory Care]

Fall. 3 credits. Prerequisite: PAM 5570 or permission of instructor. Next offered 2010-2011. J. Kuder.]

PAM 5570 Health Care Organization

Fall. 3 credits. Limited to 30 students. Prerequisite: Sloan students or permission of instructor. J. Kuder.

Graduate-level introduction to the organization of health providers in the United States, the interrelationships of health services and the major sources and methods of paying for care. Describes how health services are structured in the United States and how these different services interrelate along the continuum of care. Describes and analyzes organization, delivery, and financing issues from a variety of perspectives using specific performance criteria (e.g., equity, quality, efficiency). Also presents innovations by the public and private

sectors in the delivery and reimbursement of health care.

PAM 5620 Finance (also AEM 3240)

Spring. 3 credits. Staff.
For description, see AEM 3240.

PAM 5630 Health Care Financial Management II

Fall. 3 credits. Prerequisite: PAM 5620 or other financial management course.
S. Nicholson.

Focuses on the financial analyses that managers in the health care industry use to make strategic and operating decisions. Begins by examining how health insurers design and price their products and manage enrollees' medical expenditures. Next reviews two different methods of valuing a medical product/service, and two methods of estimating the value of a company. The four valuation methods covered are: net present value of free cash flows, decision tree analysis/real options, multiples, and the venture capital method. Seven cases allow students to apply these skills to examine decisions/situations such as: determining why a Medicare HMO is losing money and recommending a redesigned benefit and reimbursement structure; estimating a health system's profitability by product line; valuing a drug that is being developed; valuing a pharmaceutical company; valuing a drug using decision-free analysis in determining whether a medical device company should go public and how it should price its products.

PAM 5640 Health Care Resource Management and Quality Improvement

Fall. 3 credits. Prerequisite: strong basic computer skills. S-U or letter grades.
S. Nicholson.

Exposes students to the opportunities and challenges of using information technologies (IT), such as computerized physician order entry systems, electronic medical records, medical decision support systems, handheld devices for physicians, and remote patient monitoring devices, to improve the quality of medical care and/or reduce costs. Focuses on the manager's role in the application of IT to assess and improve the quality of medical care. Students will develop a business plan for a company that uses IT to improve the quality of medical care in the U.S. health care system.

PAM 5660 Strategic Management and Organizational Design of Health Care Systems

Spring. 3 credits. Staff.
Examines strategy and design issues faced by health care organizations. Topics include analysis of market conditions, organizational culture issues, development of an organizational mission and management strategy, the management of professionals, and the importance of roles, structure, and inter- and intra-institutional relationships within organizations. Taught via a case study approach.

PAM 5670 Health Policy

Fall. 3 credits. Prerequisite: Sloan M.H.A. students, Ph.D. students, or permission of instructor. K. Simon.
Addresses major health policy issues and the critical processes that influence them. Focuses primarily on the United States, with some coverage of health policy in other countries. Topics include Medicare, Medicaid, the uninsured, public health, the effect of welfare policy on health care, managed care

development and regulation, state and federal health care reform, and many others. The course analyzes the politics of health policy in terms of legislative and executive processes; the forces involved including economic, social, ethical, and political factors; and key players in health policy, such as special interest groups, public agencies, and elected officials.

PAM 5690 Regression Analysis and Managerial Forecasting

Fall. 3 credits. Prerequisite: at least one statistics course. T. Evans.

Teaches various statistical methods for managerial decision making, with a particular emphasis on regression and forecasting. Other topics include ANOVA, correlation, confounding, interaction, and statistical process control. Emphasizes applications to health care organizations.

PAM 5700 Health Care Accounting

Fall. 4 credits. Core course for Sloan M.H.A. students. W. Schlesinger.

Introduces the basic concepts of financial and managerial accounting with emphasis on health care applications. Explains the measurement system of business operations, business valuation, financial reporting, budgeting, cost allocation, service and product costing, and special reports for managerial use. Ethical and international issues are integrated throughout the course materials with real world applications. At the conclusion of the course, students should be able to read, understand, and analyze the annual financial reports of an organization. Collaborative learning, cases, discussions, readings, researches, presentation, speakers, problem solving, videotapes, and lectures are used as teaching pedagogy.

PAM 5710 Organizational Development/ Human Resource Management in Health Care Organization

Fall. 3 credits. Sloan students only.
N. Fabrizio.

Explores (1) the theoretical foundation of organizational theory, research, and human resource management with an emphasis on implementation; (2) real-world problems while analyzing, exploring, and discussing varied interpretations of selected cases; (3) the building blocks of managerial activity; internal organizational issues; performance issues related to organization design; and strategic issues. Key organizational change and development concepts enhance students' perspectives on how the theories, strategies, and practices relate to today's organizations. The course serves as a framework to establish the theory and both the conceptual and competency foundations necessary for applying interventions.

PAM 5740 Short Course in Fundamentals of Health Facility Planning for Managers

Spring. 1 credit. B. Hollis.

Provides MHA and other students who may be interested in careers in health care management with a basic familiarity regarding some of the concepts and terminology related to health facility planning projects. The course will touch on areas that a manager might encounter, including working with designers, the relationship between strategic planning issues and facility planning, basic cost estimating techniques, simplified plan interpretation, and use of architectural and engineering scales. The course will have two primary components. One portion will be lectures and hands-on demonstrations on plan

reading/measurements and an overview of the process of project planning. We anticipate a tour of an active or recently completed project at either Cornell or Cayuga Medical Center as time allows. The other will involve live or videoconference presentations from invited practitioners and researchers in the health facilities area.

PAM 5760 Long-Term Care and Lifestyle Alternatives for the Older Adult

Spring. 1 credit. M. Weidner.

Provides students exposure to, and fosters critical thinking about, policy and operational issues related to health care and living alternatives for the well, near frail, and frail older adult. Preliminary readings will introduce the student to societal issues of the aging, clinical issues facing the older adult, and management operations for nursing homes, independent living communities, assisted living, and home care. Emphasis will be placed on student interaction with instructors and other seminar participants regarding society and management issues. Case studies will be used to enhance student interaction and participation.

PAM 5770 Marketing for Health Care Managers

Fall. 3 credits. Prerequisites: microeconomics and permission of instructor. D. Perosio.

Introduces students to the substantive and procedural aspects of marketing strategy and management. The course is designed to convey the key concepts of marketing and how they fit into the larger context of overall management strategy and decisions. Both the practical "how" and the fundamental "why" of marketing activities will be explored. Course examples rely heavily on actual situations and experiences in the health care industry. Students will apply their knowledge of marketing and health care management to the development of a marketing plan.

PAM 5810 Measuring and Evaluating Health Program Performance and Quality

Spring. 3 credits. Prerequisites: PAM 5570 and a basic multivariate statistics course or permission of instructor. S-U or letter grades. J. Kuder.

This course is designed for policy makers, health systems managers, and beginning health services researchers that want an applied introduction to using health system evaluation tools and literature to enhance system and program performance and improve quality.

PAM 5900 Special Topics in Health Administration and Finance

Fall and spring. 1-3 credits. Adjunct faculty.
A special topics course specifically designed for students in the Sloan Program in Health Administration. Possible multiple offerings using adjunct faculty teaching in areas of expertise not covered in depth in the Sloan core curriculum and relevant to students preparing for careers in health management. Format ranges from intensive courses offered over several full days to longer courses meeting on a weekly basis.

PAM 5951/2 Field Studies in Health Administration and Planning

Fall or spring. 5951, fall. 1 credit; 5952, spring, 3 credits; 4 total credits. Capstone course for second-year Sloan students.
J. Kuder.

Students interested in developing administrative and program-planning research skills are given an opportunity to evaluate an ongoing phase of health care agency activity in the light of sound administrative practice and principles of good medical care. In planning and carrying out the research, students work closely with a skilled practicing administrator and with members of the faculty.

PAM 5990 Challenges and Trends in the Health Services Industry

Fall and spring. 1 credit. Prerequisite: graduate standing or permission of instructor. S-U grades only. W. White. Provides students with information and exposure to current and emerging issues in the health services industry. Topics may include financial management of health care facilities, human resource management, information systems, cost-effective clinical decision making, quality measurement and outcomes, public health, and entrepreneurship in the health services industry.

PAM 6000 Special Problems for Graduate Students

Fall and spring. Credit TBA. S-U or letter grades. Staff. Independent advanced work by graduate students recommended by their chair and approved by the department chair and the instructor.

[PAM 6030 Experimental, Quasi-Experimental, and Economic Evaluation Methods

Spring. 3 credits. Highly recommended: background in statistics (e.g., AEM 7100 or equivalent) and microeconomics (e.g., PAM 2000 or ECON 6390). Next offered 2010-2011. E. Peters.]

[PAM 6040 Qualitative, Survey, and Mixed-Method Approaches to Policy Research

Spring. 3 credits. Prerequisite: Ph.D. students. Highly recommended: previous course in social science research methods. Next offered 2010-2011. M. Waller.]

PAM 6060 Demographic Techniques (also DSOC 6080)

Spring. 3 credits. S-U or letter grades. D. Gurak and D. Lichter.

This course provides an introduction to various demographic data sources (e.g., decennial census and vital registration data), measures of demographic processes and population structure (e.g., fertility rates and segregation indices), and standard demographic techniques (e.g., life tables, rate standardization, and population forecasting) used in social demography. The course emphasizes the application of demographic tools and interpretation.

PAM 6090 Empirical Strategies for Policy Analysis

Fall. 3 credits. Prerequisite: graduate course in econometrics (e.g., ILRLE 7480-7490 or AEM 7100). J. Matsudaira. This course focuses on empirical strategies to identify the causal effects of public policies and programs. The course will use problem sets based on real-world examples and data to examine techniques for analyzing non-experimental data including control function approaches, matching methods, panel-data methods, selection models, instrumental variables, and regression-discontinuity methods. The emphasis throughout, however, will be on the critical role of research design

in facilitating credible causal inference. The course will aid students in both learning to implement a variety of statistical tools using large data sets, and in learning to select which tools are best suited to a given research project.

PAM 6250 Economics of Family Policy

Fall. 3 credits. Prerequisite: PAM 6390 or ECON 6090 or permission of instructor. S-U or letter grades. E. Peters.

This course uses an economic framework to study family policy. Both single-agent and multiple-agent (e.g., game theoretic and bargaining) frameworks are used to understand the impact of family policy on outcomes and behavior. Theoretical models of fertility decisions, household production, time allocation, investments in children, marriage markets, household formation and dissolution decisions, bargaining over resource allocation within the household, and inter- and intra-generational transfers across households are developed. The theoretical models are applied to family policies such as child care subsidies, family leave, divorce laws and child support, welfare reform, family planning, government subsidies to education, and social security. Empirical applications are presented for both developed and developing countries.

PAM 6280 Family Demography (also SOC 6280)

Spring. 3 credits. S-U or letter grades. K. Musick.

This graduate seminar explores changes in family behaviors and household relationships from a demographic perspective. It focuses centrally on contemporary trends in the U.S., considering (often competing) interpretations of the causes and consequences of family change and variation. Emphasis will be placed on critically evaluating research in this area, including assessments of data quality, research design, and causal inference. Topics include cohabitation and marriage, divorce, fertility, family structure, and the intersection of work and family.

[PAM 6330 Seminar in Pharmaceutical Policy Issues

Spring. 2 credits. Meets once a week. S-U or letter grades. Next offered 2010-2011. S. Tennyson.]

[PAM 6350 Consumers, Information, and Regulatory Policy

Fall. 3 credits. Prerequisites: PAM 6390 or calculus and intermediate microeconomics. Next offered 2010-2011. S. Tennyson.]

PAM 6410 Health Economics I (also ECON 6410)

Fall. 3 credits. First course in Ph.D.-level health economics sequence. Prerequisites: Ph.D.-level courses in microeconomic theory and econometrics. J. Cawley and staff.

Comprehensive course covering microeconomic theory and its application to health and health care markets. Topics include consumer decision making, the theory of the firm, welfare economics, monopolies and oligopolies, and market imperfections. Applications in health economics include the demand for health, rational addiction, the industrial organization of health care, cost-effectiveness analysis, price discrimination by health care providers, how consumers respond to information about health care, adverse selection in health insurance, and the moral hazard created by physician compensation

strategies. Each student writes a research paper, testing predictions from microeconomic theory by acquiring suitable data and estimating the appropriate econometric model, and presents his or her findings in a research seminar.

PAM 6420 Health Economics II

Spring. 3 credits. Prerequisites: Ph.D.-level courses in microeconomic theory and econometrics. Staff.

Covers microeconomic theory and its applications to health and health care markets. Topics include consumer demand for health and health behaviors, the supply side of health promotion, the industrial organization of health care, and cost-benefit and cost-effectiveness analysis of health interventions. Second course in Ph.D.-level health economics sequence, but the courses may be taken in any order.

PAM 6900 Professional Seminar in Public Policy

Fall. 2 credits. Prerequisite: Enrollment limited to Ph.D. and M.S. students in PAM (as well as Ph.D. students funded by PAM). S-U or letter grades. R. Dunifon

This proseminar introduces new graduate students to the field of PAM. Students will read and discuss research papers by PAM faculty as well as other readings that provide an overview of the field of Policy Analysis and Management and offer important tools and skills that can be used throughout the graduate career.

PAM 8990 Master's Thesis and Research

Fall and spring. Credit TBA. Prerequisite: permission of graduate committee chair and instructor. S-U or letter grades.

PAM 9990 Doctoral Thesis and Research

Fall and spring. Credit TBA. Prerequisite: permission of graduate committee chair and instructor. S-U or letter grades.

FACULTY ROSTER

Ashdown, Susan, Ph.D., U. of Minnesota. Assoc. Prof., Fiber Science & Apparel Design
 Avery, Rosemary J., Ph.D., Ohio State U. Prof. and Chair, Policy Analysis and Management
 Becker, Franklin D., Ph.D., U. of California, Davis. Prof., Design and Environmental Analysis
 Belmont, Matthew, Ph.D., Boston U. Asst. Prof., Human Development
 Brainerd, Charles, Ph.D., Michigan State U. Prof., Human Development
 Burkhauser, Richard, Ph.D., U. of Chicago. Prof., Policy Analysis and Management
 Casasola, Marianella, Ph.D., U. of Texas, Austin. Asst. Prof., Human Development
 Cawley, John, Ph.D., U. of Chicago. Assoc. Prof., Policy Analysis and Management
 Ceci, Stephen J., Ph.D., U. of Exeter (England). Prof., Human Development
 Chu, Chih-Chang, Ph.D., Florida State U. Prof., Fiber Science & Apparel Design
 Danko, Sheila, M.I.D., Rhode Island School of Design. Prof. and Chair, Design and Environmental Analysis
 Depue, Richard, Ph.D., U. of Oklahoma. Prof., Human Development
 Dunifon, Rachel, Ph.D., Northwestern U. Assoc. Prof., Policy Analysis and Management

- Eckenrode, John J., Ph.D., Tufts U. Prof., Human Development
- Elliott, John, M.E. Des., U. of Calgary (Canada). Assoc. Prof., Design and Environmental Analysis
- Eshelman, Paul E., M.F.A., U. of Illinois. Prof., Design and Environmental Analysis
- Evans, Gary, Ph.D., U. of Massachusetts, Amherst. Prof., Design and Environmental Analysis
- Feathers, David, Ph.D., U. of Buffalo, SUNY. Asst. Prof., Design and Environmental Analysis
- Frey, Margaret, Ph.D., North Carolina State U. Assoc. Prof., Fiber Science & Apparel Design
- Geddes, Raymond R., Ph.D., U. of Chicago. Assoc. Prof., Policy Analysis and Management
- Gerner, Jennifer L., Ph.D., U. of Wisconsin. Prof., Policy Analysis and Management
- Gibson, Kathleen J., M.A., Ohio State U. Assoc. Prof., Design and Environmental Analysis
- Glass, Jennifer, Ph.D., U. of Wisconsin. Prof., Policy Analysis and Management
- Hamilton, Stephen F., Ed.D., Harvard U. Prof., Human Development, Co-Director, Family Life Development Center
- Hazan, Cindy, Ph.D., U. of Denver. Assoc. Prof., Human Development
- Hedge, Alan, Ph.D., U. of Sheffield (England). Prof., Design and Environmental Analysis
- Hinestroza, Juan, Ph.D., Tulane U. Asst. Prof., Fiber Science & Apparel Design
- Hua, Ying, Ph.D., Carnegie Mellon U. Asst. Prof., Design and Environmental Analysis
- Jennings, Jan, M.S., Oklahoma State U. Assoc. Prof., Design and Environmental Analysis
- Jirousek, Charlotte, Ph.D., U. of Minnesota. Assoc. Prof., Fiber Science & Apparel Design
- Kenkel, Donald, Ph.D., U. of Chicago. Prof., Policy Analysis and Management
- Koslowski, Barbara, Ed.D., Harvard U. Assoc. Prof., Human Development
- Kuder, John, Ph.D., U. of Michigan. Assoc. Prof., Policy Analysis and Management
- Kushnir, Tamar, Ph.D., U. of California. Asst. Prof., Human Development
- Laquatra, Joseph Jr., Ph.D., Cornell U. Prof., Design and Environmental Analysis
- Lemley, Ann T., Ph.D., Cornell U. Prof. and Chair, Fiber Science & Apparel Design
- Lewis, Van Dyk, Ph.D., U. of Central England, Birmingham. Assoc. Prof., Fiber Science & Apparel Design
- Lichter, Daniel, Ph.D., U. of Wisconsin, Madison. Prof., Policy Analysis and Management
- Loeckenhoff, Corinna, Ph.D., Stanford U. Asst. Prof., Human Development
- Lovenheim, Michael, Ph.D., U. of Michigan. Asst. Prof., Policy Analysis and Management
- Lucarelli, Claudio, Ph.D., U. of Pennsylvania. Asst. Prof., Policy Analysis and Management
- Lust, Barbara C., Ph.D., City U. of New York. Prof., Human Development
- Mathios, Alan, Ph.D., U. of Pennsylvania. Prof., Policy Analysis and Management; Dean
- Matsudaira, Jordan, Ph.D., U. of Michigan. Asst. Prof., Policy Analysis and Management
- Maxwell, Lorraine E., Ph.D., City U. of New York. Assoc. Prof., Design and Environmental Analysis
- Mete, Fatma, Ph.D., U. of Leeds (UK). Assoc. Prof., Fiber Science & Apparel Design
- Mikels, Joseph A., Ph.D., U. of Michigan. Asst. Prof., Human Development
- Musick, Kelly, Ph.D., U. of Wisconsin–Madison. Assoc. Prof., Policy Analysis and Management
- Netravali, Anil, Ph.D., North Carolina State U. Prof., Fiber Science & Apparel Design
- Nicholson, Sean, Ph.D., U. of Wisconsin, Madison. Assoc. Prof., Policy Analysis and Management
- Obendorf, Sharon K., Ph.D., Cornell U. Prof., Fiber Science & Apparel Design, Assoc. Dean
- Ong, Anthony D., Ph.D., U. of Southern California. Asst. Prof., Human Development
- Owens, Emily, Ph.D., U. of Maryland. Asst. Prof., Policy Analysis and Management
- Parrot, Andrea, Ph.D., Cornell U. Prof., Policy Analysis and Management
- Peters, H. Elizabeth, Ph.D., U. of Chicago. Prof., Policy Analysis and Management
- Pillemer, Karl A., Ph.D., Brandeis U. Prof., Human Development
- Pollak, Patricia B., Ph.D., Syracuse U. Assoc. Prof., Policy Analysis and Management
- Reyna, Valerie, Ph.D., Rockefeller U. Prof., Human Development
- Robertson, Steven S., Ph.D., Cornell U. Prof., Human Development
- Sassler, Sharon, Ph.D., Brown U. Assoc. Prof., Policy Analysis and Management
- Savin-Williams, Ritch C., Ph.D., U. of Chicago. Prof. and Chair, Human Development
- Simon, Kosali, Ph.D., U. of Maryland. Assoc. Prof., Policy Analysis and Management
- Tennyson, Sharon, Ph.D., Northwestern U. Assoc. Prof., Policy Analysis and Management
- Trochim, William M. K., Ph.D., Northwestern U. Prof., Policy Analysis and Management
- Waller, Maureen R., Ph.D., Princeton U. Assoc. Prof., Policy Analysis and Management
- Wang, Q. I., Ph.D., Harvard U. Asst. Prof., Human Development
- Wells, Nancy, Ph.D., U. of Michigan. Assoc. Prof., Design and Environmental Analysis
- Wethington, Elaine, Ph.D., U. of Michigan. Assoc. Prof., Human Development
- White, William, Ph.D., Harvard U. Prof., Policy Analysis and Management
- Williams, Wendy M., Ph.D., Yale U. Assoc. Prof., Human Development
- Lecturers**
- Allen, Henry, J.D., Cornell U. Lec, Policy Analysis and Management
- Beck, Sam N., Ph.D., U. of Massachusetts. Sr. Lec., Urban Semester
- Breen, Nancy, Ph.D., Syracuse U. Lec., Fiber Science & Apparel Design
- Curtis, Steven H., B.A., Syracuse U. Lec., Design and Environmental Analysis
- Evans, Thomas A., Ph.D., Clemson U. Lec, Policy Analysis and Management
- Fabrizio, Nick, Ph.D., Walden U. Lec., Policy Analysis and Management
- Gilmore, Rhonda, M.A., Cornell U. Lec., Design and Environmental Analysis
- Hollis, R. Brooke, M.B.A., Cornell U. Lec, Policy Analysis and Management
- Lewis, Jeffrey, Ph.D., U. of Maryland, College Park. Lec., Policy Analysis and management
- Perosio, Debra, Ph.D., Cornell U. Lec, Policy Analysis and Management
- Racine, Anita, Ph.D., Cornell U. Sr. Lec., Fiber Science & Apparel Design
- Ross-Bernstein, Judith, M.Ed., Northwestern U. Sr. Lec., Human Development
- Schelhas-Miller, Christine, Ed.D., Harvard U. Sr. Lec., Human Development
- Schlesinger, Warren, M.B.A., Cornell U. Lec., Policy Analysis and Management
- Weidner, Michael, M.B., Cornell U. Lec, Policy Analysis and Management