

ell University Announcements



New York State College of Human Ecology

A Statutory College
of the State University
at Cornell University
Ithaca, New York

Cornell University

New York State College of Human Ecology

1975-76

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Cornell Academic Calendar

1975-76

Registration, new students
Registration, continuing and rejoining students
Fall term instruction begins
Thanksgiving recess:
Instruction suspended, 1:10 p.m.
Instruction resumed, 7:30 a.m.
Fall term instruction ends, 1:10 p.m.
Final examinations begin
Final examinations end
Registration, new and rejoining students
Registration, continuing students
Spring term instruction begins, 7:30 a.m.
Spring recess:
Instruction suspended, 1:10 p.m.
Instruction resumed, 7:30 a.m.
Spring term instruction ends, 1:10 p.m.
Final examinations begin
Final examinations end
Commencement Day

The dates shown in the Academic Calendar are subject to change at any time by official action of Cornell University.

Thursday, August 28
Friday, August 29
Monday, September 1

Wednesday, November 26
Monday, December 1
Saturday, December 6
Saturday, December 13
Saturday, December 20
Thursday, January 22
Friday, January 23
Monday, January 26

Saturday, March 27
Monday, April 5
Saturday, May 8
Monday, May 17
Monday, May 24
Friday, May 28

In enacting this calendar, the University Senate has scheduled classes on religious holidays. It is the intent of Senate legislation that students missing classes due to the observance of religious holidays be given ample opportunity to make up work.

Summer Sessions Calendar, 1975

Registration, three-week summer session:
three-week summer session instruction begins
Registration, eight-week summer session:
eight-week summer session instruction begins
Three-week summer session last day of classes
Three-week summer session final examinations,
three-week summer session ends
Registration, six-week summer session
Six-week summer session instruction begins
Six- and eight-week summer sessions last day
of classes
Six- and eight-week summer sessions final
examinations begin
Six- and eight-week summer sessions end

Wednesday, June 4

Monday, June 16
Monday, June 23

Tuesday, June 24
Wednesday, June 25
Thursday, June 26

Wednesday, August 6

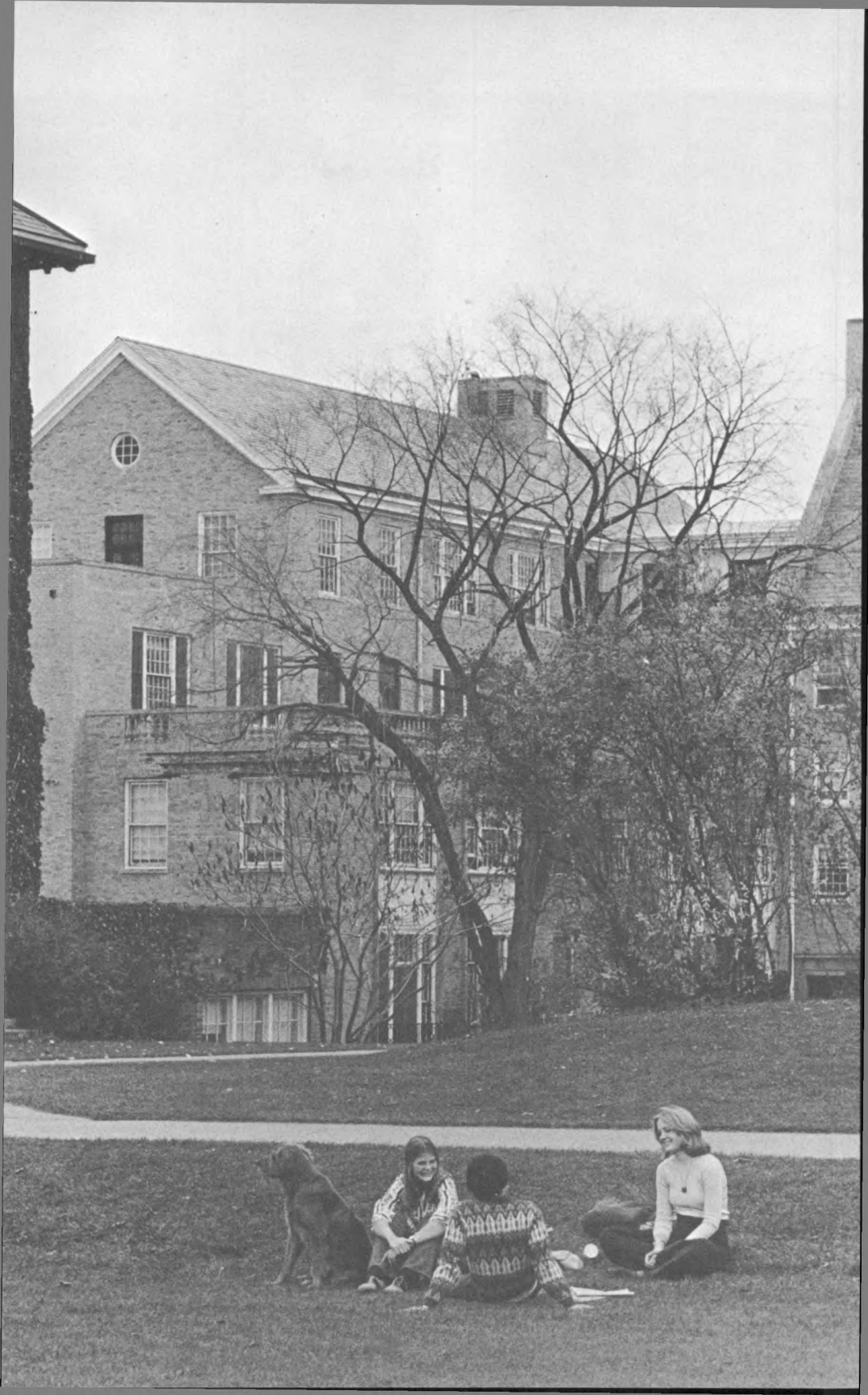
Thursday, August 7
Saturday, August 9

Announcement

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The courses and curricula described in this *Announcement*, and the teaching personnel listed herein, are subject to change at any time by official action of Cornell University.



Cornell University

The New York State College of Human Ecology

The New York State College of Human Ecology is one of the four statutory colleges of the State University of New York at Cornell University. As part of a land-grant university, it receives support for teaching, organized research, and public service programs from the state and federal governments.

In each phase of its program, the College of Human Ecology is committed to improving human development within the family and in the broader institutional setting. It is particularly interested in problems of human welfare that are of compelling significance in contemporary society: nutrition and health, the family in poverty, urban housing and environmental design, the consumer in the marketplace, the stability of the family, and the effects of technology on food, clothing, shelter, and interpersonal relationships.

Five major administrative units provide the foundation for the college. All are rooted in the basic academic disciplines and are committed to the problem-solving orientation of the college. The units complement each other in formulating interdisciplinary solutions for complex human problems. By pooling their resources, departments train students and conduct research in an environment that is academically strong and professionally oriented. Students also have the opportunity to elect studies in the other divisions of the University.

The college's many public service and continuing education activities are conducted in conjunction with the county Cooperative Extension Associations and the Federal Extension Service. In addition, the college plans and carries out a variety of special workshops and training programs on a noncredit basis.

Organized research, which contributes to the graduate education and public service functions of the college, is supported basically by state funds, in cooperation with a variety of public and private agencies.

The Undergraduate Program

The aim of the undergraduate program of the New York State College of Human Ecology is twofold: to provide, through the facilities of the college and the University, a liberal education in the social and natural sciences, the humanities, and the arts; and to provide specialized instruction, based on these disciplines, as preparation for professional careers in which the interests and well-being of the individual, the consumer, and the family are paramount.

The uniqueness of the undergraduate program lies in opportunities for an interdisciplinary approach to the solution of human problems. Because the educational program of the college guarantees students both a liberal education and professional specialization, graduates are prepared to select from a wide variety of career and graduate-study opportunities. The wide diversity of majors offered in the college allows the student to apply work in the natural and social sciences and the humanities to his or her major in the college. Some students also fulfill additional professional requirements for the internship of the American Dietetics Association or for certification in nursery-kindergarten teaching, or in home economics education. *The college does not offer preparation for certification in elementary education.*

Student Participation

Students have played an active role in the development of the college program since its earliest history and have had two members on the faculty committee concerned with educational policy since the 1940s. Under the present college organization, each department has a Departmental Council composed of two graduate students and four undergraduate students, elected by the students from among those majoring in the department, and four

faculty members selected by the department faculty. The Departmental Councils are a forum for communication and discussion among faculty and students on matters of academic policy and procedure. The councils may set up ad hoc panels for hearing student grievances, except those that are the responsibility of other college or University groups, and for recommending solutions for such grievances to the appropriate decision-making body.

The graduate and undergraduate student members of the Departmental Councils meet with the dean to discuss academic matters and issues of mutual interest. This group elects from among its members the student representatives for each of the following standing committees of the faculty: three students for College Council, two for the Educational Policies Committee, and two for the Committee on Admissions.

In addition to participating in the development of college policy and program through the organizations described above, students have an opportunity to affiliate with special interest groups: student chapter, American Association for Textile Technology; and Cornell chapter, American Home Economics Association.

Admission to the College

All academic courses of the University are open to students of all races, religions, ethnic origins, ages, sexes, and political persuasions. No requirement, prerequisite, device, rule or other means shall be used by any employee of the University to encourage, establish or maintain segregation on the basis of race, religion, ethnic origin, age, sex, or political persuasion in any academic course of the University.

As part of the State University of New York, the college selects students on their own merits from private and public high schools and colleges throughout the state; out-of-state enrollment is limited to 15 percent.

Since each year there have been approximately three times as many applicants as places available for new students, admission to the New York State College of Human Ecology has tended to be competitive and selective. The types of students sought, the criteria for admission, and the selection procedures followed are established by the faculty of the college. Selection of students is the responsibility of the Faculty Committee on Admissions.

Criteria for Admission: Freshmen

Entrance Requirements are sixteen units, including college preparatory mathematics (three

units); biology, chemistry, or physics (one unit); and English (four units). The remaining units should be chosen from social studies, foreign language, additional science, and mathematics.

It is strongly recommended that students complete one unit of biology and one unit of chemistry or physics prior to admission. Although only one unit of science is required for admissions consideration, faculty members of the college believe students should be exposed to both the biological and physical sciences during secondary school or college attendance. Therefore, if students enter the college with biology only, they must take one semester of chemistry or physics while enrolled in human ecology. Similarly, students entering with chemistry or physics only, must take one semester of biology while enrolled. The particular course taken can be applied toward the natural science requirement for graduation from the college (see p. 23). However, depending on the program in human ecology a student finally decides to complete, this course may be in addition to the six credits in natural science required of all students in fulfillment of graduation requirements.

Entrance unit credit is granted in subjects in which the candidate attains a passing mark of the secondary school. A score of 500 or higher on the appropriate College Board Achievement Test or a passing grade on the appropriate New York State Regents Examination also may fulfill an entrance unit requirement.

College Entrance Tests

United States and Canadian applicants (freshmen and transfers) are required to offer results of the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT). The College prefers students to offer scores from tests administered no later than December of their senior year.

The college does not require students to take any of the achievement tests of the College Entrance Examination Board. However, students taking the achievement test for other colleges to which they are applying are encouraged to have their scores sent to Cornell University and these scores will be made a part of the student's total application record. The scores may also be used for placement purposes at Cornell in language and other courses.

Selection is based on the following criteria: overall academic qualifications of candidates, including preparation and achievements; expressed interest in the human ecology program and evidence of interest in school, college, or other activities wherever possible; recommendations from school or college counselors and others who know the candi-

date and can provide meaningful information; class standing; and testing, including results of either the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT).

It would help the Committee on Admissions if students interested in the areas of consumer product design, interior design, and apparel design presented samples of their art or design work.

Special Opportunity Programs

In an effort to include persons who previously have been underrepresented in higher education, the college participates in the Cornell University program for minority students (COSEP) and in the New York State Educational Opportunity Program (EOP) for all New York State residents who are both academically and financially disadvantaged.

COSEP

The COSEP program provides financial assistance to accepted students who are in financial need, as well as counseling and tutorial assistance through a Learning Skills Center to supplement that available in the College of Human Ecology. Further information may be obtained by writing to COSEP, Cornell University, 227 Day Hall, Ithaca, New York 14853.

EOP

The Educational Opportunity Program provides financial, counseling and tutorial assistance to all who are eligible.

Academic eligibility for the program includes a total SAT score of 1,000 or below and rank in the bottom two-thirds of the secondary school graduating class. Important also is some indication of ability to succeed at Cornell as evidenced by motivation, perseverance, participation or leadership roles in community or other extracurricular activities. Supportive letters of recommendation are particularly helpful.

Transfer students who attended their previous institution under the EOP program are eligible for the program at Human Ecology.

Financial guidelines are available upon request. Write to Admissions Office, New York State College of Human Ecology, Cornell University, N-101A Van Rensselaer Hall, Ithaca, New York 14853.

Freshman with Advanced Standing. Some students who graduate from secondary school in January enroll in a local college for a semester prior to enrollment in Human Ecology. They are considered for admission in the fall as freshman candidates with the possibility of receiving advanced standing. A copy of the

college transcript and course descriptions are required before credit can be awarded.

Other students attend advanced placement programs or enroll in college courses while still officially enrolled in secondary school. These students also are eligible for advanced standing and should send a copy of the college transcript and course descriptions.

Advanced Placement. Students may receive advanced placement and credit toward the degree by taking the Advanced Placement Examination administered by the College Entrance Examination Board or by taking examinations given by the respective department at Cornell. Test papers are read and evaluated by Cornell University faculty in the following areas of study, and their recommendations are forwarded to the College of Human Ecology: biology, chemistry, English, Classical and modern languages, history of art, mathematics, music, and physics.

For more information, request the folder, *Advanced Placement for Freshmen*, from Admissions Office, Cornell University, 247 Day Hall, Ithaca, New York 14853.

The college will also consider results of the College-Level Examination Program (CLEP) and the College Proficiency Examination (CPE) for advanced placement and/or credit.

Early Decision. The College of Human Ecology does NOT participate in the Early Decision Program.

Early Admission. Some students wish to enter college after the junior year in secondary school. The college will consider such students provided they present the entrance units required for admissions consideration.

Typical Freshman Fall Term. Most freshmen take between twelve and fifteen credit hours in their first semester (four or five courses, plus physical education). The freshman seminar and physical education are required. The remaining courses vary depending on the student's field(s) of interest in the college. For example, in nutritional sciences, chemistry is essential in the freshman year and biology is strongly encouraged; social science ordinarily would be taken later.

Subject	Credits
Natural science	3
Social science	Determined by student's area(s) of interest.
Freshman seminar	3
Human ecology course in major area of interest	3
Elective—human ecology or other	3
Physical education	1
Total	16



The four-year program is designed to provide students with both a liberal education and specialized instruction. While at least one third of a student's program (a minimum of forty credits) must be taken in the College of Human Ecology, most students complete more than forty credits there. Courses taken to complete requirements in natural sciences, social sciences, and humanities are taken primarily in other colleges at Cornell, as are a number of courses taken for elective credit.

Undecided Students. Although a student's interest in our program, whether specific or general, is an important factor for admissions consideration, we realize some students change their minds after they enroll and some are interested in exploring different fields in the college. It is possible to plan the freshman year program to insure sufficient flexibility to move from one human ecology curriculum to another without loss of credit or time. Chemistry is recommended for students who are exploring different fields of study to avoid loss of time if an area is chosen that requires chemistry.

Transfer Students

Each year transfer students with advanced standing enter the college from two- and four-year public and private institutions at the sophomore and junior levels. As part of the State University of New York, the college encourages and actively recruits qualified students from the two-year colleges of the SUNY system.

Transfer of credit is allowed for passing work completed in accredited colleges and universities if the courses taken elsewhere can be applied toward the college major requirements or electives. (See degree requirements listed on p. 23.) At the time of acceptance for admission, an attempt is made to provide students with a tentative evaluation of credit to assist them in deciding whether to enroll.

Transfer of credit from unaccredited institutions is conditional until the end of the first year in residence. At that time, if the student is in good academic standing, credit is evaluated and transferred.

A maximum of sixty credits will be accepted in transfer, and students must complete at least sixty credits at Cornell. Of the sixty credits, forty must be completed in the college if students have had no previous work in human ecology subjects; if they have completed twenty or more credits in human ecology subjects at their previous institution, they must take at least twenty of the sixty credits completed at Cornell within the college.

Criteria for Admission: Transfer Students

Transfer candidates whose applications have been accepted generally have had B averages or better college records. Emphasis is placed on college-level performance at the previous institution(s). Students applying from institutions where pass-fail grades are used exclusively are encouraged to submit recommendations from some of their professors.

Transfers must meet the same secondary school unit requirements that freshman applicants meet. If the distribution of courses was not completed in secondary school, comparable work in college is accepted to qualify for consideration.

Results of the Scholastic Aptitude Test (SAT) or of the American College Testing Program (ACT) are required. If transfer candidates took either test while in secondary school, the results are acceptable; it is not necessary to repeat the test. Candidates should arrange to have the scores sent directly from the Educational Testing Service or from the American College Testing Program.

We expect transfer candidates to be familiar with our program and to be specific about their interest in one of our curricula. We tend to give preference to students whose previous course work has prepared them for admission to the specific curriculum in the College of Human Ecology they wish to pursue. For example, junior transfers to nutritional sciences should have completed courses in human physiology, inorganic chemistry, and organic chemistry.

Our experience indicates that transfers who (prior to admission in Human Ecology) have completed the general distribution requirements in the natural and social sciences and in the communications, analysis, and humanities area for the human ecology curriculum of interest to them have the least difficulty in beginning their specialization. *Those who have not completed them might find it necessary to take an extra semester or year to complete the degree.*

Transfers are especially encouraged to write for departmental requirements to Admissions Office, New York State College of Human Ecology, Cornell University, N-101 Van Rensselaer Hall, Ithaca, New York 14853.

A Word About Our Natural Science Requirement

All students in Human Ecology must complete a minimum of six credits in natural science from introductory or general biology (which must include human physiology or anatomy), intro-

10 Admission to the College

ductory or general chemistry,* or physics. We recommend that transfer students choose their natural science courses at their current institutions carefully in order to ensure full transfer of credit and eligibility for human ecology courses.

Courses in astronomy, ecology, geology, and physical science will not fulfill this distribution requirement, but they will transfer as electives.

Spring Admission of Transfer Students

We enroll a maximum of thirty students for the spring semester, and this usually means a tight admissions situation. Students seeking admission in spring should be aware that they may encounter some difficulty with registration in year-sequence courses.

Intrauniversity Transfer

Students registered at Cornell and enrolled in another division of the University who wish to apply for transfer to this college should go to the University Registrar's Office and fill out a form authorizing their present division to send their original application materials to this college for consideration. Students seeking admission in January 1976 must file these forms before December 1, 1975. Registered Cornell students interested in September 1976 admission are required to file their requests for consideration by March 15, 1976.

Additional information is available from the Admissions Office, New York State College of Human Ecology, Cornell University, N-101 Van Rensselaer Hall, Ithaca, New York 14853.

Interruption in Formal Education

Prospective applicants to the college who have interrupted their formal education are encouraged to bring this fact to the attention of the director of human ecology admissions. Early identification of such individuals will enable admissions staff to provide counseling in admissions and program selection.

Although the college has no formal part-time program, students with family responsibilities or with other special needs who are returning to

* The programs in nutritional sciences, apparel design, materials/textiles, human and social factors related to design, and home economics education require introductory chemistry, which includes inorganic chemistry and basic principles of organic chemistry. While the social work option offers the student a choice in natural science selected from biology, chemistry, or physics, the chemistry course must be similar to the one outlined in the previous sentence.

formal education after a long period of absence generally have been successful in petitioning the assistant dean to carry course loads of fewer than twelve credits per semester. Each request is considered individually.

International Students

Cornell University has more than 1,100 foreign students currently enrolled from 93 different countries. About 30 percent are undergraduates and 70 percent are working for advanced degrees.

The New York State College of Human Ecology welcomes applicants from other countries. Its courses do not deal with the practical aspects of home economics subjects found in some programs in other countries. The program of studies in this college is theoretically based, and this college requires the same precollege preparation in the sciences, social sciences, and mathematics as does a liberal arts college here or abroad.

Ability in the use of the English language is very important. Students should not apply to this college unless they are competent in written and spoken English. Before foreign students can be accepted, they must furnish evidence of their facility in English (unless it is their mother tongue).

International students are considered for admission as regular degree candidates unless their previous academic preparation indicates they may benefit from consideration as special students (see p. 11 for definition of special standing).

The following international students should request an application for admission from the University Office of Admissions, Cornell University, Day Hall, Ithaca, New York 14853:

1. Students who are in the United States as foreign citizens but who are on permanent resident visas.
2. Students who are in Canada as landed immigrants but who are not Canadian citizens.

Other international students who are in Canada or the United States on nonimmigrant visas or who are applying from their home countries should request application materials from the International Student Office, Cornell University, 200 Barnes Hall, Ithaca, New York 14853.

All applicants for admission to this college are required to submit scores from the following standardized examinations that measure verbal and mathematical aptitudes as part of their applications. (All United States applicants also submit scores from these standardized examinations.)

1. Students whose native tongue is English or who have had instruction in English for a period of at least three years should take the

Scholastic Aptitude Test (SAT), which consists of two parts and furnishes scores on verbal and on mathematical facility, or the American College Testing Program (ACT), which offers scores on four subject areas—English, mathematics, social studies, and natural sciences.

For information on the SAT the student may write to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540; or College Entrance Examination Board, P.O. Box 1025, Berkeley, California 94701.

Information on ACT may be obtained by writing to Registration Department, American College Testing Program, P.O. Box 414, Iowa City, Iowa 52240.

2. Other students should take the Test of English as a Foreign Language, called TOEFL, and the Mathematics, Level I, Achievement Test.

For information on TOEFL the student may write to the Educational Testing Service, Princeton, New Jersey 08540.

Information on the Mathematics, Level I, Achievement Test may be obtained by writing to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540.

Each applicant must make his or her own arrangements to take these tests. All candidates for admission in September must take the appropriate test(s) in the previous December or January.

Special Standing

Special standing in the College of Human Ecology is a nondegree status. Students accepted as special students may enroll in the college on a semester basis for no more than two semesters. During the first semester in attendance, they may apply for regular degree status or for continuation as a special student. During a second semester with special standing, a student must either apply for regular standing or plan to terminate his or her studies in the college at the close of the semester.

A final evaluation to determine the amount of credit a student may receive for work taken elsewhere is not made unless a student has been accepted as a regular student.

Consideration for admission to the college as a special student is reserved for the following individuals:

1. Students enrolled in an institution other than Cornell University are eligible to apply for special student standing if they intend to transfer the credits to their home institution. Special students in this classification are considered as students studying in absentia from their own institution and applying to the college with an interest in a particular program or department. They must complete the Cornell

application for admission, submit a transcript of their college work, and provide a list of courses they intend to take if admitted.

2. Students who have earned a bachelor's degree and are interested in making up deficiencies for graduate study or preparing for a job or career in a field related to the focus of the college may apply for special student standing. They must complete the Cornell application for admission, submit a transcript of their college work, and provide a list of courses they intend to take, if admitted.

3. Students who have interrupted their education and are considering completion of a degree program but who, in the opinion of the Committee on Admissions, may benefit from special status, are considered for admission with special standing. They must file the Cornell application for admission and submit transcripts of high school and college work completed.

Special students are expected to carry an academic program of at least twelve credits of work each semester and to take one-half to two-thirds of their work in the state divisions of Cornell University (Agriculture and Life Sciences, Human Ecology, and Industrial and Labor Relations) each semester they are registered in the college. They are expected to maintain the same academic standards as undergraduates. Work taken while classified as a special student may be counted toward the requirements of a bachelor's degree but may not be counted toward the requirements of advanced degrees.

Special students who wish to be considered for regular student standing must present results of the Scholastic Aptitude Test (SAT) or of the American College Testing Program (ACT).

Reapplication

The records of applicants who were not accepted are kept for three years. If such students wish to apply again, they should write the University Office of Admissions, Cornell University, Day Hall, Ithaca, New York 14853.

Delayed Enrollment

Students who are admitted to the college and who wish to delay enrollment for a semester or a year may request to do so by writing to the Admissions Committee explaining the reason(s) for the delay. Each request is considered individually. If deferment is granted, the student is required to pay a \$50 fee as an indication of his or her intention to matriculate, and the college guarantees the student a place in the entering class requested.

Visits to the College

For those students and parents who wish to visit the college, group meetings are held



Monday and Friday starting at 10:30 a.m. and 3 p.m. and on Tuesday, Wednesday, and Thursday at 3 p.m. (each lasting about an hour) except from January 1 through mid-April and holidays. Students should write in advance indicating the time they prefer to visit the college.

The purpose of the group conference is to provide information about the college and the University. A personal interview is not required for selection purposes, and students should be aware that they will not be evaluated for admission during their visit to the college. It is possible to meet with a counselor individually after a group conference; however, the session is not an evaluative one.

Meet with a Human Ecology Student

The Cornell University Ambassadors offer prospective applicants an opportunity to meet with an undergraduate student in the college to provide a student's view of life at Cornell. Arrangements for an ambassador tour should be made at least one week prior to a visit to the campus.

If a student indicates an interest in meeting with a faculty member in a specific area of study in the college, an effort will be made to arrange an appointment.

To arrange for a group session and/or a tour, write to Appointment Secretary, Admissions Office, New York State College of Human Ecology, Cornell University, N-102 Van Rensselaer Hall, Ithaca, New York 14853.

Admissions and Financial Aid Deadlines

August: Application blanks will be available in August 1975 for students entering in 1976. United States residents should write to the Office of Admissions, Cornell University, Day Hall, Ithaca, New York 14853. International students should write to the Office of International Students, Cornell University, Barnes Hall, Ithaca, New York 14853.

December: Students applying for September 1976 should take the Scholastic Aptitude Test of the College Board or ACT (American College Testing Program) by December 1975.

Freshmen

January 1: Deadline for filing Parents' Confidential Statement (PCS) with College Scholarship Service for students applying for financial aid.

January 15: Deadline for filing applications for admissions and financial aid for entrance in September 1976.

March 1: Notification of decisions on applications from freshman applicants for admission in September begins on a rolling basis and extends through mid-April. Acceptances are provisional pending satisfactory completion of a student's final term's work.

April 15: Notification of financial aid awards for freshmen.

Transfers and Specials

November 1: Application deadline for transfer applicants and special students external to Cornell University seeking entrance in January 1976.

December 1: Application deadline for Cornell students enrolled in other divisions of the University seeking entrance in January 1976.

December 1: Parents Confidential Statement (PCS) should be returned directly to Cornell Financial Aid Office, 203 Day Hall, by this date for financial aid consideration for spring semester.

March 1: Parents Confidential Statement (PCS) should be returned directly to Cornell Financial Aid Office, 203 Day Hall, by this date for financial aid consideration for fall semester.

March 15: Application deadline for all transfer applicants and special students seeking entrance in September 1976.

May 1: Notification of decisions on applications from transfer applicants for admission in September begins on a rolling basis. Acceptances are provisional pending satisfactory completion of a student's final term's work. Financial aid decisions will follow.

Questions concerning admission should be addressed to the Director of Human Ecology Admissions, New York State College of Human Ecology, Cornell University, N-101 Van Rensselaer Hall, Ithaca, New York 14853.

Expenses

Estimate of Annual Expenses

	<i>Resident</i>	<i>Nonresident</i>
Tuition	\$1,650	\$2,450
Room	850	850
(average cost in dormitory)*		
Board (average cost)	800	800
Books, equipment, personal expenses	650	650
Total	\$3,950	\$4,750

* All undergraduate dorms are closed during intersession.

14 Financial Aid

In addition to the expenses listed above, new students are required to pay a nonrefundable registration fee of \$50. Students planning to live in University residence halls must pay a \$60 security deposit. Gymnasium equipment amounting to approximately \$18 must be purchased by freshmen and sophomores according to the department's instructions.

It should be noted that personal expenses, such as transportation to and from home, clothing, recreation, and miscellaneous items, can only be estimated by the individual. The amount given in the table above is approximate.

Fees

An *Application Fee* of \$20 must be paid at the time an application for admission is submitted.

A *Deposit* of \$50 is required of every student upon acceptance for admission to the University, and when the student first registers, it is used to cover matriculation costs. The deposit does not apply to the first term's tuition.

Special Fees. Assessments, charged to the student's account and payable at the Bursar's Office, are levied upon the student in certain circumstances.

A fee of \$75 is charged for registration in absentia (see p. 22).

There is a University fee of \$10 for late registration.

A student is held responsible for payment of appropriate fees for any damage done to any University property.

Financial Aid

Students in the New York State College of Human Ecology are eligible to compete for scholarships that are open to undergraduates in any college of Cornell University and for scholarships available particularly to students in the College of Human Ecology.

One application is sufficient for a student to be considered for the available awards. Since the awards are made on a one-year basis, however, students must reapply each year.

All financial aid awards at Cornell are based on a calculated financial "need." Most awards include some combination of scholarship, loan, and part-time employment. For more information, write to Financial Aid Office, Cornell University, 203 Day Hall, Ithaca, New York 14853.

The scholarships available particularly to students in the New York State College of Human Ecology are described on pages 66-71. Unless otherwise stated for an individual scholarship, all of these awards are made in recognition

of financial need, leadership, and academic achievement. The amounts quoted are approximate.

A quality point cumulative average of 2.85 or better is required for human ecology scholarship awards. A recipient is expected to maintain a 2.85 quality point average during the first semester the students holds the scholarship in order to have the scholarship continued.

For New Students

As the cost for higher education continues to rise, some students hesitate to apply for admission because they lack the financial resources. Admissions decisions and financial aid decisions are made independently of one another, and we encourage both freshman and transfer candidates to file the necessary forms for financial aid consideration—Cornell's application for aid and the Parents' Confidential Statement of the College Scholarship Service (which is available in the guidance office).

Freshmen

Freshmen may apply for financial aid at the same time they apply for admission to the college. The financial aid application form is attached to the admissions application and must be returned by the January 15 admissions deadline. However, the Parents' Confidential Statement should be filed with the College Scholarship Service no later than January 1. Subsequent procedures are explained on the initial application form. This procedure covers all freshman scholarships except the Grace Schermerhorn Scholarship (see p. 68).

Aid decisions for entering freshmen are made in the middle of April. Some admissions decisions begin to go out March 1, but students must wait until April to hear about financial aid.

Transfers

Limited financial aid in the form of scholarships, loans, and jobs is available to transfers from two-year colleges who are admitted to Cornell. Financial assistance for students entering Cornell from four-year colleges is extremely limited. In most instances such aid will be in the form of loan and/or job opportunities for the first year in residence.

Transfer students may claim emancipation from parents or guardian if they have not been claimed as an exemption for federal or state income tax purposes for the calendar year preceding enrollment and have met one of the following situations:

1. Have served at least one year in the military, Peace Corps, or VISTA.
2. Have reached the age of 25 years.
3. Have lived away from home and college for at least one year.

The Parents' Confidential Statement (PCS) should be sent directly to the Office of Scholarships and Financial Aid, 203 Day Hall, by December 1 for spring term transfer applicants and by March 1 for fall term transfer applicants.

Human ecology scholarships available to entering students are the Eastern Milk Producers Cooperative Scholarships, the Human Ecology Alumni Elizabeth Lee Vincent Scholarship, the Grace Schermerhorn Scholarship, the Helen H. Shedrick Scholarship, and several of the tuition scholarships for nonresidents.

Upperclassmen

Upperclassmen should apply by early March through the Office of Scholarships and Financial Aid to be considered for all possible scholarships, both those offered through the College of Human Ecology and University scholarships awarded through the Office of Financial Aid. *The deadline is April 15.*

Decisions on scholarship awards for upperclassmen are made by the College of Human Ecology Awards Committee early in June; by the Office of Scholarships and Financial Aid during May and June.

For listing of scholarships and awards see pp. 66-71.

Payment Procedures

A statement is mailed to the student's home address by the Bursar's Office before the beginning of each term. The charges are due and payable by the date indicated on the statement.

Any student who fails to pay tuition, fees, room and board, and/or other indebtedness to the University within the prescribed time is subject to termination of his or her University registration.

Cashing of Checks. Checks in payment of students' accounts should be drawn in the amount owed. Students are advised to open an account in an Ithaca bank as soon as they arrive in town, or else provide themselves with travelers' checks, drafts on New York City banks, money orders, or other forms of credit instruments that a bank will cash in the ordinary course of business.

The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice.

Division of Academic Services

The Division of Academic Services has responsibility for the counseling and admission of undergraduates and the career counseling of

both undergraduate and graduate students. The division has seven counselors, including the chairperson, as well as a director and a counselor in career planning and placement. Counselors in the division work with both faculty and students in encouraging an open learning environment where members of the college community plan together and exchange ideas freely and directly.

In addition to facilitating the entry process of new students to the college, the counselors work with students throughout their college years on matters of educational, vocational, and personal concern. Through individual conferences and group discussions, the counselors assist students in exploring values, interests, goals, and other personal and social questions. Counselors help students become aware of vocational opportunities and of various college and University programs available to them. Students also have a faculty adviser in their department of major interest.

Orientation

Orientation to the college and to the University begins in the summer before students arrive on campus. Over the summer the Division of Academic Services helps students plan their fall term schedules.

New students and transfer students come to the campus several days before classes begin to participate in meetings with the dean, members of the Division of Academic Services, and faculty members in the different departments of the college.

The University sponsors assemblies, discussion groups, and other activities to help students become familiar with the Cornell environment.

Career Planning and Placement

The Office of Career Planning and Placement, a part of the Division of Academic Services, is responsible for the program of career planning and placement of undergraduates, graduate students, and alumni. Acting as a liaison between faculty, students, employers, and graduate schools, its particular concern is to help students and faculty to know about the work and advanced study opportunities available for human ecology graduates. Information regarding the personal and academic qualifications outlined by employers and the experience required as preparation for many jobs help in planning a student's college program. Bulletins of job descriptions, files of employer recruitment literature, graduate school directories and catalogs, career seminars, and a career library are among the media used. Guidance is given through individual interviews and group meetings.



As part of the service to seniors and graduates of the college, and to supplement the candidate's application letter or interview, credentials are prepared and filed by candidates and sent by the Placement Office to employers and graduate schools.

Summer and Part-Time Employment. Summer work serves a twofold purpose. In addition to financial remuneration, it provides an opportunity for the student to gain work experience, in some cases to see the various opportunities a given field offers, and to learn something of the personal qualifications and adjustments required. In recent years, approximately 80 percent of the students in the college have held summer jobs, including summer internships related to their professional fields of interest.

It is hoped that earning money in the summer will not have to be a main consideration all the time a student is in college. Valuable experience is gained from volunteer and apprentice work in a field in which a student hopes to be employed later. Often, however, money for apprentice work is not available, or pay is minimal.

There are some opportunities for regular part-time work during the academic year in the laboratories and departmental offices of the college. Registration for these jobs may be made in the college's Office of Career Planning and Placement. Information about other opportunities for employment on the Cornell campus may be obtained from the Office of Scholarships and Financial Aid, Cornell University, Day Hall, Ithaca, New York 14853.

Professional Opportunities

Graduates of the college enter a wide variety of occupations. In certain professional fields the undergraduate courses will be followed by professional training or graduate study. Some openings are for beginners; some are for people with experience and advanced study.

Educational services provide interesting opportunities for work with people in all age groups. Head Start programs, day care centers, hospital activities programs, and classes for the handicapped are only a few examples of the kinds of work available.

Undergraduates may meet the New York State requirements for teacher certification in home economics. This work involves teaching at any level from elementary to adult education.

The college offers a program leading to certification in nursery school and kindergarten teaching (see p. 51). There are many other opportunities for working with children for which students may prepare.

The college does not offer a program leading to teacher certification in early childhood education or elementary education.

Cooperative Extension positions in counties of New York and other states offer many opportunities for informal teaching. This action-oriented teaching is directed toward the identification and solution of individual, family, and community problems. Cooperative Extension agents have as their audiences homemakers and youth; organizations, agencies, and groups (public and voluntary) that serve individuals and families in the community; and producers, distributors, and firms that supply goods and services to consumers. The agents also reach many individuals through personal contact and by mass-media teaching—television, radio, exhibits, and the press.

Social work is closely related to the educational field. Casework and group-work positions such as executives and directors of teen-age or young adult programs of religious or community organizations, directors of family development programs, and children's activities programs in community centers all include informal teaching, as do the jobs of home economics consultants in social welfare agencies. For many positions in social work, graduate training is required.

Group-work positions with many of the organizations named above provide excellent experience and are available at beginning levels. There are also opportunities for beginners in casework. Public agencies, such as the family and child welfare county organizations, give on-the-job training to junior caseworkers. A state civil service examination is usually required. Many agencies support educational leave programs to assist young workers to start advanced study.

Health Vocations. Human ecology relates easily to many of these. Some graduates take additional work, leading them into fields such as nursing, physical and occupational therapy, rehabilitation, and medicine. Positions in these fields require graduate training but utilize the background courses in human ecology.

Nutrition. For graduates with an emphasis in nutrition there are opportunities in both the health and social work areas. Nutritionists are employed in hospitals and in federal, state, and local health and welfare agencies as well as in industrial health programs and public schools.

Graduates who follow an appropriate program in human nutrition and food and are qualified for administrative positions in dietetics in hospitals, colleges and universities, hotels, industrial plants and offices, and public schools

may qualify for additional professional training in an approved internship in dietetics (see p. 59).

Business. Graduates going into business may work with food, textiles, clothing, or equipment, in promotion, experimentation, public relations, writing, or combinations of these. Promotional work in foods and equipment offers opportunity. Testing, quality control, consumer education, merchandising, and research utilize human ecology training through positions in test kitchens, food science laboratories, and equipment laboratories in utility companies, textile firms, advertising agencies, pattern companies, banks, department stores, and airlines. Consumer product, apparel or interior design often require additional professional training in schools of design, but there are some related openings for the new graduate.

Writing is open to those with either a general or a specialized background supplemented by interest or courses in writing, communication arts, and journalism. Human ecologists with writing ability are hired by magazines, newspapers, business concerns, publishers, publications firms, university information services, and in Cooperative Extension. Workers in the fields of business and extension are called upon more and more to write for publications and to participate in radio and television programs.

Government service at federal, state, and local levels attracts many human ecology graduates. Positions are filled in bureaus and departments such as labor, commerce, mental health, education, agriculture, trade, personnel, housing, and interior.

International openings for persons with limited experience are available through volunteer agencies and in some elementary and secondary schools. Graduate study, as well as experience in other cultures, is often called for, and facility in a foreign language is an asset.

Living Arrangements

Cornell University provides a variety of residence halls accommodating approximately 5,000 undergraduate and 500 graduate students.

Students are not required to live in on-campus residence halls, and it should be noted that admission to Cornell does not necessarily guarantee an assignment to University housing facilities. Room assignments are made in chronological order, according to the date of receipt of the application at the Housing Assignment Office, so prompt return of the residence application form is advised.

Freshmen are strongly urged to live in on-campus residence halls. Those whose applications are postmarked no later than June 1 will be assured of a University housing assignment. Applications postmarked after that date will be honored, but some late applicants may have to live for a short time in residence hall lounge space converted for temporary occupancy, until a regular assignment can be made.

A limited amount of space is reserved for transfer students. Therefore, an application for residence hall space should be submitted to the Housing Assignment Office at the earliest possible opportunity. Transfer students who are unable to secure on-campus housing may request assistance from the Off-Campus Housing Office, 223 Day Hall.

Although many sophomore, junior, and senior students who re-apply for on-campus housing are able to obtain a room assignment for the coming year, the demand exceeds the number of beds that remain after space has been set aside for freshmen and a portion of the entering transfer class.

Therefore, upperclass students should be prepared for the possibility of living in privately owned accommodations off-campus after their first year. A sufficient supply of housing is available in the Ithaca area, although not necessarily within walking distance of the campus. The Off-Campus Housing Office will assist students in finding living quarters in Ithaca and surrounding communities.

Detailed information on University residence halls and an application for housing accommodations will be enclosed in the letter of provisional acceptance sent to each successful candidate by the Office of Admissions.

Further information about housing accommodations may be obtained by writing the Housing Assignment Office, Cornell University, 223 Day Hall, Ithaca, New York 14853.

A limited number of apartments are available for married students. Requests for application forms and inquiries should be addressed to the Hasbrouck Housing Office, Pleasant Grove Road, Ithaca, New York 14853.

Dining Services

The Department of Dining Services at Cornell University maintains a number of dining halls in various locations on campus enabling students to eat when and where they choose. Dining Services offers a Co-Op Dining Plan, an "all-you-can-eat" plan for prepaid set fees. Information on Co-Op will be mailed to all incoming freshmen during the summer. Dining Services accepts cash and honors the Cornell-card. For information on dining, please con-

tact Department of Dining Services, 16 Willard Straight Hall; for Cornellcard information, contact Cornellcard, Cornell University, 260 Day Hall, Ithaca, New York 14853.

Health Services and Medical Care

Health Services and medical care for students are provided in two Cornell facilities: the Gannett Medical Clinic (out-patient care) and the Sage Infirmary (hospital care).

Students are entitled to unlimited visits to the clinic. Students are also entitled to routine laboratory and X-ray examinations indicated for diagnosis and treatment when prescribed by University physicians, medical care in Sage Infirmary for a maximum of fourteen days each term, and emergency surgical care. The cost of these services is covered by tuition.

In order to protect the student while on vacation or for hospitalization in Ithaca, Cornell provides a health insurance plan to supplement the services indicated above. (This plan may be waived if the student has other insurance.) For further details, see the brochure *Student Health Services*, available from Gannett Medical Clinic, Cornell University, Ithaca, New York 14853.

If the student's health, in the opinion of the University authorities, makes remaining in the University unwise, the student may be required to withdraw.

Health Care for Student Spouses

The University Health Services offers a prepaid Basic Medical Services Program for student spouses that is identical in benefits to the student health care. For the payment of a fee each term, a student spouse is entitled to unlimited medical visits to Gannett Clinic, up to fourteen days each term for medical care in Sage Infirmary, and emergency surgical care. In addition, the Health Services will assume the cost of a first visit to a specialist (when referred by a Health Services physician). Other services are available at reduced cost to those who participate in this program.

Students may enroll their spouses prior to or during the first thirty days of any term.

This basic medical services program is not to be confused with the Student Accident and Health Insurance Plan (for Cornell students and their dependents). The student insurance supplements basic health care by providing twelve-month insurance coverage for students and dependents over and above benefits of the Health Services, and by protecting the student when he or she is away from the Cornell campus.

Information and enrollment forms for the Student Spouse Basic Medical Services Program may be obtained by writing or coming to: University Health Services, Gannett Medical Clinic, Cornell University, 10 Central Avenue, Ithaca, New York 14853.

Library

The State Colleges of Agriculture and Life Sciences and of Human Ecology are served by the Albert R. Mann Library with approximately 450,000 volumes. The Mann Library is part of a total University library system with more than four million volumes.

In addition to materials on applied agriculture and human ecology, the Mann Library contains extensive collections on botany, biochemistry, bacteriology, genetics, entomology, and nutrition. It also includes large collections in economics, sociology, psychology, and education, and smaller collections on a variety of other subjects. Of major importance are the numerous complete files of foreign and domestic periodicals and government publications; more than 11,000 are received currently.

The Albert R. Mann Library building was completed in 1952. It has a capacity of 500,000 volumes and seats 850 readers. The first floor of the library is devoted primarily to books assigned for class reading, with rooms seating 450 persons. Also on this floor are rooms for small groups studying together, and the Ellis Room, containing books and periodicals for leisure reading. On the second floor are the reference, bibliography, and periodical reading rooms, copying service, offices and workrooms, the main loan desk, and the card catalog. The catalog provides a record of library materials located in all libraries and departmental collections of these two colleges. The library has a comprehensive collection of bibliographies.

The Biomedical Communication Network terminal is off the north end of the Reference Room. This terminal provides on-line access to an expanding data base of over two million biomedical, psychological, and educational references to the literature that is stored in the central computer in Albany.

Procedures and Regulations

Preregistration

Students should use the preregistration period as a time for thoughtful planning of programs; it is expected that students will adhere to this preregistration program unless unusual circumstances make changes necessary.



The preregistration period each semester is used by students to plan their programs in consultation with their counselors and departmental advisers. Freshmen and transfers in their first year in the college are required to confer with their counselors before preregistering. It is advised that sophomores, juniors, and seniors also discuss their plans with their counselors and departmental advisers.

Information concerning preregistration procedures is given in the *Human Ecology Student Guide* and by the Division of Academic Services and the Office of Records and Scheduling.

Registration: University and College

Instructions for University registration are issued by the University registrar. Any person who has not picked up registration materials by noon on Friday of registration day should go in person to the Office of the Registrar in Day Hall to procure them.

Instructions for registration in the college are issued by the College Office of Records and Scheduling. Information about dates, procedures, and fines for late registration is given in the *Human Ecology Student Guide*.

Special students follow the same procedure for registration as regular students.

A student cannot receive credit for a course without having registered for it in the Office of Records and Scheduling.

Use of Petitions

A student wishing to deviate from the regulations of the college may petition the assistant dean. The *Human Ecology Student Guide* gives information about appropriate types of petitions.

Petitions must be filed well in advance of the time a student requires a reply in order to permit review by the assistant dean. When a petition is denied, the student has the privilege of appealing the decision to the Committee on Academic Status.

Fines

Students who fail to follow appropriate procedures may be subject to fines. Information about these is given in the *Human Ecology Student Guide*.

Laboratory: The student is entitled to the normal amount of materials required for a course and to an allowance for breakage. No additional charge should be incurred by a student who is reasonably careful in the use of supplies and equipment. Costs incurred in excess of these allowances will be charged to the student by the department.

Library: Fines are assessed for failures to comply with the rules relating to the use of library books. If fines are not paid promptly at the library, payment is enforced by the University treasurer.

Grades

In the University the following letter grading system is used for final grades in undergraduate courses. The lowest passing grade is D—.

A quality point equivalent is assigned to each letter grade for purposes of ranking and selection of honors.

Letter Grade	Quality Point Equivalent
A+	4.3
A	4.0
A—	3.7
B+	3.3
B	3.0
B—	2.7
C+	2.3
C	2.0
C—	1.7
D+	1.3
D	1.0
D—	0.7
F	0.0

Final grades of S and U may be given to undergraduates under certain conditions. Details are given in the *Human Ecology Student Guide*.

The grade of incomplete (Inc.) is assigned if the work of a course is not completed but, in the judgment of the instructor, the student has good reason for the deficiency and has shown evidence of ability to complete the work satisfactorily. If a student fails to complete the course work for an incomplete before the expiration of two terms and a summer session, the opportunity to change the grade is lost.

At the end of the fall term a student may call for a statement of grades at a place to be announced by the registrar. Final spring term grades will be mailed to the student during the summer.

The official record of the student's credits is in the Office of the University Registrar, to whom request for transcripts of record bearing the University seal must be made.

Academic Standing

The faculty Committee on Academic Status reviews the records of students whose academic work is considered unsatisfactory. A quality point cumulative average of 1.70 (C—) or better is required for graduation. At the end of each semester, a student will be considered as not making satisfactory progress who has less than a 1.70 (C—) quality point average and/or has passed fewer than twelve hours

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(unless the committee has already granted permission to carry fewer than twelve hours).

The kinds of disciplinary action imposed by the Committee on Academic Status for unsatisfactory work include warning, suspending the student for a specified length of time, or asking the student to leave the University. When any of these actions is taken, the student may request an opportunity to appear before the committee to appeal the decision.

Attendance and Absences

Regular attendance at lectures, recitations, and laboratory periods is expected throughout each term, beginning with the first day of instruction. In all cases of absence from class, the student is responsible for explaining the reason for absence directly to the instructor concerned. The instructor will decide whether the work may be made up. Any student who has been ill in Sage Infirmary should keep the discharge slip issued by Sage Infirmary and present it to instructors when explaining the absence.

A student whose record shows persistent absence may at any time be dismissed from the college on recommendation of the Committee on Academic Status.

Examinations

The schedule of term examinations is prepared in the Office of the University Registrar. There is to be no deviation from this examination schedule except to avoid conflicts.

In the college, exemptions from examinations may be granted to superior students at the discretion of the instructor concerned.

Credit by Examination

The college approves, in principle, allowing students to earn credit by examination through a formal program such as the College Proficiency Examination Program in New York. Students wishing to obtain credit toward meeting their graduation requirements this way must petition the assistant dean. Petitions must be submitted prior to the exam date in sufficient time for the examination to be evaluated by the college.

Leave of Absence or Withdrawal

If a student finds it necessary to leave the University, application should be made at the Office of Records and Scheduling for a leave of absence or a withdrawal.

A leave of absence is granted for one semester only. At the request of the student it may be extended for a second semester. If the student does not indicate intention to return before

the beginning of the third term, the student's record will be closed by a withdrawal.

A student who has made a withdrawal and who wishes to reenter at a later date must reapply through the college's Committee on Admissions. Application should be made, if possible, at least two months in advance of the date the student wishes to return.

Study in Absentia

By action of the faculty of the college, all study taken away from Cornell University after matriculation in the New York State College of Human Ecology and applied as credit toward a Cornell degree will be considered as study in absentia. In general, such study may not exceed fifteen credit hours. To study in absentia, a student must be in good academic standing. Work taken at another institution in regular session, summer session, or while on leave of absence will be counted in the fifteen hours. A fee of \$75 will be charged for study in absentia during the fall or spring semesters but not during summer session unless the summer registration is for more than eight credits. Study in a Cornell Summer Session is not considered as in absentia.

The regulations concerning study in absentia are the same for transfers as for other students, except that students who enter as transfers from other institutions will be required to complete at least sixty credits at Cornell, of which at least twenty must be in the College of Human Ecology (see p. 9).

Students interested in studying in absentia should consult the *Human Ecology Student Guide* for information on procedures to follow.

Commencement

Students who complete requirements for the degree in December or August may participate with their class in the Commencement exercises in June if they wish.

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It is the student's responsibility to be sure he or she has met the requirements for the degree.

A candidate for the degree of Bachelor of Science must complete 124 credit hours of

† The following requirements became effective February 1970. Students who are readmitted to the college will be held responsible for graduation requirements in effect when they reenter. Courses offered as substitutes for requirements in human ecology will be accepted on recommendation by the departments concerned. Courses offered as substitutes for other subject requirements will be evaluated by the Office of Records and Scheduling.

required and elective work during four years,‡ including four credits of physical education (one credit in each of the first four terms), unless excused by the University Committee on Academic Records and Instruction through the committee's representative in the Office of Records and Scheduling. A student must complete a departmental major or an individual program approved by the assistant dean, see p. 24. A quality point cumulative average of 1.7 (C-) or better is required for graduation.

A residence requirement is stated in University legislation as follows: A candidate for an undergraduate degree at Cornell University shall be required to spend the last two terms of his candidacy in residence at this University, except that, with the consent of the special faculty concerned, a candidate may carry on the work of either or both of these terms in absentia, provided that before he receives the degree he pass such examination or make such a report as the faculty supervising his work may require of him, and that during the period of his absence he be registered as a student of this University and pay a fee of such amount as the Board of Trustees may fix. This residence and registration requirement shall not apply to a candidate carrying on summer study away from Cornell University, with prior approval of the special faculty concerned, when such work is equivalent to eight semester hours credit or less.

Distribution and Total Credits

Chart of Requirements

The chart below outlines the general areas of study and a few specific courses required of every student in the college and indicates the number of credit hours required in each.

‡ A student who enters as a first-semester freshman and who completes all the graduation requirements in less than eight semesters may continue to register as an undergraduate until eight semesters are completed. However, such a student will be required to carry a semester program of at least twelve credit hours in the period following the completion of the graduation requirements.

A student may register as an undergraduate for a ninth semester only if this is necessary in order to complete the requirements of his or her major or one of the professional programs (ADA or Teacher Certification). The student must carry a minimum of twelve credits in the ninth semester. Registration for a ninth semester must be approved by the assistant dean.

I. Natural and Social Sciences 24 credits

- A. Natural science—6 credits, selected from:
BioS 101–103, 102–104, 105–106,
109–110, 210, 280, 281
Chemistry
Physics
- B. Social science—6 credits, selected from:
Economics (including CEPP 100*)
Psychology (including Educ 110, 411, 417)
Sociology (including rural sociology)
HDFS 115, 162
- C. Social and/or natural sciences—
12 credits selected from:
All items in IA
All items in IB
Anthropology (except archaeology)
Biochemistry
Microbiology
Government
ILR 408–409

II. Communication, Analysis, and Humanities 15 credits

- A. Freshman Seminars—6 credits
- B. Other communication, analysis, and humanities—9 credits, selected from:
Art
Communication arts
Comparative literature
Drawing
English
Foreign language (Classical or modern)
History
History of art
History of architecture
Mathematics
Music
Philosophy
Statistics
Theatre arts
RSoc 540
DEA 110
ILR 308–309
CompSci 201, 311
CSE 292

III. Human Ecology 40 credits

- A. Human ecology courses required by the major—number of credit varies. (See requirements for specific majors, pp. 27–63.)
- B. Human ecology courses outside the major department—15 credits selected to include:
1. Work in at least two departments outside the major, and,

* CEPP 100 and Econ 101 are equivalent; both may not be taken. Students who take CEPP 100 and wish to take a course for which Econ 101 is a prerequisite must get permission of the instructor.

2. At least two courses of 6 credits in one of the departments outside the major.†

Students with individually developed majors (individual curriculum) must have their programs approved by the assistant dean of the college.

IV. Additional Credits	41 credits
A. Work in the state divisions of Cornell (College of Human Ecology, College of Agriculture and Life Sciences, School of Industrial and Labor Relations, and Veterinary College)—20 or more credits	
B. Work in the endowed divisions of Cornell—no more than 21 credits‡	
V. Physical Education	4 credits
Total	124 credits§

Key:

BioS: Biological Sciences
 CEPP: Consumer Economics and Public Policy
 CompSci: Computer Science
 CSE: Community Service Education
 DEA: Design and Environmental Analysis
 Econ: Economics
 Educ: Education
 HDFS: Human Development and Family Studies
 ILR: Industrial and Labor Relations
 RSoc: Rural Sociology

Majors and Individual Programs

Each student is required to complete a departmental major as part of the requirements for the bachelor of science degree unless he

† Interdepartmental courses may count toward the fifteen credits outside the major but must be in addition to work in two departments with two courses or six credits in one of the departments.

‡ Not more than 21 credit hours may be taken in the endowed divisions of the University except under all of the following conditions: (1) students must be in their final semester prior to graduation; (2) the credit hours taken must be in excess of the 124 credit hours required for graduation (i.e., if students wish to take 23 endowed credit hours under this area then they must graduate with a total of 122 credit hours); (3) payment must be made per credit hour for each credit hour taken in excess of 21 allowed. In 1974–75, the fee was \$77.65625 per credit hour. Courses taken to meet requirements in Groups I and II may be taken without charge except that credit for any courses given in an endowed division will, in the case of failure be charged against the 21 endowed credits allowed under Group IV.

§ A cumulative average of 1.7 (C–) is required for graduation, in addition to the requirements listed in the chart.

or she has special approval to follow an individually developed curriculum.

The departmental major is a basic program of work in the field to which students are expected to add appropriate courses in their special interest areas: to prepare for graduate work, to prepare for a profession, or for personal satisfaction. General information about departmental majors appears in the descriptions of the departments (see p. 27–63). Detailed information about the requirements of each major may be obtained from the Division of Academic Services.

Provision is made for a student who wishes to deviate from the specific requirements for the B.S. degree to petition the assistant dean to approve an individually developed curriculum. Approval will be given when, in the judgment of the assistant dean, the proposal results in an educational program that gives promise of achieving the individual's objectives (assuming they are appropriate within the focus of the college) more effectively than would the regular requirements for the degree.

A student who wishes to graduate with an individual curriculum should consult with the assistant dean. If the student's interests appear to meet the criteria described above, the assistant dean will designate one or more faculty members to act as advisers. When the plan has been developed in detail, the student will obtain the approval of his or her adviser(s) and petition the assistant dean for approval of the program.

Individual curricula must include forty credits in the college and may not exceed the normal number of credits permitted in the endowed divisions of the University.

Up to four courses may be taken with an S-U grading option under the same conditions as students following a departmental major with the exception that the student's advisers approve prior to the S-U election those courses in the student's program appropriate for S-U election.

Graduate Study

The Graduate School has jurisdiction over all graduate work and any degree beyond the first degrees given by any college or school of the University. Students interested in advanced study related to human ecology must, therefore, be admitted to the Cornell University Graduate School and carry out their work in conformity with its rules and regulations.

More than seventy faculty members from the New York State College of Human Ecology are also members of the Graduate School faculty and are responsible for graduate work offered in the area of human ecology.

Programs leading to the degree of Master of Arts or Master of Science are offered in the following fields: consumer economics and housing, design and environmental analysis, education,* human development and family studies, nutrition. The degree of Doctor of Philosophy is awarded in all of the above fields except design and environmental analysis. The Master of Professional Studies (Human Ecology) is offered for both intra- and inter-departmental programs of study. The Ed.D. professional degree is offered in community service education and in home economics education. The M.A.T. professional degree is granted only in home economics education.

Since students registered in the Graduate School may use any resources of the University, graduate programs have great flexibility. Students majoring in the above fields frequently carry minors in related fields outside the New York State College of Human Ecology. Students majoring in other areas may carry minors in the fields within human ecology.

The research program in human ecology plays a vital role in the graduate program since many of the research projects provide educational opportunities for students. In some departments seminars are organized around a particular research project to enable students to discuss and develop ideas from research. Ongoing research projects often provide opportunities for individual thesis projects.

Graduate Admissions

To be admitted to the Graduate School, the applicant must have a bachelor's degree or the equivalent from a college or university of recognized standing and must show promise of ability to engage in advanced study and research in the area of his or her special interest. Most fields require applicants to include test scores with their credentials. Specific admission requirements for each field are given in the *Announcement of the Graduate School*.

It is necessary for applicants to indicate the field in which they expect to major because the faculty of that field must recommend admission. Note that there is no general field of human ecology in the Graduate School.

* Community service education, home economics education.

Graduate Degree Requirements

Each candidate for an advanced degree chooses a Special Committee of faculty members that helps develop a program based on the candidate's educational background and professional goals. There is no curriculum prescribed for all candidates.

A candidate for the M.A. or M.S. degree must offer one major and one minor subject. A minimum of two residence units, a satisfactory thesis, and a final examination are required. A well-prepared candidate studying full time for twelve months may be able to complete the requirement for the master's degree, but more time usually is required. Candidates holding assistantships customarily stay for two academic years. The degree must be completed within a four-year period.

The M.A.T. degree requires a minimum of two and two-fifths residence units.

The M.P.S. degree requires a minimum of two residence units, the completion of thirty course hours related to the student's professional interests, the completion of a problem-solving project, and a final oral examination. All requirements for the degree must be completed within four years.

For the Ph.D. degree one major and two minor subjects are required. Six residence units (some of which may be transferred from previous advanced study), a satisfactory dissertation, and qualifying and final examinations are required. Each field determines its language requirement. The degree must be completed within a seven-year period.

Further Information

Further details pertaining to degree and admission requirements are given in the *Announcement of the Graduate School*, which also contains general information about the Graduate School and descriptions of all the graduate fields.

A brochure entitled *Graduate Assistantships, Fellowships, and Scholarships in Human Ecology* may be obtained from the Office of the Associate Dean for Graduate Education and Research, New York State College of Human Ecology, Cornell University, Van Rensselaer Hall, Ithaca, New York 14853.



Department Descriptions and Course Listings

Courses have been numbered according to the following system.

- 100-299: Courses primarily for underclassmen (freshmen and sophomores). They include introductory courses; 200 courses may carry prerequisites of courses or class.
- 300-499: Courses primarily for upperclassmen (juniors and seniors) and graduate students.
- 600-699: Courses primarily for graduate students.
- 700-799: Courses restricted to graduate students except with permission of the instructor.
- 899: Master's thesis and research.
- 999: Doctoral thesis and research.

Field Study Office

In 1972, the Field Study Office came into being as a result of the college commitment to expand the scope of learning opportunities. The office was established to develop a college-wide field study program organized around a human ecological perspective, as well as to apprise students of field options available through departments.

Field learning involves moving the learning environment from the classroom and library to places outside the University. It can lead to exciting personal, cognitive, and professional growth by providing the opportunity to experience the complexities of social issues and to explore the opportunities for social change. Field study also can stimulate intellectual growth by providing a context to test out classroom learning and to generate questions for future classroom explorations.

Field study courses offered through departments are generally related to specialized disciplines and emphasize professional exploration or training. The collegewide field offerings, while they may provide opportunities to test career options, focus on an interdisciplinary, problem-defining and problem-solving approach to social issues. They are designed to help stu-

dents develop a framework for thinking more systematically about the nature of social systems and the strategies for meeting human needs. It is expected that students will leave these experiences with better understandings about the assumptions made by different groups with conflicting interests, as well as an appreciation of the variety of disciplines necessary to solve social problems.

The Field Study Office, in addition to setting up collegewide courses and advising students about field study options, makes policy recommendations about field learning and evaluates current offerings. Graduate and undergraduate students are encouraged to make contributions to these aspects of the program. For information about specific possibilities, check with the Field Study Office, New York State College of Human Ecology, Cornell University, 159 Van Rensselaer Hall, Ithaca, New York 14853.

Interdepartmental Courses

Interdepartmental courses may count toward the fifteen credits outside the major but must be in addition to work in two departments with at least six credits or two courses in one department. In some cases these courses may be accepted by a department to fill a practicum or field study requirement.

200 Preparation for Fieldwork: Perspectives in Human Ecology

Fall term. Credit three hours. S-U grades optional. M 2:30-3:25, W 2:30-4:25. Intended for sophomores and first semester juniors interested in preparing themselves for field experiences in departmental and interdepartmental courses, as well as in summer fieldwork. Limited to twenty students. Permission of the coordinator of the course required. K. Evans and other college faculty.

This course offers an experience in interdisciplinary problem defining and problem solving. It examines various issues related to institutions such as schools, hospitals, and

corporations from the vantage points of policy makers, of institutional personnel, and of the clients who receive the institution's services. Within the format of a dramatized case study, students will see films and videotapes of interviews with spokespersons from different groups and read from a variety of materials—press releases, census reports, agency statistical reports, annual budgets, and legislation. Using data from the case study, students in groups will be expected to formulate and present alternative resolutions based on several sets of criteria. A section of field investigation methods will precede case studies.

250 Introduction to Social Policy Spring term. Credit three hours. S-U grades optional. Open to upper division students. T Th 12:20–1:40. CSE and CEPP faculty.

This course is intended to give students an appreciation of the significance of national policies as they affect social relations and levels of living. Although it will concentrate on governmental policies, the course also will consider the role of private initiatives. The course will examine questions about the distribution of social goods and services and the measurement of their contribution to particular objectives.

402 Independent Field Learning Fall and spring terms. Credit and hours to be arranged. S-U grades optional. Registration with permission of faculty sponsor(s) and approval of the director of the Field Study Program. Provides opportunity for student to develop an individual field study experience within an interdisciplinary framework.

406 Issues in the Delivery of Human Services

A full semester field course, based in Nassau County, New York, during the spring term. Fifteen interdepartmental credits, unless otherwise approved by the director of the Field Study Program. S-U grades optional. Open to students from all departments and appropriate to juniors and seniors. Limited to twenty students. ID 200 recommended and permission of the director required.

Each student will be placed 3½ days per week in a professional service agency, a consumer-oriented agency, or an agency concerned with policy making. Weekly seminars will build on students' experiences and might include such topics as: the dynamics of citizen participation, legislative effect on the delivery of human services, and assumptions made by human service professionals.

407 Consumer Issues in the Private Sector

A full semester field course, based in Manhattan during the spring term. Fifteen interdepartmental credits, unless otherwise approved by the director of the Field Study Program. S-U

grades optional. Appropriate to juniors and seniors in DEA, DNS, and CEPP. Limited to twenty students. Prerequisite: Economics 101 or CEPP 100. ID 200 recommended and permission of the director required. Each student will be placed 3½ days per week in an organization with a consumer, regulatory, or industrial perspective. Weekly seminars will build on students' experiences and might include such topics as: the impact of relevant legislation, the impact of consumerism, the meaning of corporate responsibility, advertising issues, and problems of credit.

Interdepartmental Major

See the Interdepartmental Major in Social Planning and Public Policy under the Departments of Community Service Education (p. 29) and Consumer Economics and Public Policy (p. 36).

Division of Academic Services

300 Special Studies for Undergraduates Fall and spring terms. Credit and hours to be arranged.

For special arrangement of course work necessitated because of nonequivalent training in a previous major or previous institution. Department faculty. Students prepare two copies of a description of the study they wish to undertake. One copy, signed by the instructor directing the study and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain forms to be used from their counselors.

320 Student Counseling and Advising Fall

and spring terms. Credit two or three hours. S-U exclusive. Limited to fifteen students. Permission of the instructor required. T 2:30–4:30. V. Vanderslice.

The course work will include staffing the Peer Counseling Office for two to three hours a week—to answer questions and to provide counseling for other Human Ecology students concerning their academic pursuits—as well as attending a two-hour seminar once a week. Seminars include supervised training in basic counseling skills, analysis and discussion of several different theories of counseling, analysis of organizational and functional issues of peer counseling and its relation to this college, and the sharing of issues and concerns that arise from the actual peer counseling process. Outside reading that introduces students to various counseling theories will be required as preparation for the seminars. Three credits will be given only to those students wishing to pursue an additional special project.

400-401-402 Special Studies for Undergraduates

Fall and spring terms. Credit hours to be arranged. Department faculty. For independent study by an individual student in advanced work not otherwise provided in the department; or for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department.

Students prepare two copies of a description of the study they wish to undertake. Forms for this purpose are available from the Division of Academic Services. One form, signed by both the instructor directing the study and the head of the department, must be filed with pre-registration materials, or within the change-of-registration period after registration. The second copy is left with the instructor. In order to ensure review before the close of the pre-registration or change-in-registration period, early submission of the special studies form to the department chairperson is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

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

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

402 Supervised Fieldwork: For study that predominantly involves participation in community or classroom settings.

600 (500) Special Problems for Graduate Students Fall and spring terms. Credit and hours to be arranged. For graduate students recommended by their chairperson and approved by the head of the department and the members of the staff in charge of the problem for independent, advanced work. Department faculty.

Community Service Education

Irving Lazar, Chairman; Helen Y. Nelson, Graduate Faculty Representative

The Department of Community Service Education is primarily concerned with the education of human service professionals—people who can design innovative programs for effecting change, participate in the implementation of such programs, and analyze their impact on society. The department's undergraduate program includes options to prepare students to teach home economics (Option I), to serve as social workers (Option II), or to engage in educational work with adults in community settings (Option III). In addition, the depart-

ment, in collaboration with the Department of Consumer Economics and Public Policy, offers an interdepartmental major in social planning and public policy. The department's graduate program is a part of the Field of Education in the Graduate School of the University.

Professional Sequences

The department offers professional preparation in home economics education, in social work, and in adult and community education at an undergraduate level; in home economics education and community service education at the graduate level. In conjunction with other departments and units of the University, the Department of Community Service Education helps students prepare for work in the fields of social planning and social policy. The *undergraduate options* have prescribed curricula.

In Education the curriculum prepares students for provisional certification in New York State as school teachers in home economics (Option I). Students in this option concentrate in one of the following areas: consumer education and resource management; housing and design; family development and management; human nutrition and food; textiles, clothing, furnishings, and design; family and community health.

In Social Work, Option II is designed to meet the recommendation for the undergraduate curriculum of the Council on Social Work Education. (Accreditation is in process under the auspices of this body.) Option II prepares students for entry-level employment in social work and other human services professions in which an integrated program in social science learnings, their application, and supervised practice in relevant skills are valuable.

Adult and Community Education (Option III) prepares students for professional roles. Students first learn to appreciate the special needs, interests, and concerns of adults and then acquire skills that will enable them to respond appropriately to the problems they identify. Each student selects an area of concentration within community planning and development: community health and nutrition, consumer economics and education, gerontology, parents and youth, or family resource management.

In the **Interdepartmental Major in Social Planning and Public Policy**, students have an opportunity to acquire knowledge and skills to assess local and regional needs and to develop, implement, and evaluate policies and plans for meeting these needs. Students learn to work as trained professionals to help state

and local agencies implement social programs and develop public policy. Community service education participates in this major with the Department of Consumer Economics and Public Policy.

Students interested in any of the above areas should consult with department faculty members or members of the department council for current information about programs. Requirements for the department major also are available from the Division of Academic Services. Details of the field experience requirements will be available before preregistration.

Students planning to transfer into this department from other colleges and departments to enter either the teacher-education sequence (Option I) or the social work sequence (Option II) should be aware that the requirements of these curricula are extremely difficult to cover in only four semesters. Where the student has not completed at least some of the required courses (or their equivalents) prior to transfer, a summer session or an additional semester may be necessary to complete these sequences.

The **graduate program** in community service education is part of the Field of Education and offers two majors: home economics education and community service education. The program, in general, focuses on college teaching for the preparation of professionals, evaluation and research, program planning and development, and continuing education for professionals. The general degrees of M.S. and Ph.D. may be earned, as well as the professional degrees, Master of Arts in Teaching, Master of Professional Studies, and Doctor of Education.

Requirements for all graduate degrees in education, and the majors available in the department, are stated in the *Announcement of the Graduate School*. Applicants are required to submit scores on the aptitude test of the Graduate Record Examination or on the Miller Analogies Test.

A limited number of assistantships are available in the Department of Community Service Education to provide financial support as well as relevant professional experiences for many students. College and University fellowships also are available. In general, priority for assistantships is given to United States citizens.

Students seeking additional detailed information about the graduate program in this department should write to: Graduate Faculty Representative, Department of Community Service Education, New York State College of Human Ecology, Cornell University, Ithaca, New York 14853.

202 Structure of Community Services Fall and spring terms. Credit three hours. Enroll-

ment limited to freshmen and sophomores. M W F 10:10. L. Street.

This lecture-discussion course is designed as an introduction to the community base of services. The presence or absence of educational, social, or planning services, as well as their place and performance are examined in the context of theoretical and empirical community dimensions. Examples of such dimensions include community complexity, differentiation, modernity, ethnicity, and community role.

203 Groups and Organizations Fall and spring terms. Credit three hours. Should be taken after or concurrently with CSE 202. M W F 2:30. C. McClintock.

A basic course in the social psychology of small groups and human service organizations. Study of group processes will include group role and identity, norms, communication, power, and leadership. For purposes of attaining a better grasp of group processes, students will participate in self-analytic groups during the semester. Students will apply what has been learned about small groups to the study of issues in human service organizations (for example, organization-environment interaction, management, service delivery, goals, inter-organizational relations, and change).

246 Ecological Determinants of Behavior Fall term. Credit three hours. Enrollment limited to thirty students; preference given to CSE majors. Prerequisites: Introductory Sociology, Introductory Psychology, and HDFS 115. M 7:30-9:25 p.m.; one additional discussion section either W 2:30 or W 3:35. B. J. Mueller. A general consideration of the major determinants of human behavior presented from the perspective of social work practice and followed by a more detailed discussion of social and psychological determinants. Emphasis is given to ego psychology as developed by Erik Erikson and to role analysis as applied to social history data. Implications are drawn for the application of behavioral science knowledge in social work practice.

292 Research Design and Analysis Fall and spring terms. Credit three hours. Enrollment limited to fifty students. Prerequisite: Basic course in psychology or sociology. T Th 2:30-3:45. S. Blackwell.

Students who complete this course should make a recognizable improvement in their ability to read research reports (including tables and graphs) with understanding. They should be able to state hypotheses; to design experiments and descriptive studies to test hypotheses; to develop operational definitions of variables, including simple measures; and to understand basic statistical concepts. Readings, group work in class, and written assignments

focus on these processes. The major project involves developing a research proposal that is critiqued by students and staff before the final draft is completed. Earlier assignments can often contribute to the proposal development.

300 Special Studies for Undergraduates Fall and spring terms. Credit and hours to be arranged. Department faculty.

For special arrangement of course work necessitated because of nonequivalent training in a previous major or previous institution. Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing the study and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain forms to be used from their counselors.

325 Health-Care Services and the Consumer

Spring term. Credit three hours. S-U grades optional. Enrollment limited to forty students; juniors and seniors only. M W F 9:05. J. Ford. Developments in the health field that affect the availability and kinds of health services. Emphasis is placed on interrelationships between institutions and agencies, and the part each can play in prevention, diagnosis, and treatment of disease and disability.

330 Ecology and Epidemiology of Health

Spring term. Credit three hours. S-U grades optional. T Th 12:20-1:35. J. Ford. Ecological and epidemiological approaches to the problems of man in achieving health in interaction with his physical, social, and mental environment. The course will introduce the student to epidemiological methods and survey the epidemiology of specific diseases.

340 Clinical Analysis of Teaching Fall and spring terms. Credit one hour. CSE majors in Option I have priority. Prerequisite or co-

requisite: Education 411. M 2:30 plus additional hours to be arranged. C. Farris.

This course provides students with theoretical frameworks for observation, analysis, and practice of various teaching behaviors and their effects on learners. Course content includes analysis of verbal and nonverbal behaviors, patterns of verbal interaction, motivational techniques, and planning and teaching for cognitive, affective, and psychomotor learning. Opportunity for observation, analysis, actual practice, self-evaluation, and improvement of various skills and strategies is provided for in prearranged microteaching laboratories where class members teach mini-lessons to small groups of junior and senior high school pupils. A few field experiences also will be provided for students who wish

to practice the use of various skills and strategies with larger groups of learners.

370 Social Welfare as a Social Institution

Fall term. Credit three hours. Enrollment limited to thirty-five students. Preference given to students in Social Work Option (Option II). M W F 9:05. J. Archibald.

Designed to provide students with a philosophical and historical introduction to social welfare services, this course reviews the social contexts from which programs and the profession of social work have evolved. From this background it discusses the political and ideological processes through which public policy is formed and how policies are translated into social welfare programs. The historically basic issues in welfare are discussed in the context of present program designs, public concerns, and the interrelationships and support of services in the community.

400-401-402 Special Studies for Undergraduates

Fall and spring terms. Credit and hours to be arranged. Ordinarily limited to CSE, Interdepartmental, and Independent majors. Department faculty.

For independent study by an individual student in advanced work in a field of CSE not otherwise provided in the department or at the University; or for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department or at the University. Students prepare two copies of a description of the study they wish to undertake. Forms for this purpose are available from the Division of Academic Services. One form, signed by the instructor directing the study and the head of the department, must be filed with preregistration materials, or within the change-of-registration period after registration. The second copy is left with the instructor. In order to ensure review before the close of the preregistration or change-of-registration period, early submission of the special studies form to the department chairperson is necessary.

Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

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

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

402 Supervised Fieldwork: For study that predominantly involves participation in community or classroom settings.

411 Introduction to Adult Education Fall term. Credit three hours. S-U grades optional. Enrollment limited to thirty students. CSE majors have priority at preregistration. T Th 8. L. Noble. Focuses on the broad aspects of adult education, types and scope of adult education programs, philosophy and principles of adult education, and community and organizational factors affecting development of adult programs. Opportunity will be provided for field trips to observe adult education programs in community organizations and agencies.

413 The Adult Learner in Microperspective Fall term. Credit three hours. M W F 9:05. Department faculty. This course will examine a full range of adult learning activities through a study of individual learners in a variety of contexts. It will include an analysis of the interests, needs, and special problems of the adult learner in traditional and nontraditional learning situations. Members of the class will be required to conduct comprehensive interviews of adult learners in a variety of occupational and social roles as a part of a group research project.

414 Practicum Fall and spring terms. Credit six hours. Section A open only to CSE Option III majors who have completed the prerequisites planned with their adviser; Section B open only to Interdepartmental Option I majors. Consent of the Option adviser and agency field preceptor required prior to registration. Department faculty. The practicum is an opportunity for a student to assume a professional role and responsibilities under the guidance of a preceptor in a community service organization. Conferences involving the student, field preceptor, and college supervisor will be arranged in a block, scheduled throughout the semester, or completed in the Summer Session depending on the nature and location of the experience planned.

415 The Adult Learner in Macroperspective Spring term. Credit three hours. M W F 10:10. Department faculty. This course will deal with four main areas. First the implications for a long-range social planning of continuing education, recurrent education, and lifelong learning will be examined. Second, a close analysis will be made of adult education policies in selected regions outside the United States. Third, federal and state policies toward adult and continuing education in the United States will be examined. Finally, the literature on educational futures will be studied.

416 The Helping Relationship Fall and spring terms. Credit three hours. S-U grades optional. Enrollment by permission of the instructor before preregistration. Enrollment

limited to twenty students; preference given to Adult and Community Education (Option III) majors. T 10:10-12:05, Th 10:10-11:00. D. Barr. Includes theory, research, and training in interpersonal skills and attitudes necessary to the helping relationship. Training includes sensitivity sessions and skill practice exercises. The political aspects of the helping relationship also will be a focus of the course.

440 Program Planning Fall and spring terms. Credit two hours. Teaching majors in Option I should schedule the semester prior to CSE 441-442. T Th 8. M. Minot. (Students need to have a block of approximately three hours (between 9 and 3) available during the week for several observations and/or participation in educational programs, unless the program of interest meets in the evening.) The student will (1) analyze the factors that influence program planning and program change and (2) apply principles of program development to planning for a group and/or individuals in programs with different purposes and organizational structures. Plans will reflect a knowledge of clients, societal trends, issues in the problem area, philosophy of the specific program and of education, psychology of learning, and organizational structures. Plans will be critiqued by a panel of professionals. The instructional resource center is available for independent study throughout the year for all registered students in the professional sequence for Option I.

441 The Art of Teaching Fall and spring terms. Credit two hours. To be scheduled concurrently with CSE 442 and CSE 443. This course is blocked during the first seven weeks of the term. T Th 10:10-12:05. Additional hours are arranged during the week of independent study following student teaching. E. Conway, C. Farris. The course provides an orientation to student teaching and the development of selected materials for student teaching. Consideration is given to major concerns related to individual and program evaluation, supervision of paraprofessionals, department management, professionalism, philosophy, and other topics of interest.

442 Teaching Practicum Fall and spring terms. Credit six hours. Student teaching full time for last seven weeks of term. To be scheduled concurrently with CSE 441 and 443. Prerequisite: CSE 440. M. Minot, coordinator, and department faculty. Guided student teaching experience with students assigned to cooperating public schools. Student teachers are required to live in the school communities and work under the guidance of both local teachers and department faculty. Cooperating schools are located

in different types of communities, represent a variety of organizational structures, and have comprehensive programs. Students should indicate their intent as early as possible to facilitate communication and scheduling.

443 Critical Issues in Education Fall and spring terms. Credit two hours. Enrollment limited to twenty-five students; priority to CSE Option I and HDFS N-K students. No students will be admitted to the class after the first session. This course is blocked during the first seven weeks of the term. F 12:20-2:15. D. Barr, R. Babcock.
An examination of current issues in education. Analysis of the historical, philosophical, social, and political factors that affect these issues.

[444 Career Environment and Individual Development] Spring term. Credit two hours. Enrollment limited to twenty-five students. No students will be admitted to the class after the first session. This course is blocked during the second seven weeks of the term. R. Babcock. Not offered in 1975-76.
An analysis of the extent to which work, jobs, and careers relate to and shape the behavior of individuals. Topics considered are theories of occupational choice, job satisfaction, structure of the labor force, manpower projection, and career planning. The course provides opportunities for students to examine their own vocational aspirations. At the same time, emphasis is placed on how the helping professional deals with clients or students in preparing for, adjusting to, and maintaining jobs and careers.]

471-472 Social Work Practice I and II An introduction to social work practice through an integrated field and methods course. Comparison and contrast of concepts and skills used in case work, group work, and community work. Field experience in problem-solving activities with individuals, families, groups, and communities. Examination of the value base of social work practice. The class meetings are integrated with two days of field instruction each week. Supervised field placements are made in selected social agencies in Tompkins, Tioga, Chemung, and Steuben counties.

471 Social Work Practice I Fall term. Credit nine hours. Enrollment by permission of instructor before registration. Enrollment limited to twenty-five students. Prerequisites: Introductory Psychology, Introductory Sociology, HDFS 115, CSE 246, and CSE 370. M W 10:10-12:05, T Th 12:20-2:15 (lab). B. J. Mueller.

472 Social Work Practice II Spring term. Credit nine hours. Enrollment by permission of

instructor before registration. Enrollment limited to twenty-five students. Prerequisite: grade of C or better in CSE 471. M W 10:10-12:05. B. J. Mueller.

473 Special Problems and Issues in Social Work Fall term. Credit three hours. Enrollment limited to twenty-five students; preference given to social work majors (Option II). Enrollment by permission of the instructor before pre-registration. M W F 3:35. J. Archibald.
Building on the CSE core curriculum and the social work practice courses, this advanced seminar will integrate theoretical and practical considerations in the thorough examination of special problems or policy issues germane to social work. The specific topic for the fall semester 1975 will be announced before pre-registration.

474 Program Development in Social Work Spring term. Credit three hours. Enrollment limited to thirty students; preference given to students in Social Work Option (Option II). Enrollment by permission of the instructor before preregistration. Social work majors must schedule concurrently with CSE 472. M W F 2:30. J. Archibald.
This seminar will coordinate with CSE 472 (Social Work Practice II) and teach program development in fields of practice represented by the settings in which students have their field placements.

600 Special Problems for Graduate Students Fall and spring terms. Credit and hours to be arranged. S-U grades optional. For students recommended by their chairpersons and approved by the instructor in charge for independent, advanced work. Department faculty.

601 Theories of Community Services Fall term. Credit four hours. T Th 2:30-4:25. J. Wright.
An introductory graduate level course encompassing theories of community services. The course considers the nature of values and goals in a social system, the nature of goods and services, and the supply and demand side of human services within an ecological framework. The course will allow the student—through readings and contact with local human services professionals and organizations—to experience both the theoretical and applied aspects of community services.

610 Seminar in Adult Education Spring term. Credit three hours. S-U grades optional. M 7:30-10:30 p.m. J. Wright.
Designed to deal with significant problem areas in adult education. Implications of theory and research in the problem area will be important considerations. One specific problem area will be considered each time the seminar

is offered, the particular area to be announced at preregistration. The seminar may be repeated with permission of the instructor.

621 Alcohol: Problems and Community Services Fall term. Credit three hours. S-U grades optional. T Th 12:20-1:35. J. Ford. The course will focus on the nature and extent of various alcohol problems and delivery of services for alcoholics. Special attention will be given to effects of alcohol on the body, drinking trends and patterns, special problem drinking groups, legal approaches to the control of alcohol problems, and a survey of treatment and rehabilitation programs in various organizational settings.

631 Paraprofessionals in Human Services Spring term. Credit three hours. S-U grades optional. Previous experience as a professional in a human service setting required. W 7:30-10:30 p.m. J. Wright.

For persons who anticipate working with paraprofessionals in a community service setting. The course will focus on the nature of professionalization; roots of paraprofessionalism; the New Careers concept; models of utilization of paraprofessionals; recruitment, selection, training, and evaluation of paraprofessionals; and team-building skills required by the professional. Attention also will be given to organizational practices that facilitate differentiated staffing.

650 Comparative Studies of Educational Services for Rural Families Fall term. Credit three hours. S-U grades optional. T 1:25-4:25. K. Rhodes.

Factors related to planning educational human service programs for rural families in developing countries. Methods of need assessment and program development and evaluation appropriate to rural programs.

[651 Seminar on Women's Role in International Rural Development Fall term. Credit three hours. S-U grades optional. K. Rhodes. Not offered in 1975-76.

An examination of the status of rural women in developing countries and their potential role in raising local productivity and living levels. Focus will be on evidence of status change in the context of social, economic, and political change.]

660-661 Internship in Planning and Program Development Fall and spring terms. Enrollment by written permission of instructor only. Time and credit to be arranged. I. Lazar. Application of planning and program development skills to current problems in state and regional planning. May involve fieldwork outside the Ithaca community.

670 Seminar in Higher Education Fall term. Credit three hours. S-U grades optional. W 1:25-4:25. K. Rhodes.

Study of selected current problems in higher education. Topics will focus on the development of innovative approaches to professional education.

671-672 The Teacher Educator in Home Economics Fall and spring terms. Class hours, observations, and field experiences to be arranged. Fall: credit three hours, H. Nelson. Spring: credit four hours, C. Farris.

671 Opportunity is provided for students to develop understanding of teacher education practices by observing and participating in the undergraduate program. Participation involves teaching and individual work with students. Additional experiences include observation of student teachers and the supervisory conferences in student teaching centers.

672 Seminar is concerned with basic principles of supervision and their application to the preservice education of home economics teachers. Opportunity is provided for observation and participation in CSE 340, CSE 441, and CSE 442, including some teaching in the courses and the supervision of a student teacher.

673 Belief and Practice in Educational Interventions Spring term. Credit three hours. Hours to be arranged. M. Minot.

The professional educator brings a set of beliefs and values and a preferred theoretical orientation to his or her work in schools and other agencies. The educator may find, however, that the agency has institutionalized values and practices at variance with those so brought. This seminar will consider the implications for practice of several prevalent belief systems in education and the problems of discordance between individual beliefs and institutional policies related to educational practice.

679 The Teaching of Home Management in College Spring term. Credit one to three hours. Permission of the instructor is required. Hours to be arranged. A. Davey.

An examination of the ways home management concepts are being taught and the exploration of new teaching approaches.

680 Seminar in Community Service Education Fall term. Credit one hour. S-U grade only. M 3:35. Department faculty.

An informal seminar for graduate students and faculty. One or two major topics to be considered each term. May be repeated for credit with permission of instructor.

681 Current Issues in Home Economics Education Fall and spring terms. Credit two hours. W 7:30-9:25. Home economics education faculty.

Different topics and issues related to home economics education will be considered each semester. May be repeated for credit with permission of instructor.

684 Bases for Instructional Program Planning

Spring term. Credit three hours. For professionals concerned with educational programs. Students without professional experience are admitted by permission of the instructor.

Th 10:10-1:10. K. Rhodes.

Basic strategies for planning instructional programs. Concepts of structure, function, and process in program planning and their relation to individual learning and ecological variables. Opportunity provided for students to work on projects related to their special interests.

690 Evaluation

Fall term. Credit three hours. For professionals concerned with behavioral change: extension agents, social workers, educational program directors, high school and college teachers and administrators, and research workers. Students without experience in any of these professional positions are admitted by permission of the instructor. T Th 10:10-11:25. H. Nelson.

Basic principles of evaluation studied in relation to specific methods of appraising progress toward objectives of behavioral change. Opportunities will be given for constructing and using evaluation instruments.

691 Community Ethnography

Spring term. Credit three hours. Enrollment limited to graduate students or exceptionally well-qualified seniors by consent of the instructor. W 1:25-4:25. L. Street.

A number of community ethnographies are examined from a standpoint of methods of investigation, substantive results, social theory, orientation of the analyst to setting and subjects, and related issues. The seminar is focused on practical issues such as preparing for the fieldwork, entering and withdrawing from the field, notetaking, relating observations to registry or other kinds of data, entering in the field, problems of analysis, and report routine with special reference to all-black towns. Members of the seminar should be familiar with race and ethnic relations theory or engaged in an ethnographic study.

692 Survey Research Methods

Spring term. Credit three hours. Prerequisite: at least one course in statistics and permission of instructor. T 9:05-11 with a one-hour laboratory to be arranged. C. McClintock.

A basic course covering the planning of surveys, instrument design, sampling, interviewing and

other means of data gathering, field quality control, coding, and machine data processing and analysis. Selected special problems and techniques in field data collection and processing, including issues of survey theory, will be covered.

718 Designing Human Service Programs

Fall term. Credit three hours. Permission of the instructor is required. M 7:30-10:30 p.m. I. Lazar.

This course will explore methods of translating human services research into programs for service to communities and individuals. Operational design, staffing, budget preparation, fund raising, and community auspice development, as well as evaluation, administration, and program change will be discussed. Students will be expected to fully design a local service program.

719 Developing Systems for the Delivery of Human Services

Spring term. Credit three hours. Permission of the instructor is required. M 7:30-10:30 p.m. I. Lazar.

This seminar will describe various attempts to build consolidated systems for delivery of human services at local, state, and federal levels. An assessment of these efforts will be followed by an examination of new system designs and the specification criteria for the measurement of system effectiveness. It will be assumed that students in this course are familiar with the present service structure of typical communities.

773 Internship and Fieldwork in Teacher Education

Fall and spring terms. Credit two hours. S-U grades optional. Prerequisites: CSE 671 and CSE 672. Hours to be arranged. M. Minot and H. Nelson.

Involves supervision of student teachers and conferences as needed with college supervisor and cooperating teachers in the schools. Provision made for a follow-up visit to a first-year teacher.

[775 Administration and Supervision Practicum]

Spring term. Credit two hours. S-U grades optional. Permission of the instructor required. K. Rhodes. Not offered in 1975-76. Analysis of concepts of administration and supervision in agencies and institutions concerned with educational aspects of human services through directed observation of state, local, and college programs. (Approximate cost of field trips, \$35.)

790 Seminar in Evaluation

Spring term. Credit three hours. S-U grades optional. Prerequisite: CSE 690 or equivalent and at least one course in statistics. T 10:10-1:10. S. Blackwell.

Emphasis will be on program evaluation, particularly the methodological problems that arise from approaching evaluation as a research endeavor. Consideration will be given to alternative designs for evaluative research, taking into account the constraints imposed on the researcher by the real-world context in which evaluation takes place.

899 Master's Thesis and Research Fall and spring terms. Credit and hours to be arranged. S-U grades optional. Registration with permission of the chairperson of the graduate committee and the instructor. Department graduate faculty.

999 Doctoral Thesis and Research Fall and spring terms. Credit and hours to be arranged. S-U grades optional. Registration with permission of the chairperson of the graduate committee and instructor. Department graduate faculty.

Consumer Economics and Public Policy

Gwen J. Bymers, Chairperson; Elizabeth Wiegand, Graduate Faculty Representative

The central concern of this department is with the welfare of the consumer in society. Programs of study, research, and public service focus not only on family expenditures for goods and services such as housing, food, and clothing but also on family and societal investments in human capital. The faculty, comprised of social scientists from several disciplines, are interested in the impacts of particular social and economic programs on both consumer behavior and human welfare. The expanding concern for consumer well-being on the part of governments and private industry indicates that consumer economics is an increasingly important field.

At the undergraduate level, the student is offered two options within the Department of Consumer Economics and Public Policy: consumer economics and housing.

Consumer Economics is concerned with the economic behavior and welfare of consumers in the private, public, and mixed sectors of the economy. Emphasis is placed on how consumers allocate their scarce resources, which include time and money.

This option requires a strong foundation in those subjects that contribute to an understanding of the market economy and of consumers' rights and responsibilities. Many graduates from the consumer economics option find careers in governmental agencies providing consumer services, while others choose

to work in business and industry in consumer relations divisions, or in consumer-related community programs.

Housing, a major societal problem, is studied through an interdisciplinary approach that includes the methods and models of sociology, economics, and political science. This option focuses on housing consumption and production in the context of the housing market; the social implications of housing related to household preferences, mobility and involvement in neighborhood change.

Emphasis is placed on the development of social science research skills for the analysis and evaluation of housing policies and programs.

Recent graduates have taken positions with local, state, and federal agencies dealing with housing problems.

The **Interdepartmental Major in Social Planning and Public Policy** offers, in an expanded and more balanced form, the undergraduate studies formerly presented in the public policy option. The Department of Community Service Education also participates in this major (see p. 29).

The department offers programs leading to bachelor's, master's, and doctoral degrees. Students seeking additional detailed information about the graduate programs in this department should write to: Graduate Faculty Representative, Department of Consumer Economics and Public Policy, New York State College of Human Ecology, Cornell University, Ithaca, New York 14853.

100 Introduction to Consumer Economics and Public Policy Fall and spring terms. Credit three hours. S-U grades optional. Enrollment limited to 120 students. Fall, M W F 10:10; spring, M W F 11:15. J. Robinson.

An introductory course designed to provide a basic understanding of macroeconomics with particular concern for those areas having an impact on families. The course will cover national income accounting, income distribution, prices, and monetary and fiscal policy. This will serve as a basis for the study of income redistribution programs and other areas of government action.

147 Housing and Society Fall and spring terms. Credit three hours. S-U grades optional. Enrollment limited to twenty students per section, five sections. Information regarding special section hours will be available at pre-registration. Lecture, T Th 11:15. A survey of contemporary American housing issues as related to the individual, the family, and the community. The course focuses on the current problems of the individual housing

consumer, the implications of the problems for housing the American population, and governmental actions undertaken to alleviate housing problems.

148 Sociological Perspectives on Housing

Spring term. Credit three hours. S-U grades optional. Prerequisite: CEPP 147 or equivalent. Enrollment limited to twelve students per section, five sections. Information regarding section hours will be available at preregistration. T Th 10:10. M. Griffin.

A theoretical and empirical analysis of housing patterns in the United States from a sociological perspective. Topics include migration patterns of the population, residential mobility, suburbanization, and the structure and function of neighborhoods. Emphasis is placed on explaining the widespread patterns of segregation in the United States by race, ethnicity, and social class.

230 Problems in Providing Consumer Goods

Fall term. Credit three hours. S-U grades optional. Economics 101-102 recommended. M W F 8. G. Byrnes.

The basis for a better understanding of the market economy as it is concerned with the distribution of consumer goods. Emphasis is on the joint interest of industry, consumers, and the government in an efficient distribution system. Areas covered include identification of the consumer interest, sources of consumer information and protection, and a discussion of current consumer issues. Students who have taken CEPP 233 should not register for this course.

233 Marketing and the Consumer Spring term. Credit three hours. S-U grades optional. Prerequisite: microeconomics. M W F 8. N. Saltford.

A study of marketing functions, institutions, policies, and practices with emphasis on their roles in creating consumer satisfaction. Current problems are identified for concentrated study. A field trip to New York City to study selected marketing operations is arranged when feasible. Students who have taken CEPP 230 should not register for this course.

248 Housing Controls and Standards Fall term. Credit three hours. S-U grades optional. Prerequisite: CEPP 147 or permission of instructor. T Th 12:20-1:55. L. Bower.

An analysis of institutional-legal controls governing production, finance, distribution, and consumption of housing and establishment of housing standards. Emphasis is on those controls having impact on availability, use, and quality of housing in local communities. Controls deriving from property, as well as those resulting from the interface of legislative, judicial, and administrative control of housing assistance programs also are covered.

300 Special Studies for Undergraduates Fall and spring terms. Credit and hours to be arranged. Department faculty.

For special arrangement of course work necessitated because of nonequivalent training in a previous major or previous institution. Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing the study and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain forms to be used from their counselors.

312 Decision Making in the Family Fall and spring terms. Credit three hours. S-U grades optional. Enrollment limited to twenty-eight, preference given Human Ecology juniors and seniors. Not open to freshmen. T Th 1:25-3:20, other hours to be arranged. A. Davey.

Decision making is studied in relation to goal formation and goal attainment within the economic and social context of the family. Factors that expand as well as limit alternatives are examined. Field trips are included. Students elect a practical application that may include: a field experience with a family, a live-in experience in Apartment A, or an independent exploration of some phase of family decision making. Course fee is \$15 per week for the live-in experience (average time is three weeks).

325 Economic Organization of the Household

Fall term. Credit three hours. S-U grades optional. Prerequisite: Economics 102 or equivalent. M W F 9:05. K. Bryant.

Theories and empirical evidence on how households spend their resources are used to investigate how households alter the amounts and proportions of time and money spent in various activities, their size, and their form in response to changing economic forces.

330 Management in Relation to Personal Finances

Spring term. Credit three hours. S-U grades optional. Preference given to juniors and seniors. M W F 9:05. J. Robinson.

The study of personal financial management at various income levels and during different stages of the family life cycle. Topics covered will include the use of budgets and record keeping in achieving family economic goals; the role of credit and the need for financial counseling; economic risks and available protection; and alternative forms of saving and investment.

332 Consumer Decision Making

Fall term. Credit three hours. Prerequisite: Economics 101-102 or permission of the instructor. M W F 2:30. S. Maynes.

This course is designed to help students make more effective choices as consumers through

an understanding of the economy and using relevant economic and statistical principles. The course is normative, stressing how consumers should act in order to achieve their aims.

341 Fundamentals of Housing Economics

Spring term. Credit three hours. S-U grades optional. Prerequisites: Economics 101 or equivalent. M W F 1:25.

Designed to give the student a basic understanding of the structure and operation of the housing market. The economic determinants of housing supply and demand are related to (1) levels of housing consumption and housing standards, (2) the composition of the housing inventory, and (3) levels of and fluctuations in housing production.

349 Housing Policy and Housing Programs

Spring term. Credit three hours. S-U grades optional. Prerequisites: Economics 101 or equivalent and CEPP 147. T Th 10:10-11:25. L. Bower.

Critical examination of the development and current state of federal and selected state housing policies and policy related questions and problems. Assessment of the operation of housing programs together with consideration of strategies devised to further their effective functioning. Considerable attention will be devoted to the structure and operations of both primary and secondary mortgage markets.

355 Economic Conditions in Relation to the Welfare of Families

Spring term. Credit three hours. S-U grades optional for nonmajors. Open to sophomores, juniors, and seniors. Graduate students may elect to audit and write a research paper for one to two credits under CEPP 500. Prerequisite: Economics 101-102 or equivalent. M W F 10:10. J. Gerner.

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

400-401-402 Special Studies for Undergraduates

Fall and spring terms. Credit hours to be arranged. Department faculty. For independent study by an individual student in advanced work not otherwise provided in the department; or for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department. Students prepare two copies of a description of the study they wish to undertake. Forms for this purpose are available from the Division of Academic Services. One form, signed by the instructor directing the study and

the head of the department, must be filed with preregistration materials or within the change-of-registration period after registration. The second copy is left with the instructor. In order to ensure review before the close of the preregistration or change-of-registration period, early submission of the special studies form to the department chairperson is necessary. Students in consultation with their supervisor, should register for one of the following subdivisions of independent study.

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

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

402 Supervised Fieldwork: For study that predominantly involves participation in community or classroom settings.

411 Time-Use Decisions in Families Fall term. Credit three hours. S-U grades optional. Prerequisites: one course in sociology and one in microeconomics recommended. T Th 10:10-12:05. K. Walker.

Seminar in time as a human resource in a consumption-oriented society with emphasis on decision making and alternative time uses in households. The meaning of time and implications for its use for society and families as work roles of people change. Review of research in use of time. Individual projects applied to special professional interests of students.

413 Exceptional Families: An Ecological Approach to Their Resource Management

Spring term. Credit two hours. Field experience option, one additional credit hour. Prerequisite: CEPP 312 recommended but not required. Consult instructor before registering. Enrollment limited to twenty. T Th 9:05-11. K. Walker or A. Davey.

Examination of managerial problems faced by families with exceptional imbalances in resources. Analysis of techniques of compensating for resource limitation of families in poverty, with health handicaps, with young mothers in the labor force, one-parent families, student couples, and retired couples. Suggested for students preparing to work with families in health and rehabilitation programs, social work, geriatrics, secondary and adult education, and financial counseling.

425 Economics of Recreation and Leisure

Spring term. Credit three hours. S-U grades optional. Prerequisite: microeconomics; a course in sociology also recommended. T Th 8-9:15. W. Gauger. This course focuses on the recreational use of leisure time. The framework of analysis em-

plays a view of recreational activity as a consumer good resulting from an economic decision by the individual or household as to allocation of scarce resources—time and money. The contributions of other social sciences also will be examined for additional insights. Empirical studies are reviewed in terms of alternative recreation theories.

443 The Social Effects of the Housing

Environment Fall term. Credit three hours. S-U grades optional. Prerequisite: CEPP 147 or CEPP 148. T Th 10:10–12:05. M. Griffin. A seminar dealing with the interplay of housing and human behavior. Physical and social deterministic viewpoints are considered. Discussion of substantive issues includes the effect of housing on crime rates, health, racial attitudes, and satisfaction. Research skills to critically analyze and evaluate the literature in the field are developed.

465 Consumer and the Law

Fall term. Credit three hours. S-U grades optional. Prerequisite: CEPP 230 or permission of the instructor before preregistration. T Th 2:30–3:45. M. Galenson. The emphasis will be on the work of federal agencies and on court decisions as these affect consumers in the market. Topics covered will include liability for injury from consumer products; laws covering safety of drugs, labeling and advertising; and the consumer problems arising from ignorance and poverty.

472 Community Decision Making

Fall term. Credit three hours. S-U grades optional. Prerequisite: Government 111 or 112 or equivalent. T Th 8–9:55. A. Hahn. Identification and discussion of factors that influence the outcomes of community issues. Topics include political participation, decision-making processes, the interests and resources of key decision makers, and community change. Concurrent participation in community activities is desirable but not required.

480 Welfare Economics

Fall term. Credit three or four hours. S-U grades optional. Prerequisite: consent of the instructor before preregistration. M W F 11:15. S. Clemhout. A study of the social desirability of alternative allocation of resources. Topics include Pareto Optimality, external effects in production and consumption with applications to problems of environmental quality, public expenditure decisions, measurement of welfare, and evaluation of relevant public policy issues.

485 Public and Private Decision Making

Spring term. Credit three hours. Prerequisite: an intermediate microeconomic theory course or equivalent. T Th 12:30–1:55. C. Babb. Starting with the free rider problem and the

theory of public goods, the ideas of efficiency, equity, and consistency are applied to the collective choice problem. Constitutional choice is handled in general terms and in the context of the contract doctrine. Efficiency in legislative and bureaucratic institutions is studied and the economic implications of certain judicial principles are investigated. Cost-benefit studies of several institutions and programs are examined.

498 Senior Thesis, Part I, for the Housing

Option Fall term. Credit two hours. S-U grades optional. Prerequisites: senior standing, strong background in housing, and recommendation of department housing faculty. Time to be arranged.

Consideration and discussion of current research in housing. Student will develop a senior thesis topic fall term.

499 Senior Thesis, Part II, for the Housing

Option Spring term. Credit three hours. Prerequisites: CEPP 498 and the consent of adviser before preregistration. Hours to be arranged. Department housing faculty. Student will carry out the research and write the undergraduate senior thesis.

600 Special Problems for Graduate Students

Fall and spring terms. Credit and hours to be arranged. S-U grades optional. For graduate students recommended by their chairpersons and approved by the head of the department and the instructor in charge for independent, advanced work. Department faculty.

601 Research Design and Analysis in the

Social Sciences Spring term. Credit two hours. S-U grades optional. Prerequisites: introductory statistics course and permission of the instructor. T 2:30–4:25.

The course is an introduction to the design and analysis of research, emphasizing research methods for social and economic studies. The meaning of science and patterns of social science investigations are studied in relation to selected concepts in the department's area of inquiry. Designed for first- or second-year graduate students, the course aims to help students achieve the ability to make a critical evaluation of research findings and to design sound studies of their own.

619 Seminar in Family Decision Making

Fall term. Credit three hours. S-U grades optional. Consult instructor before registering. M W F 10:10–11. A. Davey.

Decision-making processes in relation to family goals and goal implementation are studied. Situational factors that place constraints on decision making as well as resource allocation are investigated. Emphasis is placed on studying the totality of the decision event.

620 Consumption Theory Spring term. Credit three hours. S-U grades optional. Prerequisite: intermediate economic theory or permission of instructor. M W F 2:30. K. Bryant.

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

621 Explorations in Consumer Economics

Spring term. Credit three hours. S-U grades optional. Prerequisite: permission of instructor. Time to be arranged. G. Byrnes.

With the guidance of the instructor students will select and independently investigate a substantive current consumer issue. Topic selected must be one that can be studied within both an economic and an institutional framework. Students will be responsible for presenting current status of their investigation to the group regularly for criticism and feedback. A substantive term paper is required.

630 Family Financial Management

Spring term. Credit three hours. S-U grades optional. Prerequisite: CEPP 330 or equivalent. Th 12:20-2:15. E. Wiegand.

Family financial management is studied with emphasis on role of financial consultant. Each student works with one or more families on individual basis. Course is designed to increase awareness and knowledge of characteristics of persons in serious financial difficulties, complexity of factors affecting such situations, desirable relationships between helper and helped, and community agencies and organizations having appropriate resources.

640 Fundamentals of Housing

Fall term. Credit two hours. S-U grades optional. W 3:35-5:15. L. Bower.

An introductory survey of housing as a field of graduate study. Consideration of the spatial context and institutional setting of housing: the structure, operations, and performance of the housing market and the house-building industry; housing finance; the nature, operations, impact, and policy of government housing programs; contemporary housing problems and issues.

642 Advanced Housing Market Analysis

Fall term. Credit three hours. S-U grades optional. Permission of the instructor is required. Th 2:30-4:25. C. Babb.

The interaction of housing supply and demand in the housing market is studied from a spatial perspective involving urban structure and neighborhood change, and from a time perspective involving new construction and

residential filtering. Quantitative methods are used to evaluate the impacts of zoning, property taxes, urban renewal, public housing, rent control, housing allowances, and housing finance subsidies.

648 Social Demography of Housing

Spring term. Credit three hours. S-U grades optional. Th 2:30-4:25. M. Griffin.

This course is concerned with the dynamic relationship between population and the housing market. The size and composition of the population, components of population growth, migration and mobility of the population, and population projections will be analyzed in light of the amount and quality of the housing stock. Students will become familiar with the data available in the *U.S. Census of Population and Housing*.

649 Production of Housing

Spring term. Credit two hours. S-U grades optional. Prerequisite: CEPP 640 or permission of instructor. T 3:35-5:15. L. Bower.

Examination of the system of producing shelter in the United States, its structure, and major processes. Focus will be on decision making within existing institutional constraints. Description and evaluation of major subsystems including contractual and speculative home building, the prefabrication industry, and the production of mobile homes and rental units. Attention is given to "new towns" and to a number of special-purpose governmental programs.

655 Allocation of Time to Nonhousehold Activities

Fall term. Credit three hours. S-U grades optional. Prerequisite: intermediate economic theory or permission of instructor; CEPP 411 recommended but not required. T 2:30-4:25. J. Gerner.

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

665 Seminar on Consumer Law Problems

Spring term. Credit three hours. S-U grades optional. Open to CEPP graduate students and to others with permission of instructor. Enrollment limited to twenty. T Th 10:10-12:05. M. Galenson.

A study of areas of current interest to consumers that involve the law as developed by regulatory commissions and the courts with the emphasis on the institutional and economic background. The aim is to encourage critical examination of policy issues in terms of their social and economic effects on families.

671 Intergovernmental Relations and Local Community Change Spring term. Credit three hours. S-U grades optional. Prerequisite: CEPP 472, equivalent course in local government and politics, or permission of instructor. T Th 8-9:55. A. Hahn.

Description and analysis of the intergovernmental system with special attention to the relationships between local communities and state and federal governments.

680 Applied Welfare Economics-Policy Issues Spring term. Credit three hours. S-U grades optional. Consent of the instructor. M W F 11:15. S. Clemhout.

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

697 Seminar Fall and spring terms. Non-credit course. M 4-5. Department faculty. Planned to orient students to graduate work in the field, to keep students and faculty abreast of new developments and research findings, to acquaint them with subject matter in related areas, and to provide opportunity to examine and discuss problems of the field.

720 Economics of Consumption Spring term. Credit three hours. S-U grades optional. Consult instructor before registering. T 2:30-4:25.

A review of theories of the consumption function and of the recent literature on family consumption, including demand elasticities; family saving and investment, including investment in human capital; and the economic determinants of the participation of women in the labor force. Particular attention will be paid to the analytical techniques used on empirical data and the problems involved in research in this field.

740 Seminar in Current Housing Issues

Spring term. Credit three hours. S-U grades optional. Permission of the instructor required. F 9:05-11.

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

743 Readings in Housing Spring term. Credit two hours. S-U grades optional. Regis-

tration with permission of the instructor. Hours for discussion of readings to be arranged. Department housing faculty.

758 Seminar for Doctoral Candidates Fall term. Credit two hours. S-U grades optional. Department staff.

Review of critical issues and thought in consumer economics and public policy questions.

899 Master's Thesis and Research Fall and spring terms. S-U grades optional. Registration with permission of the chairperson of graduate committee and the instructor. Department graduate faculty.

999 Doctoral Thesis and Research Fall and spring terms. S-U grades optional. Registration with permission of the chairperson of graduate committee and the instructor. Department graduate staff.

Design and Environmental Analysis

Joseph Carreiro, Chairman; G. Cory Millican, Graduate Faculty Representative; Carole Johnson, Department Honors Representative

The Department of Design and Environmental Analysis is concerned with the creation, change, and quality of our near environment. The near environment begins with our clothing and reaches into all the areas we occupy as we move about in our work and leisure activities, at home and away from home. The program of the department emphasizes the interaction between environments and people: the needs of individuals, families, and other groups as they affect and are affected by the space, objects, and materials around them.

The department draws its strength from the multidisciplinary nature of its faculty, whose education has been in such areas as chemistry, physics, psychology, sociology, economics, architecture, engineering, fine arts, and design. The diverse faculty backgrounds and teaching approaches lead to multidisciplinary problem solving and development of students' creative abilities, aesthetic judgment, and analytical thinking.

The department offers flexibility to all its majors, after first introducing them to basic subject matter in three areas: *Design*—an introduction to visual language including the elements and principles of two- and three-dimensional design, color theory, and drawing; *Physical science*—the chemical, physical, and structural properties of such materials as textiles, wood, clay, and plastics; and *Social science*—psychological, sociological, and managerial analyses of our relationship to the physical environment.

A major in design and environmental analysis prepares a student to be a qualified professional in one of several areas. As soon as possible each student should select an area in which to concentrate and should indicate one of the following major options.

Design, Interior or Product (Option Ia) prepares students who are interested in the design of objects and the spaces in which they are used. Students learn to seek and to apply knowledge about materials and human needs to the design of the man-made environment. Because it emphasizes studio work, this option specifies more hours in the major field than do any of the others. Careers are available in consumer product design, interior space planning, aspects of housing design and technology, and (after graduate study) in teaching.

Design, Apparel (Option Ib) involves students with both aesthetic and functional considerations in the design of body coverings. The program emphasizes a problem approach that enables the student to integrate knowledge of design, textiles and other materials, human and social factors, and technical processes. Careers are available in industry, government, institutions, and education.

Materials/Textiles (Option II) permits students to explore the chemical and physical structures and properties of textiles, textile products, and of some other materials, and to consider the requirements for using these materials in the near environment. This option is planned to give students the flexibility to select a series of strongly supporting courses in either physical sciences, design, human and social factors, and/or consumer economics. Careers are available in the fiber and textile industries, government, and education. Recent graduates are active in process and product research, development, and evaluation; consumer information programs; consumer product safety; technical marketing services; Cooperative Extension; and teaching. The department does not offer a special program in retailing, but many college courses contribute to this area.

Human and Social Factors (Option III) encourages students to analyze existing and proposed environments and to study sociological and psychological factors, as they seek to understand the interaction between people and their behavioral settings and to establish criteria for improving the quality of physical solutions to human needs. Professional careers include working with designers, architects, interior space planners, and government agencies in creating and evaluating environments for families, children, the handicapped, the ill, or the elderly; serving as liaison between

consumer and producer; and working with communication specialists. Graduate study is generally necessary for careers in teaching and research.

Facilities for study and research include textile laboratories; household equipment laboratories; design studios including those for woodwork, ceramics, textile printing, and weaving; a laboratory for studying human and social factors; and two galleries that exhibit current work by students, faculty, and professional designers, artists, and craftsmen. In addition, the extensive Cornell Costume Collection, a unique historic and cultural resource, is available for class and student use. Field study involving actual experience in the community, business, or government is an increasingly important aspect of the department's program.

Courses in other departments of the College of Human Ecology and in other colleges of the University supplement work in design and environmental analysis. Appropriate areas include architecture, city planning, landscape architecture, engineering, hotel administration, sculpture, painting, history of art, theater, communication arts, marketing, statistics, mathematics, physics, chemistry, anatomy, physiology, psychology, anthropology, sociology, and education.

Transfer Students. The department welcomes transfers. Students intending to specialize in design should have completed some of the required design courses (or their equivalent) before transfer, or should expect to spend additional time to complete their program here, since the basic language of design is an essential prerequisite for successful work. Transfer students specializing in textiles or in human and social factors who have completed most of the natural and social science requirements usually can complete the major within the usual four years.

Graduate Study. The increasingly complex demands being made on professionals suggest the growing importance of work beyond the bachelor's degree for many students. In the Field of Design and Environmental Analysis, graduate study offers a multidisciplinary program individually tailored to the background and interests of the student and leading to a Master of Arts or Master of Science degree. Candidates for the doctoral degree in other fields may minor in either design or environmental analysis. Graduate study may be directed toward empirical problem solving or toward theoretical research into a facet of a problem. Current areas of research include such person-environment-space relationships as environments for the aging; user evaluation of multiple-family housing; corridor and lobby functions; alternative educational environments;

design of consumer products, apparel, and spaces; consumer and marketing studies of household equipment; textile flammability, and textile care, wear, and labeling. Financial aid is provided by teaching and research assistantships for about two-thirds of the graduate students; others may compete for available University and college Fellowships (see *Announcement of the Graduate School*).

Students seeking additional detailed information about the graduate programs in the department should write to: Graduate Faculty Representative, Department of Design and Environmental Analysis, New York State College of Human Ecology, Cornell University, Ithaca, New York 14853.

A graduate in design and environmental analysis can make important contributions to society by providing critical information and creative ideas to individuals and organizations whose final decisions control the quality and characteristics of our near environment.

044 Workshop in Elementary Clothing Construction Fall and spring terms. No credit. S-U grades only. (This S-U grade will not be counted as one of the four courses a student may take for S-U.) Enrollment limited to sixteen students per section. M 7:30–9:30 p.m. First laboratory will be held the second full week of classes. S. Watkins.

A series of laboratories teaching the basic sewing skills needed to execute design ideas in apparel design courses. Topics include using the sewing machine; using a commercial pattern; layout and cutting of fabric; sewing darts, seams, and gathers; inserting a zipper; facing a neckline; setting in a sleeve; and hemming. A blouse or shift dress will be constructed. Approximate cost of materials and supplies, \$15.

101 Design I: Fundamentals A Fall and spring terms. Credit three hours. Each section limited to twenty students. M W or T Th 8–11 a.m.; M W 1:25–4:25 or 7:30–10:30 p.m. M. Boyd, R. Coppola, D. Ichiyama, C. Straight. A studio course introducing the fundamental vocabulary and principles of design and involving experimentation with the development of form through problem-solving approaches. Average cost of materials, \$25.

102 Design I: Fundamentals B Fall and spring terms. Credit three hours. Each section limited to fifteen students. Prerequisite: DEA 101. Fall M W or T Th 10:10–1:10; spring M W or T Th 8–11 a.m., T Th 1:25–4:25. M. Boyd, A. Bushnell, D. Ichiyama, C. Straight. A study of visual organization including problems dealing with color and visual perception. Emphasis on the development of visual sensi-

tivity, imagination, and problem structuring, utilizing simple materials to produce abstract solutions. Approximate cost of materials, \$25.

111 Theory of Design Fall term. Credit three hours. Enrollment limited to 120 students; DEA majors given priority. Recommended to precede or parallel DEA 101 and 115. Required for majors in DEA, taken preferably in the first year. M W F 12:20. J. Carreiro.

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

115 Drawing Fall and spring terms. Credit three hours. Each section limited to twenty students. M W 8–11 a.m., 1:25–4:25, or 7:30–10:30 p.m.; T Th 1:25–4:25. T. Engelland, J. Hanna, S. Mensch.

A studio drawing course. Short demonstrations or lectures on the ideas and techniques of drawing are presented every week. The student is introduced to the functions of line, shape, and value as they apply to design. Drawing from the figure and from inanimate objects, perspective, and conceptual drawing are emphasized. Course may be repeated for credit with consent of instructor. Minimum cost of materials, \$15.

116 Design Drawing Spring term. Credit three hours. Limited to twenty students. Prerequisite: DEA 115. Not open to students who have taken or will take DEA 201–202. M W 8–11 a.m. A. Bushnell, J. Hanna, S. Mensch, P. Testa.

Teaches the formal schemata of drawing communication: natural perspective, parallel and axonometric drawing, orthography, presentation layout and techniques, and basic drafting. Drawing schemata are used to communicate solutions for applied design problems that encompass interiors, products, small shelters, and public spaces. Minimum cost of materials, \$25.

117 Drawing the Clothed Figure Fall term. Credit three hours. S-U grades optional. Enrollment limited to twenty students. Prerequisite: DEA 115 or equivalent. M W 7:30–10:30 p.m. K. Sargent.

Intended to improve students' ability to illustrate two-dimensionally the interaction of draped fabric with the human form and to

develop awareness of clothing as a design medium. Emphasis is on development of techniques and skills in selected media necessary for professional communication of design ideas.

135 Textile Materials Fall and spring terms. Credit three hours. May parallel Chemistry 103-104 or 107-108. Fall: lecture, T Th 11:15; laboratory, T or W 2:30-4:25 or Th 8-9:55. Spring: lecture, T Th 11:15; laboratory, W 8-9:55, W 2:30-4:25, Th 8-9:55. C. Scheele.

An introduction to the basic properties of textile materials, both natural and man-made, with consideration of their consumer uses and economic importance. Behavior of textile materials is observed in relation to environmental conditions that influence aesthetics, comfort, and performance. The course also examines fabric construction, dyeing and printing, and textile finishing.

145 Apparel Design I Fall and spring terms. Credit four hours. Each laboratory section limited to twenty-five students. Recommended: DEA 044 or equivalent personal experience. Those with formal course work in pattern design may take an exemption exam by contacting instructor (E425 MVR) the first day of registration. Lecture, T Th 10:10; laboratory, T Th 11:15-1:05 or 2:30-4:25. A. Grzelak.

An intensive study of the fundamental principles and processes of flat pattern design and fitting techniques. Students are expected, as a result of the discovery and understanding of relevant concepts, to experiment creatively with flat pattern and construction techniques and apply those techniques to numerous apparel design problems throughout the term. Basic sewing skills are not taught in this course (see DEA 044). Approximate cost of supplies, \$30 plus fabric for final project.

150 Environmental Analysis: Human and Social Factors Spring term. Credit three hours. Required for DEA majors who must complete the course in the freshman or sophomore year. Not open to juniors (except transfers), seniors, or graduate students. M W F 11:15. F. Becker, G. Coates, E. Ostrander, R. Steidl.

Introduction to study of relations between physical environment and behavior of individuals and groups. Perception of space and effects of spatial arrangements on interactions between persons. Significance of human capabilities and limitations as factors to be considered when designing person-environment systems. Guidelines for analyzing environmental conditions.

201-202 Design II Full-year course beginning fall term only. Credit six hours per semester. Prerequisites: DEA 101 or permission of instructor; recommended: DEA 102, 111, 115. M T W Th 1:25-4:25. A. Bushnell, J. Hanna, P. Testa, and department faculty.

A team-taught studio course emphasizing the conceptualization of form as a function of the theory and handling of materials. Included are basic drafting, model building, and presentation drawing. The course is structured around a series of design problems, three to five weeks in length, encompassing a basic understanding of wood, plastic, metal, glass, ceramics, concrete, and textiles. Where possible, problems include the handling of the actual materials. Minimum cost of materials, \$60.

230 Science for Consumers Fall term. Credit three hours. S-U grades optional. Limited to twenty students per section. Prerequisite: high school or college chemistry or physics. Lecture, T Th 10:10; laboratory, W 12:20-2:15 or 2:30-4:25. M. Purchase.

Principles of science applied to household equipment and supplies. Topics include the chemistry of cleaning agents, chemical characteristics of surfaces to be cleaned, electricity in dwellings, heat transfer, control of environmental conditions in dwellings, and mechanics of equipment. Particularly valuable for environmental designers and analysts and students planning to work with consumers as teachers, extension workers, home service personnel, or consumer consultants.

235 Textile Materials: Characterization and Evaluation Fall and spring terms. Credit three hours. Limited to twelve undergraduates, four graduates. Prerequisites: DEA 135 and either Chemistry 103-104 or Chemistry 107-108. M W F 12:20-2:15. (Class will meet as a group on two of these three days.) E. Peters.

A series of cooperative class problems involving a wide range of textile products, testing procedures, and laboratory instruments. These problems are used in defining properties important to end-use performance and consumer satisfaction.

250 Environmental Psychology: Perspectives and Methods Fall term. Credit three hours. Enrollment limited to twenty-five students. Prerequisite: DEA 150 or permission of instructor. T Th 10:10-11:30. F. Becker.

Course focuses on issues central to study of person-environment relationships and the uses of evaluation research in the design process. Graduate students should enroll in DEA 660 concurrently with 250.

251 Historic Design I: Furniture and Interior Design Fall term. Credit three hours. Prerequisites: DEA 101 and 111. Recommended sequence: DEA 251, 252, and 353. M W F 8. G. C. Millican.

A study of the patterns of historical development and change in furniture and interiors from man's earliest expressions through the

eighteenth century as they reflect the changing cultural framework of Western civilization, excluding America.

252 Historic Design II: Furniture and Interior Design

Spring term. Credit three hours. Prerequisites: DEA 101 and 111. Recommended sequence: DEA 251, 252, and 353. M W F 8. G. C. Millican.

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

261 Fundamentals of Interior Design for Nonmajors

Fall term. Credit three hours. Enrollment limited to twenty students. Prerequisite: DEA 101. (Not to be taken by students in Option Ia.) T Th 1:25–4:25. G. C. Millican.

A studio course that emphasizes the fundamental principles of design as applied to the planning of residential interiors and coordinated with an understanding of family and individual needs. Studio problems explore choices of materials, space planning, selection and arrangement of furniture, lighting, and color. Illustrated lectures, readings, and introductory drafting and rendering techniques are presented. Minimum cost of materials, \$20.

263 Apparel Design II: Problems in Apparel Design

Fall term. Credit three hours. Limited to sixteen students per section. Prerequisites: DEA 101, 111, 135, and 145; recommended: DEA 115. T Th 10:10–1:10. C. Johnson.

Studio problems are designed to involve students in creative experiences that will increase understanding of design concepts and principles related to body coverings. Problems focus on the aesthetic nature of dress. Problem solving requires exploration of sources of apparel design ideas, experimentation with materials and techniques, and innovation. The Cornell Costume Collection is drawn on for illustration and inspiration. Approximate cost of materials, \$25.

300 Special Studies for Undergraduates

Fall and spring terms. Credit and hours to be arranged. Department faculty.

For special arrangement of course work necessitated because of nonequivalent training in a previous major or previous institution or a change in department's major requirements. Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing the study and the head of the department, must be filed with preregistration materials; second copy is left with the instructor. Students obtain forms to be used from the Division of Academic Services.

301–302 Design III

Full-year course beginning fall term only. Credit six hours per semester. Prerequisite: DEA 201–202. M T W Th 1:25–4:25. S. Mensch, J. Sirlin, and department faculty.

A team-taught studio course emphasizing the conceptualization of form as a function of human and social factors. Environmental analysis concepts and techniques are studied to provide design students with enough understanding to begin a behaviorally based design project. Several short-term problems are explored with the intention of identifying a significant project to be undertaken in the spring semester. Minimum cost of materials, \$60.

317 Issues in Design Methods and Planning Strategies

Spring term. Credit three hours. Limit fifteen students. Prerequisites: DEA 111, 150, and 250 or permission of instructor. T Th 10:10–11:30. G. Coates.

A critical and historical evaluation of the methods, tools, and techniques of the design process. Issues to be covered include: role of the designer in a technological society; psychology of consciousness and the design process; and effects of sociocultural, economic, political, and technological factors on the design activity. Particular emphasis placed on examination and development of alternatives.

330 Household Equipment Principles

Spring term. Credit three hours. S-U grades optional.

Prerequisite: either DNS 146 or DEA 135 or DEA 230. M W 2:30–4:25. M. Purchase. Principles of operation of appliances for food preparation and preservation, cleaning, laundering, temperature and humidity control, and lighting. Evaluation of features in relation to the functions they are designed to serve and to their cost. Selection, use, and care of household equipment. Individual problems related to the student's background and interests.

335 Textile Materials: Fiber Structures and Properties

Spring term. Credit four hours. Limited to twelve students. Prerequisites: DEA 235 and Chemistry 253 or 357. Lecture, M W 12:20; laboratory, T 1:25–4:25. M. V. White. Fiber structure as it determines fiber properties and thus influences the utility and aesthetic appeal of textile materials. Experimentation to illustrate interrelationships between fiber structure and properties and between fiber properties and behavior of textiles in use.

340 Form Study

Spring term. Credit three hours. Prerequisite: DEA 201. T Th 8–11. Work with basic plastic form utilizing the design possibilities of moldable materials. Minimum cost of materials, \$35.

342 Design: Weaving

Fall and spring terms. Credit three hours. Limited to twelve students. Prerequisite: DEA 101. Recommended: DEA 102,

115, 135. T Th 10:10–1:10. K. Houck.

A studio course encompassing the basics of weaving and the functioning of a loom. Using a variety of fibers, yarns, and other materials, students are introduced to design possibilities on the loom. The relationship between color, design, technique, and function is considered in weaving a number of experimental samples, as well as several more complicated woven projects. Minimum cost of materials, \$45.

343 Design: Introductory Textile Printing

Spring term. Credit three hours. Each section limited to fifteen students. Prerequisites: DEA 101 and at least one other studio design course. M W 1:25–4:25, T Th 10:10–1:10. C. Straight.

A studio course exploring the print as a design form. Silk-screen printing is the basic process used, but opportunities are provided for designing with other processes. Minimum cost of materials, \$30.

344 Intermediate Textile Design: Silk-Screen Printing

Fall term. Credit three hours. Enrollment limited to twelve students. Prerequisite: DEA 343 or equivalent course in silk screening and permission of instructor. T Th 10:10–1:10. A studio course emphasizing the development of professional printing skills and techniques. Students work on a larger scale and are expected to develop a more individual and sophisticated approach to their designs. Approximate cost of materials, \$40.

349 Graphic Design Fall and spring terms. Credit three hours. Enrollment limited to fifteen students. Prerequisite: DEA 201 or permission of instructor. M W 7:30–10:30 p.m. M. Boyd, D. Ichiyama.

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

350 Environmental Analysis: Person, Activity, Space

Spring term. Credit three hours. Prerequisite: Introductory Psychology. Recommended: DEA 150 and a course in human physiology. T Th 12:20–2:15. R. Steidl. Study of ways in which physical aspects of the near environment affect a person's effort and characteristics of activities. Various sources of ergonomic or human-factors data are used. Human costs of work (effort, energy, time, cognitions, preferences) provide guides for reducing amount of adaptation to man-made objects and environments. Implications for design and organization of products, interior spaces, and activities, and for choice of products for efficient, safe, and comfortable human use. Field trips.

353 Historic Design III: Contemporary Design

Spring term. Credit three hours. Recommended sequence: DEA 251, 252, and 353. M W F 11:15. G. C. Millican.

A historical study of the emergence and development of contemporary design, 1885 to present. An examination of the social, economic, technical, and style forces that shape the design forms of the present. Also a critical analysis of selected works of furniture, fabrics, and interiors.

[361 Residential Design

Fall term. Credit three hours. Prerequisite: DEA 201–202 or permission of instructor; recommended: DEA 235 and 350. Not open to DEA Option Ia majors. T Th 8–11. G. C. Millican. Not offered in 1975–76.

An introduction to residential architectural design. Through the design solution for specific occupant needs, the student is involved with site, orientation, climate, and materials. Drafting room work consists of plans, elevations, perspectives, and studies in the presentation of solutions. Lectures, discussions, and required readings.]

366 Apparel Design III: Design Approaches

Spring term. Credit three hours. Prerequisites: DEA 115, 150, 263. M W 1:25–4:25. C. Johnson. The course is intended to give the student an understanding of the interrelationships of two techniques for designing apparel: draping and flat pattern. Advanced flat pattern techniques are studied. Problems require the student to make judgments regarding the design process, nature of the materials, body structure, and function. Minimum cost of materials, \$25.

378 Junior Honors Seminar

Spring term. Credit one hour. Limited to juniors in the department Honors program. T 12:20. Readings, reports, and discussion of selected topics.

400–401–402 Special Studies for Undergraduates

Fall and spring terms. Credit hours to be arranged. Department faculty. For independent study by an individual student in advanced work not otherwise provided in the department, or for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department. Students prepare two copies of a description of the study they wish to undertake; forms are available from the Division of Academic Services. One form, signed by the instructor directing the study and the head of the department, must be filed with pre-registration materials, or within the change-of-registration period after registration. The second copy is left with the instructor. In order to ensure review before the close of the pre-registration or change-of-registration period, early submission of the special studies form to

the department chairperson is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

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

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

402 Supervised Fieldwork: For study that predominantly involves participation in community or classroom settings.

417 Workshop in Environmental Design

Fall term. Credit four hours. S-U grades optional. Enrollment limited to fifteen students. Prerequisite: DEA 301-302 or permission of instructor; recommended in 1976, DEA 317. M W F 10:10-12:05. G. Coates.
A problem-focused course aimed at integrating learning, research, design, and public service. Projects selected allow students to confront pressing issues in design and management of the near environment. Experiences include conceptualization, design programming and development, user preference research, environmental education, and systematic evaluation of existing settings. Minimum cost of materials, \$15.

420 Consumer Behavior Fall term. Credit three hours. Enrollment limited to twenty students. Prerequisites: (a) at least one introductory course in sociology and one in psychology; (b) at least one course in statistics or research methods. Not open to freshmen or sophomores. M W F 11:15. E. Quick.
A study of consumer behavior from a social and psychological perspective. Application of behavioral science theory toward the goal of explaining and predicting the selection of products and services by consumers.

430 The Textile and Apparel Industries Fall term and one week of intersession. Credit three hours. Prerequisites: CEPP 233, DEA 135, or permission of instructor. T Th 12:20-2:15. N. Saltford.
A critical review of the structure of the textile and apparel industries; trends in production and marketing and factors affecting output, price, and location (for example, the role of unions); and the effects of international trade, trade barriers, integration, and automation. A field experience in the textile regions of the South is planned for January intersession. Students are responsible for field experience expenses.

436 Textile Chemistry Fall term. Credit four hours. Prerequisite: DEA 335 or permission of instructor. Lecture, T Th 9:05; laboratory, T Th 10:10-12:05. B. A. Lewis.

An introduction to the chemistry of the major classes of natural and man-made fibers, including their structure, properties, and reactions. Laboratory work includes a study of the chemical properties and the qualitative and quantitative identification of textile fibers.

438 Textiles in Fashion and Function Fall term. Credit two to three hours. S-U grades optional. Enrollment limited to seniors majoring in DEA or CEPP and graduate students. T 2:30-4:25. M. V. White.

A critical review of developments in consumer textiles. Discussion of complex interrelationships of aesthetics, fashion, performance, ecological and economic costs, product safety, and consumer satisfaction. Consideration of specifications, standards, labels, and other means of communication among groups and individuals concerned. Optional third credit for independent research problem.

444 Advanced Textile Design: Silk-Screen Printing Spring term. Credit variable depending on the amount of work done; minimum of three credit hours. Enrollment limited to twelve students. Prerequisite: DEA 344 and/or permission of instructor. T Th 1:25-4:25. C. Straight.

Advanced design problems in textile printing are posed. Emphasis is placed on professional practice in both solutions and presentations. Approximate cost of materials, \$40.

445 Apparel Design IV: Theory of Functional Clothing Fall term. Credit three hours. Prerequisites: DEA 235, 366 (DEA 235 may be taken parallel to DEA 445). T Th 10:10-11:40. S. Watkins.

Application of physical theory to problems in clothing design. Approach to problems studied requires the student to relate three inputs to apparel design: needs and functions of the human body, structural properties of materials, and apparel forms. Information gained by study and testing of textiles and garment forms is applied to the problems of movement, warmth, impact protection in active sports equipment, and other topics relating to comfort and function of clothing.

[451 History of Costume Fall term. Credit three hours. Recommended: courses in history of art or in cultural history. T Th 2:30-4:25. Not offered in 1975-76.

A comparative study of dress of selected cultures from antiquity through fifteenth century, stressing (1) relationship of social, economic, and political factors affecting dress, and the mores as expressed through dress; (2) contri-

bution of ancient cultures to apparel arts of the Western world. Illustrated lectures, readings, term problems, and direct study of basic forms of dress as exemplified in Costume Collection. Field trip at student expense to museum in New York City arranged when feasible.]

[452 History of Costume Spring term. Credit three hours. Recommended: courses in history of art or in cultural history. T Th 2:30-4:25. Not offered in 1975-76.

A comparative study of dress of selected cultures from sixteenth through twentieth centuries. Emphasis on development of apparel arts of Western civilization and factors that brought about change. Illustrated lectures, readings, and term problems bring students into direct contact with Costume Collection and other primary sources such as Regional History Collection.]

453 History of Costume Spring term. Credit three hours. Limited to twenty students. Recommended: courses in history of art, cultural history, or cultural anthropology. T Th 2:30-4:25. E. Quick.

A study of relationship between costume and culture in selected periods of history from ancient times to the present. Lectures and class discussions are illustrated with slides and items from the Cornell Costume Collection. When feasible, a two-day field trip, required of all students, is arranged to New York museum collections. Students are responsible for field expenses.

455 Psychology of the Near Environment Fall term. Credit three hours. Prerequisites: DEA 150, Psych 101, and either Psych 102, HDFS 115, or an equivalent second course; recommended: a statistics course. M W F 9:05. E. Ostrander.

An exploration of the interaction of human beings and the immediate nonsocial environment. Interaction is considered in terms of basic psychological processes, including perception, learning, and motivation. Applications of psychological principles are made to consumer products such as clothing and appliances and the settings in which we live, work, and play.

456 Clothing: A Study in Human Behavior

Fall term. Credit three hours. Open to juniors, seniors, and graduate students. Prerequisites: (1) at least one introductory course in sociology and one in psychology; (2) at least one course in statistics or research methodology. M W 2:30-4:25. E. Quick.

The relationship between clothing and human behavior at the levels of the individual, group, and society in contemporary culture.

463 Product Design Fall term. Credit three hours. Prerequisite: DEA 301-302. T Th 8-11. A. Bushnell, J. Carreiro.

The development and analysis of a series of products for use in either homes or institutional settings. The emphasis of the course is on design related to materials and production methods.

465 Apparel Design V: Product Development and Presentation

Spring term. Credit three hours. Prerequisites: DEA 117, 102, and 366; recommended: Econ 102, CEPP 233, DEA 430. M W 10:10-1:25. A. Grzelak and C. Johnson. Through studio and field problems students examine the influence of manufacturing technology and cost on the designer. Projects developed to various stages of completion from sketch to finished prototype. Students are responsible for field trip expenses.

466 Interior Space Planning I

Fall term. Credit three hours. Prerequisite: DEA 301-302 or permission of instructor. T Th 8-11. R. Coppola.

Designing of interior environments with an emphasis on programming, spatial organization, materials, furnishings, and lighting. Student projects emphasize professional-level presentations of materials, drawings, and models.

467 Interior Space Planning II

Spring term. Credit three hours. Prerequisite: DEA 466 or permission of instructor. T Th 8-11. R. Coppola. Advanced exploration of a specific complex interior environment project.

477 Photo/Graphic Communication in Design

Spring term. Credit three hours. Limited to twelve students. Prerequisites: DEA 150, 301, and one additional environmental analysis technique course; or permission of instructor. M W 10:10-12:05. J. Sirlin.

The application of photographic and other graphic design processes to environmental design. Students explore studio design problems of varying scales including interior and community design, plus specific technical problems such as lighting and color. Special projection and copy equipment used to investigate local environmental design. Open to advanced design students with knowledge of photography and access to 35mm camera. Minimum cost of materials, \$30.

479 Honors Research Practicum in Design and Environmental Analysis

Fall and spring terms. Credit two to four hours. Limited to seniors in the department Honors program. Registration by permission of instructor before preregistration. Department faculty. An independent literary, laboratory, or field study.

499 Design IV Fall or spring term. Credit four hours. (Course is offered for a total of four credit hours, which may be distributed over two terms if the student desires. For instance, the student might elect to register for one credit in the fall and three credits in the spring term, or any other feasible combination, or may take all four credits in one term.) Prerequisite: DEA 301-302. Time to be arranged. Department faculty.

A senior thesis, essentially a problem-solving experience with the problem area to be selected by the student and approved by the department faculty. Most projects will be within product design or interior design. However, other interests may be pursued if the department approves the proposal and if the student can find a DEA instructor who will be responsible for the program.

600 Special Problems for Graduate Students Fall and spring terms. Credit and hours to be arranged. For graduate students recommended by their chairpersons and approved by the head of the department and instructor in charge for independent, advanced work. Department faculty.

617 Workshop in Environmental Design

Spring term. Credit four hours. S-U grades optional. Limited to fifteen students. Prerequisite: DEA 301-302, 417, or permission of instructor; recommended in 1976, DEA 317. M W 10:10-12:05. G. Coates. A problem-focused course aimed at integrating learning, research, design, and public service. Projects selected allow students to confront pressing issues in design and management of the near environment. Experiences include conceptualization, design programming and development, user preference research, environmental education, and systematic evaluation of existing settings. Minimum cost of materials, \$15.

620 Instrumental Analysis Fall term. Credit two hours. Prerequisite: organic chemistry. Th 1:25-4:25 or by arrangement. B. A. Lewis. An introduction to the theoretical and practical aspects of instrumentation including spectroscopy, chromatography, electrophoresis, and other selected techniques.

630 Physical Science in the Home Fall term. Credit two or three hours. S-U grades optional. Prerequisite: college chemistry. Three credits require laboratory attendance. Consult instructor before registering. Lecture, T Th 10:10; laboratory, W 2:30-4:25. M. Purchase. Selected principles from mechanics, electricity, heat, sound, and light are applied to household equipment. Considers chemical characteristics of soil, of surfaces to be cleaned, and of supplies used for cleaning and protecting surfaces, and the laundry process and

supplies. Gives background information in physical science for professionals working with equipment in teaching, extension, and home service as well as information essential to the environmental analyst and technically informed designer.

635 Textile Materials: Characterization and Evaluation

Spring term. Credit three hours. Prerequisite: DEA 235 or permission of instructor. Recommended: Statistics and DEA 335 or 436. M W F 10:10-12:05. (Class will meet as a group on two of these three days.) E. Peters.

A comprehensive study of special topic(s), for example, flammability or comfort, involving characterization and evaluation of textile materials and the relationships to end-use performance and consumer satisfaction.

636 Advanced Textile Chemistry Spring term. Credit four hours. Prerequisites: DEA 235 and either DEA 335 or 436. Lecture, T Th 9:05; laboratory, T Th 10:10-12:05. B. A. Lewis. A study of new developments in textile chemistry including new polymers, finishes, and dyes; biodegradability; and environmental effects on textile materials. Laboratory includes physiochemical instrumentation and techniques.

638 Textiles in the Near Environment Spring term. Credit two hours. S-U grades optional. Recommended prerequisite: college chemistry and textiles. Permission of instructor required before registering. W 2:30-4:25. M. V. White. Current readings and reviews of research on use of textiles in near environment, with emphasis on housing and interiors. Relationship of textiles to laundering processes, heat, light, soil, wear, sound control, and so on. Developments in legislation, voluntary standards, and new research on energy costs discussed. Course is designed for students in Hotel Administration, Architecture, and CEPP, as well as for DEA textile majors.

650 Person-Activity-Environment Relationships Spring term. Credit three hours. Recommended: DEA 350 and 455. Consult instructor before registering. T Th 9:05. R. Steidl. Human requirements, capabilities, and limitations are studied with reference to design and organization of consumer products, interior spaces, and work. Literature concerns ergonomic or human-factors data and the description and measurement of work and other activities. Projects coordinate with DEA 350. Field trips.

652 Research Practicum in Environmental Psychology

Spring term. Credit four hours. S-U mandatory. Permission of the instructor. M 1:25-4:25. F. Becker. This seminar is for students preparing or doing graduate level research (generally thesis

projects) in the area of environmental psychology. Discussions focus on problem definition, research design, methodology, and data analysis as applied to environmental psychology.

655 Social Psychology of the Near Environment Spring term. Credit three hours. Prerequisites: elementary psychology; and DEA 250 or 317 or 350 or 417 or 455; or permission of instructor. T Th 2:30-4:05. E. Ostrander. The impact of the near environment on our behavior as social animals. Ways our environment facilitates or hinders effective functioning, individually or in groups, considered in terms of social-psychological theory. Frameworks developed for analyzing our social behavior in varied settings in which we function. Methodological problems are considered.

660 Environmental Psychology: Perspectives and Methods Fall term. Credit one hour. Permission of instructor required. Hours to be arranged. F. Becker. Course focuses on issues central to study of person-environment relationships and the uses of evaluation research in the design process. Graduate students should register for DEA 250 concurrently with 660.

740 Design: Research and Planning Procedures Spring term. Credit three to five hours. S-U grades optional. Enrollment limited to twelve students. Lecture-discussion W 10:10-1:10; additional time to be arranged. An examination of specific methods and procedures in thesis development, writing, and presentation. Focus is on problems related to theses in Design and Environmental Analysis. Included are techniques in problem isolation and development; organizing, writing, and presenting design and research proposals. Of primary concern is development of a common language combining verbal and visual methods of planning our near environment.

899 Master's Thesis and Research Fall and spring terms. Credit and hours to be arranged. S-U grades optional. Registration with permission of the chairperson of the graduate committee and the instructor. Department graduate faculty.

Human Development and Family Studies

John P. Hill, Chairman; John Doris, Graduate Faculty Representative

The Department of Human Development and Family Studies is a major center in the nation for education, training, and research in this field. The size and combination of its programs of instruction, public service, and research provide opportunities for students to prepare for careers requiring bachelor's degrees or to

acquire the bases for additional study at the graduate level. Those whose career interests are in the areas of university teaching and research, social work, medicine, law, and clinical psychology need to pursue education at the graduate level. Others who seek positions as research technicians, mental health assistants, youth counselors, and preschool teachers are sometimes able to meet their career objectives with the bachelor's degree. Preparation for elementary teaching is not offered; the pre-school program leads to provisional certification in New York State.

Faculty advisers are assigned early in the sophomore year or as soon thereafter as an undergraduate decides to major in HDFs. Advisers are selected by the advising coordinator (Brenda Bricker) with reference to students' specific interests and with the understanding that students are free to change advisers whenever they feel the need. To effect such a change, a student simply finds a faculty member willing to serve in that capacity and notifies the advising coordinator of the change.

All students majoring in HDFs should strive for interaction with the faculty early in their academic careers. The department is large, and students need to make an effort to know and work with the faculty. Group advising and career programs have been developed to supplement the individual adviser-advisee relationship and are held throughout the year. Drop-in advising centers are scheduled for two days during each preregistration period. Each of these centers is staffed by a faculty adviser, an upperclass student majoring in the department, and the advising coordinator. These sessions have proved helpful to many students in solving curriculum problems. A peer advising group of upperclass students gives additional support to the advising program. They work closely with faculty advisers on individual and group advising and are available by phone and in person to help with students' academic questions.

The Curriculum. During their first three or four semesters, students who major in HDFs are expected to obtain a broad educational foundation on which to build their major. This foundation is usually acquired through taking a range of courses in natural and social sciences and the humanities, often in departments and academic units other than HDFs. Introductory courses in human development and family studies focus on normal, life-span development within the context of the family in modern American society. Departmental courses vary widely in type and substance. In addition to lectures and discussions, students have the opportunity for research and independent study. All students are required to observe and participate in a laboratory or field setting.

Courses are grouped loosely into six overlapping substantive areas: cognitive development, personality-social development, family, adolescence, atypical development, and early childhood education. A student majoring in the department takes at least one basic course in cognition, social and personality, and family. These courses deal with language and learning; individual social, personality, and cognitive development; the family in American society forms; and various settings for human development outside the home, particularly day care and nursery school environments. Students work toward specific vocational goals by selecting from the curriculum the courses that relate most closely to their interests. The major allows great flexibility for tailoring to individual students' plans. Study deals with people at all levels and stages of life, with special emphasis on the years from infancy through adolescence.

An intensive review of course requirements and the academic program in the department took place during 1974-75. Student members of the department's Undergraduate Affairs Committee participated in the review, and continue to represent fellow students. Other students work with advising, career programs, and orientation.

Nursery-Kindergarten Program. A limited number of students are provisionally admitted to the Nursery-Kindergarten Program at the beginning of their sophomore year. Toward the end of the second practicum in the program (HDFS 313), twenty-four students are selected for permanent program membership on the basis of their performance. In addition to meeting the requirements of the college and the HDFS major, students in this program take courses in early education methods and design of learning experiences, and each student completes a full semester's internship.

Students who satisfactorily complete the program receive provisional certification to teach at the nursery and kindergarten levels in New York State.

Graduate Study. The Department of Human Development and Family Studies offers a number of graduate programs leading to both master's and doctoral degrees. The principal areas of specialization within the department are (1) early childhood education, (2) child development, (3) cognitive development, (4) personality and social development, (5) research in childhood psychopathology, and (6) family relationships. Students seeking additional detailed information about the graduate programs in this department should write to: Graduate Faculty Representative, Department of Human Development and Family Studies, New York State College of Human Ecology, Cornell University, Ithaca, New York 14853.

111 Observation Fall and spring terms. Credit three hours. M W F 12:20. Department faculty.

Provides opportunities for observation of people and settings in which they behave in order to (a) develop observational skills, (b) increase understanding of behavior and its development, and (c) acquaint students with basic methodological concepts underlying the scientific study of behavioral development. Following an orientation period, students observe in field settings. Discussion groups accompany the observation experience.

115 Human Development: Infancy and Childhood Spring term. Credit three hours. M W F 11:15. H. Ricciuti and department faculty.

Provides a systematic analysis of the forces affecting human development from infancy through childhood. Attention is focused on the interplay of biological factors, interpersonal relationships, social structure, and cultural values in changing behavior and shaping the individual. Special emphasis is given to the social implications of existing knowledge.

116 Human Development: Adolescence and Adulthood Fall term. Credit three hours. M W F 11:15. J. Hill and department faculty.

Provides a systematic analysis of the forces affecting human development from early adolescence through late adulthood. Attention is focused on the interplay of biological factors, interpersonal relationships, social structure, and cultural values in changing behavior and shaping the individual. Familial, peer group, educational, and work contexts for development are discussed. Special emphasis is given to the social implications of existing knowledge.

141 Introduction to Expressive Materials

Spring term. Credit three hours. Enrollment limited to twenty-four freshmen and sophomore students. T Th 2:30-4:25. W. L. Brittain.

Designed to explore the means and materials suitable for creative expression for children of different ages, as well as for adults. Students are expected to acquire competence in evaluating and utilizing various media and in understanding the creative process. Experimentation in paint, clay, chalk, crayon, paper, wire, plaster, wood, and other materials.

150 The Family in Modern Society Spring term. Credit three hours. M W F 9:05. Department faculty.

Contemporary family roles and functions are considered as they are illuminated by United States history, as they change over the life cycle, and as they are influenced by the locales in which families live and the social forces that impinge on them.

240 Educational Models and Settings for Young Children Fall term. Credit two to four hours. Enrollment limited to fifty students plus students provisionally accepted for the Nursery-Kindergarten Certification Program. Prerequisite: HDFS 111 or permission of the instructor. Not open to freshmen or to students taking HDFS 242. Lecture, W 1:25-3:20; also one half-day a week for fieldwork for three credits, two half-days for four credits. *N-K students will attend lecture only; they will take HDFS 241 spring term for participation experience.* J. Strout.

Lectures and discussion on the implications for the development of children's behavior and learning of different educational settings. Practical experience in both early and middle childhood.

241 Effecting Behavioral Change in Early Childhood Settings Spring term. Credit four hours. Enrollment limited to forty students. Prerequisite: HDFS 115. W 10:10-12:05. J. Provan.

Relates development of preschool children to observable behavior in classrooms; observation and interpretation of behavior while teaching in a classroom; thorough study of theory and methods of dealing with behavior, including other cultures. Two hours of lecture and discussion, plus two mornings or afternoons of participation in nursery school, day care center, or kindergarten.

242 Participation in Groups of School-Aged Children Spring term. Credit three to four hours. Enrollment limited to thirty-five students. Not open to freshmen or to students who take HDFS 240. Prerequisite: HDFS 111 or permission of the instructor. Lecture, W 1:25-3:20; also one-half day a week for fieldwork for three credits, two half-days for four credits. J. Strout.

The focus is on the behavior and learning of children from five to twelve in different educational settings. Practical experience in elementary school classrooms.

270 Processes of Adaptation and Atypical Development Spring term. Credit three hours. Prerequisite: HDFS 115, Psych 101, or Educ 110. M W F 11:15. Department faculty. An introduction to atypical development through the study of environmental sources of stress on the growing person. Attention is focused on the processes and mechanisms of adaptation in social systems such as the family, the neighborhood, peer groups, and school as a means of understanding atypical adaptations and development.

300 Special Studies for Undergraduates Fall and spring terms. Credit and hours to be arranged. Department faculty. For special arrangement of course work necessitated because of nonequivalent training in a

previous major or previous institution. Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing the study and the head of the department, must be filed with the preregistration materials; second copy is left with the instructor. Students obtain forms from the Division of Academic Services.

302 Family and Community Health Fall and spring terms. Credit three hours. Enrollment limited to sixty students. T Th 9:05 plus additional section: Section 1, T 10:05-11:05; Section 2, Th 10:05-11:05. M. Taietz. Health concepts from world concern to individual and community responsibility for healthful living and disease prevention. Foundations of health science, mental and emotional functioning, chemical alteration of behavior, family health, personal health care, health and disease, health care in America, and world health problems. Standard First Aid and Personal Safety course included. Laboratory sections devoted to discussion and demonstration of emergency childbirth, physical needs of infant and preschool child, and performance skills in first aid. Additional six hours of arranged laboratory practice during first aid section.

315 Human Sexuality and Interpersonal Relationships Spring term. Credit three hours. Prerequisite: HDFS 115 or 116 or Psych 101 or 102. Lecture, F 1:25-3:20. Enrollment limited to eighty students. J. Doris.

To provide students with a substantial and appropriate background in the area of human sexuality within a framework of interpersonal relationships and a greater understanding of the role of human sexuality in child development and family relationships. Material presented will be drawn from the biological, medical, and behavioral disciplines supplemented by a consideration of pertinent social, historical, and ethical factors in human sexuality as they relate to the problems of physical and mental health.

317 Adolescent Development in Modern Society Fall term. Credit four hours. S-U grades optional. Not open to freshmen and first-term sophomores. Enrollment limited to 100. Prerequisite: HDFS 115 or 116 or Psych 101 or equivalent. T 2:30-4:25 and one hour discussion section to be arranged, plus a block of three or four hours available for fieldwork each week. E. Macklin.

General introduction to the adolescent phase of human development with concern for the biological, cultural, social, and psychological influences on adolescent behavior. Special attention will be given to problems of youth in modern society. Will provide a comprehensive background for students interested in further study of or work with adolescents.

318 Social Policies and the Problems of Youth

Fall term. Credit four hours. Enrollment limited to thirty students. Prerequisite: HDFS 317 or permission of instructor. T Th 2:30-4:25. D. Roy.

Analysis of factors that contribute to delinquency, drug abuse, unemployment of young people, and social policy programs designed to deal with these problems. Particular emphasis on (1) law and organization of the juvenile justice system; (2) policies, practices, and performances of institutions dealing with problems of young people; (3) use of theory and research in planning and evaluation; and (4) strategies for implementing programs and policies. Students do field research and a report on a selected issue. During required three-day field trip, students provide their own food.

319 Practicum in Working with Adolescents in Trouble

Fall term. Credit five hours. Enrollment limited to twenty-four students. Prerequisites: HDFS 317 and permission of instructor; HDFS 318 strongly recommended. T Th 10:10-12:05 plus eight hours available each week for fieldwork and related meetings. Preregistration in HDFS 319 does not assure admission. E. Macklin and D. Roy.

An advanced fieldwork opportunity for students wanting experience with adolescents whose behavior has brought them to the attention of local legal and treatment facilities. Students attend a series of weekly workshops dealing with the etiology of delinquent behavior, the juvenile justice system, probation work, and theories and methods of treatment. Field placement in local agency that works with young people.

During required three-day field trip, students provide their own food.

333 Cognitive Processes Spring term. Credit three hours. Prerequisite: HDFS 115 or equivalent. M W F 9:05. G. Suci.

A survey of theories and problems in the development of selected cognitive processes: attention, perception, mediation processes, and language.

338 The Development of Creative Thinking

Spring term. Credit three hours. Prerequisites: HDFS 115, Psych 101 or Educ 110. M W F 9:05-10:10. Enrollment limited to forty students. W. L. Brittain.

A study of various theories of creativity and a review of the research on creative behavior. Emphasis is placed on the conditions and antecedents of creative thinking.

340 Development of Preschool Methods and Materials

Fall term. Credit five hours. Open only to students provisionally accepted for the Nursery-Kindergarten Certification Program. Prerequisite: HDFS 212 or 241. Th 1:25-4:15. R. Babcock.

Students are provided with a variety of skills and techniques for facilitating the development of the preschool child. Demonstrations, discussions, and workshop experiences focus on theories of instruction, on diverse methods and materials, and on parent and community involvement. Laboratory work at the nursery and kindergarten levels for two half-days per week is correlated with class experience.

341 Curriculum Design and Early Education

Spring term. Credit four hours. Open only to students accepted as permanent members of the Nursery-Kindergarten Certification Program. Prerequisites: HDFS 212 or 241 and 340 or 313. Th 12:20-2:15. M. Potts.

Students design assessment techniques, learning experiences, and a variety of curricula for preschool children. The child development literature is reviewed for implications for early education. Based on what is known of development and learning, students are guided to create new types of programs. Laboratory experiences include microteaching situations that focus on particular learning and teaching processes; students then observe their work with children on videotape.

[344 Infant Behavior and Development

Spring term. Credit three hours. Prerequisite: HDFS 115 or equivalent. M W F 11:15-12:05. H. Ricciuti. Not offered 1975-76.

Nature and determinants of major developmental changes in infant behavior from birth to two years. Special attention directed to role of major environmental influences on perceptual-cognitive and social-emotional development and to recent attempts to modify the infants' experience in the interest of facilitating optimal psychological development. Physical growth with reference to biological influences (malnutrition and low birth weight) as they react to the social environment.]

345 Advanced Participation in Community Groups

Fall and spring terms. Credit four to six hours. S-U grades optional. Enrollment limited to fifteen students. Prerequisite: HDFS 240 or 242. W 2:30-4:25 plus approximately ten hours per week of field participation. J. Harding. In 1975-76, field placements will be in an Ithaca elementary school with an innovative program. Each student will work under the supervision of a classroom teacher. Students will have responsibility for developing projects with groups of children and for some remedial work with individual children.

[351 Family Adaptation to Environmental Stress

Credit three hours. Prerequisites: HDFS 150, Soc 100, or R Soc 110. Department faculty. Not offered in 1975-76. Consideration of stress in the ecology of the family and the nature of familial adaptation. Variations in familial coping with stress and their

determinants are considered, for example, upward social mobility, social deviance of one or more family members, and child abuse and neglect.]

[352 Contemporary Family Forms in the United States] Fall term. Credit three hours. Enrollment limited to twenty students in each section: Section 1, Th 2-4:25; Section 2, W 7:30-9:20 p.m. H. Feldman. Not offered in 1975-76.

Variations in family formation, organization, and functioning will be investigated with an emphasis on research findings about each of the family types. Family forms will range from the rural extended family to the more contemporary. The functions of each family form will be considered as they are germane to the individual, the family, and to the society. Students must complete a case study.]

353 The Family as a Context for Adult Development Spring term. Credit three hours. Prerequisites: HDFS 150, Soc 100, or R Soc 110. T Th 2:30-4. H. Feldman. Describes development within the family from late adolescence through late adulthood. Emphasizes intrafamilial experiences and relates them to external social forces (particularly occupational experiences) affecting adults and families. Stresses the ways that family settings influence adult development.

354 The Family in Cross-Cultural Perspective Fall term. Credit three hours. S-U grades optional. Prerequisites: HDFS 115 or 116, Psych 101 or Educ 110, and HDFS 150, Soc 101 or R Soc 100, or equivalent. M W F 10:10. E. Devereux.

The sociological study of the family, with particular reference to the relationships between the family and society and between the family and its individual members. Special emphasis is placed on the role of the family in child development. Extensive use will be made of cross-cultural and comparative materials.

358 Theories of Adult Interpersonal Relationships Spring term. Credit three hours. S-U grades optional. T Th 12:20-2:15. H. Feldman. Selective theories of the basic disciplines in social psychology, sociology, and psychology will be reviewed and their pertinence to understanding of the marital dyad examined. Students will generate hypotheses about these theories and test one of them through either a library or empirical paper. A notebook-journal will be kept to interrelate the concepts and to suggest practical applications. Students must complete a case study.

360 Personality Development in Childhood Fall term. Credit three hours. There will be two class groups limited to twenty students each. Prerequisites: HDFS 115 or Psych 101, plus

one other course in HDFS or psychology. T 10:10-12:05. L. Lee.

Structured independent discussion. Students read printed lectures independently and take an open-book exam on the lectures before meeting for discussion in class each week. Study of relevant theoretical approaches and empirical findings regarding the development of the child's personality. The influence of parents and other environmental factors on the child will be examined. Topics to be covered will be attachment, autonomy, identification, moral development, and social behavior.

361 The Development of Social Behavior Spring term. Credit three hours. Enrollment limited to 100 students. Prerequisite: HDFS 115 or Psych 102. M W F 10:10. J. Condry. Issues in the development of social behavior are viewed from the perspective of both theory and research. An attempt is made to apply our understanding of social behavior to practical problems in areas such as education, child-rearing, and group behavior. Likely topics include bases of social behavior in early childhood, the role of peers, the development of aggressive behavior, the development and functioning of attitude and value systems, conformity and deviation, and the function and limits of experimental research in the study of social development.

[371 Functional Disorders of Childhood] Fall term. Credit three hours. Prerequisites: HDFS 115, Psych 101, or Educ 110, and a course in personality development (270 or other). M W F 12:20. Department faculty. Not offered in 1975-76. Considers major functional disorders of childhood, ranging from transient and adjustment reactions through the psychoses, with reference to problems of development, prevention, and remediation in settings including families and schools.]

372 Intellectual Deviations in Development Fall term. Credit three hours. Prerequisites: HDFS 115, Psych 101, or Educ 110, and a personality course (270 or other). M W F 12:20. Department faculty. Considers major forms of organic and familial retardations, perceptual and motor handicaps, and learning disabilities with reference to problems of development, prevention, and remediation in settings including families and schools.

397 Experimental Child Psychology Spring term. Credit four hours. Prerequisites: one course in statistics and permission of the instructor. T Th 10:10-11:40 plus additional hours for laboratory work. L. Lee. Students will carry out empirical research projects with class discussion devoted to techniques and problems arising in the projects.

The focus will be on experimental studies of children. Intended primarily for students interested in entering graduate programs involving further research training.

400-401-402 Special Studies for Under-

graduates Fall and spring terms. Credit hours to be arranged. Department faculty.

For independent study by an individual student in advanced work not otherwise provided in the department; or for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department. Students prepare two copies of a description of the study they wish to undertake. Forms for this purpose are available from the Division of Academic Services. One form, signed by the instructor directing the study and the head of the department, must be filed with pre-registration materials or within the change-of-registration period after registration. The second copy is left with the instructor. In order to ensure review before the close of the pre-registration or change-of-registration period, early submission of the special studies form to the departmental chairperson is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

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

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

402 Supervised Fieldwork: For study that predominantly involves participation in community or classroom settings.

410 Field Study in Adolescence Fall and spring terms. Credit twelve to fifteen hours. Prerequisites: HDFS 319 and permission of the instructor. Number of students limited. Time to be arranged. E. Macklin and D. Roy. Serves as the final course in the adolescent field study sequence. Provides opportunity for a full-time placement at an agency or institution concerned with the welfare of youth. Interested students should contact instructor for more information.

437 Creative Expression and Child Growth Fall term. Credit four hours. Enrollment limited to twenty-five students. Saturday morning should be free of commitments to provide fifteen clock hours of participation with children. Not to be taken concurrently with HDFS 141. T Th 10:10-11:30. W. L. Brittain. Aimed at an appreciation and understanding of the creative process as seen in art, music, dance, and drama in relation to the development of children.

440 Internship in Preschool Teaching Fall and spring terms. Credit ten hours. To be scheduled concurrently with Professional Seminar (HDFS 441). Open only to students accepted for the Nursery-Kindergarten Certification Program. Prerequisites: HDFS 241, HDFS 340, and HDFS 341. P. Fender. Clinical internship under the guidance of University faculty and cooperating centers. Placements at the nursery and kindergarten levels: in public schools, day care centers, experimental programs, and community schools. To get opportunity to assess approaches to early education, students will intern in two diverse situations, working one-half semester in each.

441 Professional Seminar Fall and spring terms. Credit two hours. Open only to students accepted for the Nursery-Kindergarten Certification Program. To be scheduled concurrently with HDFS 440. P. Fender. Seminar in analysis of comparative approaches to early education with focus on the diverse programs experienced in the internship. Programs are looked at in the total contexts of political problems of schools and communities, parent involvement, training and supervision of staff, and administration of educational centers for young children.

444 Practicum in Understanding Family Day Care Spring term. Credit three hours. Enrollment limited to ten students. Prerequisite: permission of the instructor. T 12:20-2:15 plus one-half day fieldwork. R. Bookman. An examination of family day care in America today. Students work in a family day care home one-half day a week. Focus on student's ability to work with a family day care mother to identify problem areas and provide resources that would help alleviate those problems. Course work will include selected readings, films, role play, and student's interpretation of his or her experience in the assigned family day care home.

[450 Case Studies of Intrafamily Interaction] Spring term. Credit three hours. S-U grades optional. Enrollment limited to fifteen students. Prerequisites: HDFS 115 or 116, Psych 101 or Educ 110 and HDFS 150 (162), Soc 101, or R Soc 100. T 12:20-2:15 and a half-day of field work per week. H. Feldman. Not offered 1975-76. Emphasis on the understanding of human interactions from an intensive view. Influence of experiences with significant others, social setting variables, and social support systems will be examined as they influence the interpersonal relationships of family members. Structured and unstructured observations and interviews of cases drawn from a variety of sources including unmarried welfare clients, upper-income families, commune members,

married and divorced couples, and homosexuals. Ethical problems inherent in the case study will be discussed.]

451 Innovative Programs of Parent Intervention and Community Action Spring term. Credit three hours. Permission of the instructor required before preregistration. Enrollment limited to ten students. T 2:30-4:25. Additional laboratory and field experiences to be individually arranged. H. Bayer. Consideration of the theoretical bases and the empirical consequences of programs intended to change styles of parental behavior, whether by manipulation of individual action or of societal alternatives; parent intervention, social action.

[454 Public Policy Related to Children and Families] Fall term. Credit three hours. Enrollment limited to sixty students. Open to undergraduates and graduate students with permission of instructor. M W F 9. Not offered in 1975-76.

Will examine the relationship between children, their families, and American public policy. Issues affecting family life include: the parental role in childrearing; peer group socialization; the world of work, housing, and transportation; the relationship between childrearing and education; the role of the social network in childrearing; cultural variations in American childrearing patterns.]

[470 Field Experience in Atypical Development] Spring term. Credit three hours. Enrollment limited to ten students. Prerequisites: HDFS 270 (205), HDFS 240 or 242, and HDFS 371 or 372. M W 11:15-12:05, plus one morning or one afternoon free for participation with group of exceptional children or an individual child. Department faculty. Not offered in 1975-76.

Students will be expected to prepare a case study, library research paper, or research proposal relating to the children with whom they are working.]

499 Senior Honors Thesis Fall and spring terms. Credit hours to be arranged. S-U grades only. Registration with permission of thesis adviser. Department faculty.

Topics Courses

415 Topics in Adolescent Development.
435 Topics in Cognitive Development.
445 Topics in Early Childhood Education and Development.
455 Topics in Family Studies.
465 Topics in Social and Personality Development.
475 Topics in Atypical Development.
485 Topics in the Ecology of Human Development.

Fall and spring terms. Credit three hours. Prerequisites and enrollment limits vary with the topic being considered in any particular term. Permission of the instructor required. Days and hours to be arranged. Department faculty.

This series of courses provides an opportunity for advanced undergraduates to explore thoroughly an issue, theme, or body of research in the areas of departmental concentration. Some courses in the series are offered each year. In each course, a given topic is explored; topics vary each time the course is offered. Descriptions of each semester's topics are available at the time of preregistration. Although the courses are usually taught as seminars, from time to time a subject may lend itself to lecture, practicum, or other format.

The Graduate Program

The Graduate Field of Human Development and Family Studies has completed a reorganization of its graduate program. This does not mean the disappearance of all formerly taught subject matter from our graduate program. It does mean that such subject matter will be offered in different ways, with the addition of new material and with an increased emphasis on the development of research competence. In addition, courses and seminars will be offered on a more predictable basis than has been the case in the recent past, with consequent benefit for the student in program planning.

These courses will be taught annually.

600 Special Problems for Graduate Students Fall and spring terms. Credit and hours to be arranged. S-U grades optional. For graduate students recommended by their chairpersons and approved by the head of the department and the instructor in charge for independent, advanced work. Department faculty.

601 Research Design and Methodology

Spring term. Credit three hours. M W F 10:10. B. Koslowski.

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

[602 Research Design and Data Analysis]

Fall term. Credit three hours. Prerequisite: HDFS 601. Time to be arranged. Department

faculty. Not offered 1975-76; offered annually beginning in fall of 1976.

Students will carry out research projects designed in HDFS 601. While working with individual faculty members on these projects, the seminar will meet as a group to review and critique progress reports on each other's research. The seminar also will discuss, through appropriate literature, problems involved in data analysis, interpretation, explanation, causal imputation, and the strategies of writing up research findings in publishable form.]

603 Development in Context Fall term. Credit three hours. T Th 2:30-4:25. E. Devereux, G. Suci, and department faculty.

This seminar examines selected problems dealing with processes of human development as they take place in the actual contexts in which people live. Emphasis is placed on the interaction of processes (biological, psychological, and social) and social systems in the course of development in a variety of settings. The seminar is recommended for graduate students entering the field.

700 Practicum in Human Development and Family Studies Fall and/or spring term. Credit variable. Department faculty.

Field experiences in settings serving children and families. Will be given in conjunction with appropriate course or seminar and arranged on an individual basis by student and instructor of the associated course or seminar.

899 Master's Thesis and Research Fall and spring terms. Credit hours to be arranged. S-U grades only. Registration with permission of thesis adviser. Department graduate faculty.

999 Doctoral Thesis and Research Fall and spring terms. Credit hours to be arranged. S-U grades only. Registration with permission of thesis adviser. Department graduate faculty.

These courses will be taught every other year.

617 Adolescence Spring term. Credit three hours. T Th 2:30-4:00. J. Hill. Current issues in the theoretical and empirical literature on adolescent development.

631 Cognitive Development Fall term. Credit three hours. B. Koslowski and H. Ginsburg. Overview of cognitive development, with special emphasis on current research and theoretical issues in language, perceptual, and thought processes.

[640 Infancy Fall term. Credit three hours. Department faculty. Not offered 1975-76. Major theoretical issues and relevant empirical research on perceptual-motor, cognitive, and affective development in the first two years of life.]

[641 Early Childhood Education Fall term. Credit three hours. Department faculty. Not offered 1975-76.

In-depth study of specific issues in the theoretical and empirical literature of early childhood education.]

650 Family Spring term. Credit three hours. T Th 12:20-2:15. E. Devereux.

Focuses on the uses of sociological theories and research in the study of the family, with particular reference to the relationships between the family and society and between the family and its individual members.

660 Personality and Socialization Fall term. Credit three hours. W 1:25-4:00. J. Condry. Major issues in personality development and socialization, with special emphasis on theoretical models and empirical issues.

[670 Atypical Development Fall term. Credit three hours. Staff. Not offered 1975-76. Overview of current theories and empirical research on functional and organic disorders in childhood.]

Topical Seminars. Graduate seminars with changing topics and instructors offered irregularly, with content, times, credit, and instructors to be announced. Seminars offer concentrated study of specific theoretical and research issues.

618 Seminar in Adolescence Illustrative topics include peer relations or parent-child relationships in adolescence.

633 Seminar on Language Illustrative topics include acquisition of meaning in infancy, precursors of language in early infancy, or language development in bilingual children.

635 Seminar in Cognitive Development Illustrative topics include language development in infancy, mathematical thought in childhood, or cognitive development in the context of early childhood education.

645 Seminar on Infancy Illustrative topics include Bowlby's attachment model, the premature infant, or the use of infant test in developmental research.

646 Seminar in Early Childhood Education A process approach to learning involvement techniques and strategies for teaching cognitive development and early childhood education, problem solving, and so on.

655 Seminar in Family Studies Illustrative topics include the marital dyad, the family in poverty, or the single-parent family.

665 Seminar in Personality and Social Development Illustrative topics include socialization in infancy, peer relations, or sex role development.

675 Seminar in Atypical Development Illustrative topics include learning disabilities, therapeutic interventions in atypical development, child abuse and maltreatment, or family factors in the etiology of functional disorders.

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

690 Seminar in Ecology of Human Development Illustrative topics include the institutional setting as a determinant of behavior, the family in poverty, or the identification and measurement of ecological variables.

Division of Nutritional Sciences

Malden C. Nesheim, Director; Marjorie M. Devine, Undergraduate Curriculum Coordinator; Ruth Schwartz, Graduate Curriculum Coordinator; Mary Morrison, Division Honors Representative

The Division of Nutritional Sciences is an inter-college unit, administered jointly by the Colleges of Human Ecology and of Agriculture and Life Sciences. The division was established to coordinate and unify undergraduate teaching, graduate training, research, and extension activities related to human nutrition. Students are admitted to the undergraduate major through the College of Human Ecology. Courses in the division may be used to meet graduation requirements in both the College of Human Ecology and of Agriculture and Life Sciences.

Nutritional Sciences constitutes a broad area of study drawing from many diverse disciplines to develop an understanding of the inter-relationships among food, nutrition, and health. World and national problems vary from hunger and malnutrition to outright overnutrition. The rapid changes in society magnify existing problems and continually create new ones. The division is concerned with the generation of new knowledge through research and the translation and application of knowledge to human problems. The interests of faculty members are extremely broad and cover both social and biological dimensions of nutrition. Major areas of concern within the division are: (1) nutrition, with emphases on the physiological and biochemical aspects of nutrition and their interrelationship to human health; (2) food science, with emphases on those aspects of selection, treatment in preparation,

and preservation and storage conditions affecting the quality, acceptability, and utilization of food for humans; and (3) applied nutrition, with emphases on translation and application of knowledge from nutritional sciences, food science, and management to the nutritional well-being of individuals from all age groups and socioeconomic levels.

The division offers programs leading to the bachelor's, master's, and doctoral degrees. Graduate study in nutritional sciences is administered by the Graduate Field of Nutrition, which is responsible for graduate study in all aspects of nutrition on the Cornell campus. The breadth and depth of faculty interests make it possible for students with a wide variety of interests to be accommodated. Within the division, graduate students may concentrate in human nutrition, general nutrition, international nutrition, food, nutritional biochemistry, and food service systems.

Programs for Undergraduate Majors in the Division

The core of the undergraduate major is preparation in appropriate areas of physical and biological sciences and courses in nutritional sciences. While physical and biological sciences form the basis for study in nutritional sciences, it is equally important to apply this knowledge in meeting the needs of people. For this reason, students take courses in social and behavioral sciences relating to specific career interests. The program is designed so that a student may prepare for either a variety of first-level positions in the profession; a dietetic internship or graduate study in nutrition, food science, medicine, community nutrition; or a biological science field.

Basic course work in chemical and biological sciences and mathematics or statistics and appropriate areas of social sciences is taken by all majors. Some choice is possible among required basic sciences. This common core of basic disciplines provides the foundation for concentration in any one of the following areas of nutritional sciences. Students may elect to concentrate their professional courses in *nutrition*, or *food*, or *community nutrition*.

The nutrition option builds on the basic science core to give a solid foundation in theoretical and some applied aspects of nutrition. There is strong emphasis on laboratory work both in basic sciences and nutrition. This option is designed for students who are highly motivated in the biological sciences and who wish to enter careers in nutrition research, nutrition service professions, or medical sciences.

The food option provides students with a background in basic and applied sciences to aid

in the understanding of the composition and treatment of food that affect its quality, acceptability, and use. Students completing this option may enter graduate programs related to the science of food or nutrition; or they may enter beginning-level positions in research in government laboratories, or in food testing, product development, quality control, and educational programs in industry or industry-supported organizations.

The community nutrition option provides a strong background in basic and nutritional sciences that, in combination with carefully selected courses in the social sciences enables the professional nutritionist to help people translate knowledge about nutrition and food into practice. This option is designed for students whose interests are directed toward public service professions. Students may continue study in graduate school or enter beginning level positions in extension teaching, community nutrition programs, food regulatory agencies, or government and business informational services.

By appropriate selection of electives, students wishing to specialize in **dietetics** may meet the academic requirements of the American Dietetic Association (ADA). These are similar but not identical to the major requirements. The nutritional sciences major may also be combined with other majors in the college.

Details of the requirements for the major, various concentrations, and ADA requirements may be obtained from the division's Undergraduate Office, 335 Van Rensselaer Hall, or from the Division of Academic Services, New York State College of Human Ecology, N-101 Van Rensselaer Hall.

Students majoring in the division should consult with a division faculty member about concentrations and selection of courses for particular career interests. In general, for specific career goals, more work will be necessary in the sciences or division courses than the minimum listed for a major.

An Honors Program is offered by the division leading to a B.S. degree with Honors in Nutritional Sciences. Students in the Honors program are given the opportunity to do independent study. Criteria for selection of students include scholastic achievement in the sciences and professional courses, cumulative grade point average, and motivation for independent study. Decisions on admission to the program are made by a faculty committee near the end of the spring semester of the sophomore year. Other students, including students transferring into the division major at the junior level, will be considered for admission upon written request. The deadline for entry into the program is the beginning of the second

semester of the junior year. A description of the program can be obtained from the division's Undergraduate Office or from the division's Honors representative.

Courses Recommended for Nonmajors. Courses are open to all students of the University. For nonmajors, nutritional science courses strengthen preparation for careers in biological sciences, medicine, agriculture, and food science, as well as those related to human services such as education and social service. Introductory courses in nutrition (NS 115) and food (NS 146) are available to the nonmajor as well as special interest courses (NS 222, NS 325). Students with college courses in chemistry, biological sciences, and nutritional sciences may elect advanced courses such as NS 231, 246, 431, and 446. Graduate students in other fields who want basic work in nutrition should consult with a faculty member for appropriate courses.

Research or teaching assistantships and fellowships are available to qualified graduate students. Students who want detailed information about graduate programs in the division should write to Chairperson, Graduate Admission Committee, Division of Nutritional Sciences, Cornell University, Ithaca, New York 14853.

115 Ecology of Human Nutrition and Food

Fall and spring terms. Credit three hours. S-U grades optional. Concurrent registration in NS 146 is recommended. M W F 1:25. M. Devine. An introduction to the field of human nutrition and food focused on the mutual relationships between man and his biological and physical environment. Includes study of human nutritional needs; problems encountered in providing food to meet nutritional needs; relationships among man's physiological needs, his socio-cultural system, his food, and the significance of these relationships to the attainment of health.

146 Introductory Foods

Fall and spring terms. Credit three hours. S-U grades optional. Prerequisite or concurrent registration in NS 115. Lecture, M 10:10; laboratories, W F 10:10-12:05, T Th 10:10-12:05 (two sections) or 2:30-4:25. M. Pimentel. Criteria for evaluating man's practice of the science of food and nutrition. Laboratory includes an introduction to the physiochemical properties of food and the relationship of these properties to preparation techniques and food quality. Some meal preparation, focused on man's nutritional needs and the management of money and time, is included.

222 Maternal and Child Nutrition

Fall term. Credit three hours. S-U grades optional. Pre-

requisites: NS 115 and a college biology course. M W F 12:20. K. Clancy.

Involves a study of the nutritional requirements in pregnancy, lactation, and growth through adolescence. Topics include the relationship between maternal diet and pregnancy outcome; analysis of different methods of infant feeding; nutritional status of pregnant women, children and adolescents in the United States; and the interrelationships between nutrition and mental development.

231 Physiological Bases of Human Nutrition

Fall term. Credit three hours. S-U grades optional. Prerequisites: NS 115, Chem 103-104 or equivalent, and BioS 101-103. Course not open to freshmen. M W F 9:05. J. Bowering. Nutritional needs of humans throughout the life cycle. Emphasis placed on organ system function and physiological processes as they relate to human nutrition.

232 Laboratory in Nutrition Fall and spring terms. Credit one hour. Enrollment limited to eighteen in each section. Prerequisite or concurrent registration in NS 231. Fall, M 1:25-4:25 or T 1:25-4:25; spring, T 1:25-4:25 or Th 1:25-4:25. J. Bowering.

An introduction to principles and procedures used in nutritional assessment. Emphasis is on human nutrition although principles may be illustrated with small animal experiments. Includes analysis of biological materials, determination of body composition and energy expenditure, food analysis, and dietary assessment.

246 Introduction to Physicochemical Aspects of Food

Fall and spring terms. Credit four hours. S-U grades optional. Prerequisites: NS 146 and a college course in organic chemistry or biochemistry. Lecture, T Th 9:05; laboratory, T Th 10:10-12:35 or M W 2:00-4:25. E. Hester. A study of (a) the colligative properties of solutions; (b) colloidal systems—sols, gels, foams, and emulsions; (c) physical and chemical properties of the major groups of foods, the effect of basic methods of food preparation and preservation on these properties, and their relation to food quality (especially color, flavor, and texture). Laboratory experience in comparative cookery provides an introduction to the experimental study of food and illustrates the functions of ingredients and effect of treatment on food quality.

300 Special Studies for Undergraduates

Fall and spring terms. Division faculty. Credit and hours to be arranged. For special arrangement of course work necessitated because of nonequivalent training in a previous major or previous institution. Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing the study and the

head of the division, must be filed with pre-registration materials. The second copy is left with the instructor. Students should obtain forms from the Division of Academic Services.

302 Orientation of Field Study in Extension

Fall term. Credit two hours. S-U grades only. Enrollment limited to five. Prerequisites: NS 231 and permission of the instructor. F 1:25-4:25. R. Klippstein.

Participants will work with extension faculty preparing a program suitable for use by county Cooperative Extension agents. Experiences will include inspection of a field site, need assessment, project determination, resource development, and trial teaching at the chosen site.

325 A Sociological Approach to Food and Nutrition

Spring term. Credit three hours. S-U grades optional. Prerequisites: NS 115 and a college course in anthropology or sociology. M W F 12:20. D. Sanjur.

A study of sociological and cultural variables influencing human behavior in relation to food. Emphasis on recent national and international food habits research and the implications of this knowledge in designing and implementing effective nutrition action programs.

378 Management Principles in Food Service Operations

Spring term. Credit three hours. S-U grades optional. Prerequisites: NS 246 and AgEc 220 or NCE (BPA) 540 or equivalent or by permission of instructor. T Th 12:20-2:15. D. Treadwell.

Application of management principles to food service operations involved in production, distribution, and service of quality food in quantity; includes layout, design, and food cost control. Field trips: estimated cost, \$5.

398 Honors in Nutritional Sciences

Fall term. Credit one hour. Open only to students admitted to the Division Honors Program. Th 9:05. Division faculty.

Utilization of abstracting journals. Information presentation and discussion of current topics in food and nutrition in which all members participate. Written reports on topics discussed may be requested.

400-401-402 Special Studies for Undergraduates

Fall and spring terms. Credit hours to be arranged. Division faculty. For independent study by an individual student in advanced work not otherwise provided in the division; or for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the division. Students prepare two copies of a description of the study they wish to undertake. Forms for this purpose are available from the Division of Academic Services. One form, signed by the instructor directing the study and the

undergraduate curriculum coordinator of the division, must be filed with preregistration materials, or within the change-of-registration period after registration. The second copy is left with the instructor. In order to ensure review before the close of the preregistration or change-of-registration period, early submission of the special studies form to the undergraduate curriculum coordinator is necessary.

Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

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

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

402 Supervised Fieldwork: For study that predominantly involves participation in community or classroom settings.

431 Human Nutrition Spring term. Credit three hours. S-U grades optional. Prerequisites: NS 231, BioS 431 or equivalent. M W F 10:10. L. Wright.

The biochemistry of human nutrition will be covered in the context of physiological systems. Emphasis will be on interrelationships among nutrients in metabolism, effect of diet on biochemical and physiological processes, and environmental factors that may alter nutrient requirements.

441 Nutrition and Disease Fall term. Credit three hours. S-U grades optional. Prerequisites: NS 431 and a physiology course. M W F 9:05. J. Rivers.

Study of the physiological and biochemical anomalies in certain diseases and the principles underlying nutritional therapy. Independent survey of the technical literature in this field.

445 Community Nutrition and Health Spring term. Credit three hours. S-U grades optional. Prerequisite: NS 431; beginning course in sociology recommended. Lecture, M F 1:25; discussion, W 1:25-4:25. K. Clancy. Study of biochemical, environmental, and political dimensions of human nutrition and health problems; applications of concepts of food and nutrition to the improvement of health status; and evaluation of federal, state, and community programs focused on improving nutrition status. Estimated cost of field trips \$5.

446 Physiochemical Aspects of Food Fall term. Credit three hours. S-U grades optional. Prerequisite: NS 246 and a college course in biochemistry, which may be taken concurrently. M W F 9:05. G. Armbruster.

The relation to food quality of (a) rheological properties of food systems, (b) oxidation and reduction reactions, and (c) enzymatic and nonenzymatic browning. Physical and chemical factors accounting for the color, flavor and texture of natural and processed foods.

447 Physiochemical Aspects of Food, Laboratory Fall term. Credit one hour. S-U grades optional. Enrollment limited to sixteen. Prerequisite or concurrent: NS 446. T 1:25-4:25. G. Armbruster.

Laboratory experiments designed to illustrate the effect of varying ingredients and treatment on the quality characteristics of food products. Objective testing methods are used to determine food quality characteristics.

448 Physiochemical Aspects of Food, Laboratory Fall term. Credit one hour. S-U grades optional. Enrollment limited to sixteen. Prerequisite or concurrent: NS 446. Th 1:25-4:25. G. Armbruster.

Laboratory experiments designed to illustrate (a) the physiochemical behavior of colloidal systems, (b) chemical reactions of some food components, and (c) effects of temperature, pH, moisture, inorganic salts, and enzymes on physiochemical changes in natural foods, food components, and food mixtures.

456 Experimental Foods Methods Spring term. Credit three hours. Enrollment limited to sixteen. Prerequisites: NS 446 and NS 448; a course in statistics is desirable but not required. Laboratory, T Th 1:25-4:25. G. Armbruster.

Application of the scientific method in the design and performance of experimental food problems and in the interpretation and evaluation of results. Evaluation of the use of instruments, chemical, and sensory methods in the measurement of food properties. Independent laboratory problems.

498 Honors in Nutritional Sciences Spring term. Credit one hour. Open only to students admitted to the Division Honors Program. Th 9:05. Division faculty. Coordinated by chairperson of the Honors Committee. Research design. Delineation of Honor's research problem planned individually in consultation with the faculty adviser. Students may register for 499 concurrently.

499 Honors Problem Fall and spring terms. Open only to students in the Division Honors Program. Hours to be arranged. Division faculty. An independent literature, laboratory, or field investigation. The work should be spread over two semesters.

600 Special Problems for Graduate Students Fall and spring terms. Credit and hours to be arranged. For graduate students recom-

62 Division of Nutritional Sciences

mended by their chairperson and approved by the instructor in charge for independent, advanced work. Experience in research laboratories in the division may be arranged. Division faculty.

601-604 Advanced Nutrition Series A series of nutrition courses offered jointly by the Division of Nutritional Sciences and the Departments of Animal and Poultry Science. Prerequisites: courses in nutrition, physiology, and biochemistry to include intermediary metabolism, or with permission of instructor.

601 Proteins and Amino Acids Fall term. Credit two hours. W F 11:15. M. Morrison.

602 Lipids Fall term. Credit two hours. Th 11:15. A. Bensadoun.

603 Nutritional Energetics Spring term. Credit two hours. Register in An S 503. M W 10:10. J. T. Reid.

604 Minerals and Vitamins Spring term. Credit two hours. Register in An S 504. T Th 11:15. M. Scott.

606 Carbohydrate Chemistry Spring term. Credit two hours. S-U grades optional. Prerequisite: organic chemistry; biochemistry recommended. W F 11:15. B. Lewis. The chemistry and physicochemical properties of carbohydrates, including sugars, polysaccharides, and their complexes with lipids, proteins, and other food components. The functional role of the carbohydrates in food systems and their nutritional implications will be discussed as well as applications of carbohydrates in food processing.

[614 Readings in Nutrition Spring term. Credit two hours. Prerequisite: NS 431 or permission of instructor. T Th 9:05. J. Bowering. Not offered in 1975-76. Critical review of literature on selected topics in the field of nutrition. Emphasis on human nutrition. May be repeated for credit with permission of the instructor.]

616 Readings in Food Fall term. Credit two hours. Prerequisite: NS 446 or permission of instructor. F 11:15 or time may be arranged. N. Mondy. Critical review of selected topics in the current literature. Emphasis on experimental data and basic scientific principles underlying modern theory and practice relative to food quality. May be repeated for credit with permission of instructor.

619 Field of Nutrition Seminar (Also AnS 619) Fall and spring terms. No credit. M 4:30. Lectures on current research in nutrition presented by visitors and faculty.

620-621 General Nutrition Fall and spring terms. Credit four hours. Prerequisites: Biochem 431 and NS 431 or equivalent course; previous course work in physiology desirable. M W Th F 8. D. A. Roe and division faculty. The major aim of the course is to develop an understanding of nutrition based on knowledge of biochemical and physiological processes and functions of specific nutrients in meeting nutritional requirements. Current nutritional research will be discussed.

624 Research Methods in Human Metabolic Studies Spring term. Credit three hours. Prerequisites: NS 431 or equivalent, laboratory experience in biochemistry or quantitative analysis, and permission of instructor. Lecture and laboratory, M W 1:25-4:25. R. Schwartz and division faculty. Principles of human metabolic research, experimental design of human studies, dietary considerations, methods of collecting and analyzing biological material, and evaluation. Laboratory will include planning and management of a metabolic study; collection and the appropriate analyses of blood, urine, and feces.

625 Seminar in a Sociological Approach to Food and Nutrition Spring term. Credit three hours. S-U grades optional. Enrollment limited to graduate students. M W F 12:20 and additional discussion to be arranged. D. Sanjur. The seminar utilizes the lectures of NS 325 as a basis for critical review of selected topics in the current literature. Emphasis will be given to the development of a research proposal utilizing sociological conceptual frameworks, methods, and techniques as applied to nutritional data.

626 Special Topics in Food Spring term. Credit two hours. W F 8. G. Armbruster, E. Hester, B. Lewis. Current research related to food will be reviewed in the context of basic principles and their application to the quality of food.

627 Special Topics in Food Spring term. Credit one hour. Time to be arranged. N. Mondy.

[645 Food Supply and Human Nutrition Spring term. Credit two hours. S-U grades optional. Time to be arranged. Division faculty. Not offered in 1975-76. Compilation of the scientific literature on selected topics dealing with the nutritional implications of changes in man's foods. Evaluation of the literature relative to answering practical questions raised by the lay public and of the research needed to answer such questions.]

646 Seminar in Physicochemical Aspects of Food Spring term. Credit three hours. S-U grades optional. Prerequisite: a college course

in organic chemistry or biochemistry. T Th 9:05 with an additional discussion period to be arranged. E. Hester.

An introduction to physiochemical aspects of food for graduate students who have had limited or no work in this area. The seminar utilizes the lectures of NS 246 as a basis for supplementary readings and critical reviews of research on selected topics.

650 Clinical and Public Health Nutrition

Spring term. Credit three hours. Prerequisites: a course in nutrition, in physiology, and in biochemistry. Registration by permission of the instructor. For graduate students only. Lectures to be arranged. D. Roe. Designed to familiarize the student with some of the applications of nutrition to clinical and public health problems.

651 Nutrition and the Chemical Environment

Fall term. Credit three hours. M W F 11:15. D. Roe.

The course discusses the relationship between nutrition and the effects of foreign chemicals. Students are offered an overall view of compounds to which we are exposed, including natural food toxicants, food additives, water pollutants, pesticide residues, and radioactive wastes as well as medications and illegal drugs. A factual and scientific background will be developed so that students can interpret information and misinformation circulated in the news media.

660 Special Topics in Nutrition Throughout the year. Maximum of three credit hours each term. Registration by permission of the instructor. Division faculty.

Designed for the student who wishes to become well informed in any specific topic he or she selects that is related directly or indirectly to nutrition. The course may include individual tutorial study, experience in research laboratories, a lecture series on a special topic selected by a professor or a group of students, and/or selected lectures of a course already offered. Topics can be changed so that the course may be repeated for credit. The Admissions Counseling Committee must give approval for Advanced Nutrition Credit.

[668 Special Topics in Dietetics] Fall term. Credit two hours. Registration with permission of instructor. May be repeated for credit with permission of instructor. T 11:15-1:10. Field trips: estimated cost, \$10. Not offered in 1975-76.

680 International Nutrition Problems, Policy, and Programs Fall term. Credit three hours. Registration by permission. T Th 11:15-12:30. M. Latham.

The course is designed for graduate students who wish to learn about the important nutritional problems of developing countries. The major forms of malnutrition related to poverty and their underlying causes will be discussed. Emphasis will be placed on programs and policies that can assist poor countries and communities to improve their nutritional and health status.

690 Seminar in Nutrition and Behavior

Spring term. Credit three hours. Registration by permission. Time to be arranged. D. A. Levitsky.

Selected topics in the area of nutrition and behavior are discussed. Such topics include the effect of diet on the developing brain and its effect on behavior, physiological basis of feeding and drinking behavior, and control of obesity. Students should have at least one course in psychology, physiology, and nutrition.

695 Seminar in International Nutrition and Development Policy

Spring term. Credit two hours. S-U option. Prerequisite: NS 680 or equivalent. Time to be arranged. M. Latham and faculty.

The seminar is designed to allow the student to consider the role of nutrition in national development. The emphasis will be on the interdisciplinary nature of the programs and policies needed to solve the food and nutrition problems of low-income countries and communities. The planning of programs and the evaluation of alternate strategies designed to improve nutrition will be discussed using examples from particular countries.

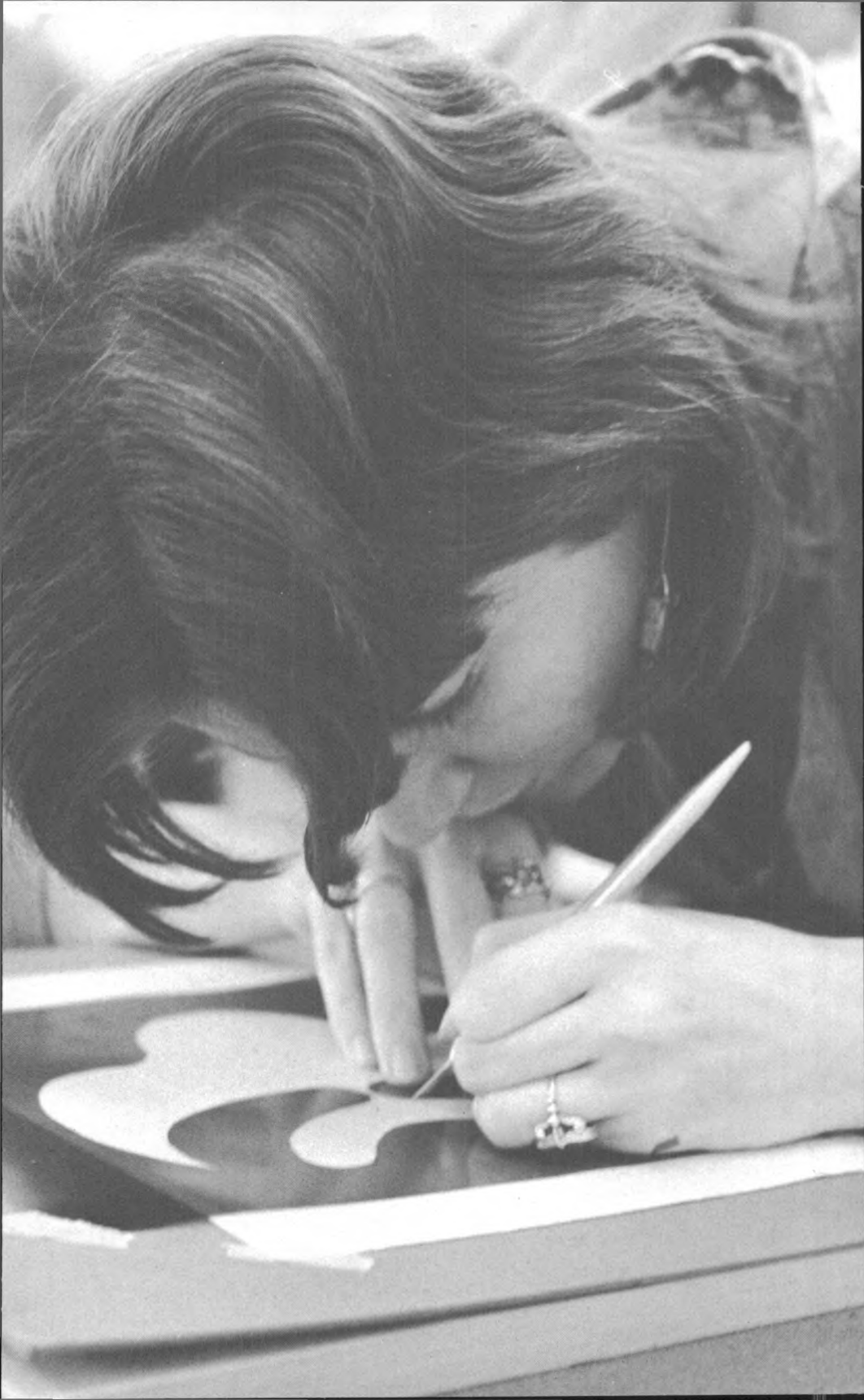
[699 Special Topics in International Nutrition]

Fall term. Credit two hours. S-U grades optional. Not offered in 1975-76.

703 Seminar in Nutritional Science Fall and spring terms. Credit one hour per term. Time to be arranged. M. Morrison and division faculty.

899 Master's Thesis and Research Fall and spring terms. Credit and hours to be arranged. S-U grades optional. Registration with permission of the chairperson of the graduate committee and the instructor. Division graduate faculty.

999 Doctoral Thesis and Research Fall and spring terms. Credit and hours to be arranged. S-U grades optional. Registration with permission of the chairperson of the graduate committee and the instructor. Division graduate faculty.



Academic 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 twelve credits with letter grades other than S or U and have received an average of 3.5 or higher for the semester. No student who has received an F or U in an academic course will be eligible.

Degree with Distinction. The Degree with Distinction recognizes outstanding scholastic achievement and is conferred on those seniors whose academic standing at the end of seven semesters is in the top 5 percent of the graduating class. The graduating class includes those students who will complete requirements for the degree of Bachelor of Science in December, May, or August of the same calendar year.

Transfer students, to be eligible for consideration, must have completed forty-five credit hours of work at Cornell. In determining the academic standing of a transfer student, previous work taken at another institution is included in the computation of the student's academic average.

The names of those seniors who meet these requirements are presented to the faculty of the College for approval.

Degree with Honors. The degree with honors recognizes outstanding scholastic achievement in an academic field. Programs leading to a degree with honors are offered to selected students by the Departments of Design and Environmental Analysis, Human Development and Family Studies, and the Division of Nutritional Sciences. Information about admission to the programs and their requirements may be obtained from the departments or from the Division of Academic Services.

Omicron Nu. As a national honor society in the New York State College of Human Ecology, Omicron Nu serves to stimulate and encourage scholarly inquiry and action on significant problems of living, at home and in the community. These activities are focused on the unique objectives of Omicron Nu: to promote graduate study and research and to stimulate scholarship and leadership toward the well-being of individuals and families throughout the world.

Students are eligible for membership upon attaining junior status if they have a cumulative average of not less than B. Transfer students are eligible after completing one year in this institution with a B average. Not more than 10 percent of the junior class may be elected

to membership, and not more than 20 percent of the senior class may be elected. Graduate students nominated by faculty members may be elected.

Special Programs and Activities

Certain areas of professional preparation may include the meeting of requirements of professional agencies; in others, the college maintains cooperative relationships with outside institutions and agencies with related interests. These special programs are described below.

Teaching Home Economics

Certification to teach home economics in the schools of New York State may be earned by completing the appropriate program in the Department of Community Service Education.

Students are eligible for provisional certification and may seek teaching positions immediately. If they expect to continue in the profession, they must complete thirty credits of work beyond the bachelor's degree (master's degree study or nondegree study) to obtain permanent certification. The provisional certificate is valid for five years after graduation.

Students may choose to major in a subject area at the undergraduate level and to complete the teacher education program in home economics while enrolled in the Graduate School. The Master of Arts in Teaching degree is designed especially for these students. They may earn both the M.A.T. degree and permanent certification before entering the teaching profession. Information about this program is available from the community service education faculty.

It is not unusual for alumni of the college to decide to enter the teaching profession some time after graduation. Students who anticipate careers in teaching at a later date can profit from some advanced planning and from conferring with faculty members in the Department of Community Service Education, even though they have no immediate concern for certification.

Undergraduate Social Work Option

The Department of Community Service Education offers a curriculum in social work that prepares students for entry level employment in social and human service agencies, in community and program development positions, and for graduate study in social work.

While the University does not at this time offer the Master's in Social Work degree (M.S.W.), students will find that this option prepares them for the many jobs that do not require the

master's degree. For those who go on to graduate study in social work, this option may enable them to shorten their period of graduate study or to enroll in more advanced work at the graduate level. This option requires, in addition to special courses, two days a week of supervised fieldwork for two semesters.

Social Services

The Department of Community Service Education prepares undergraduate students for positions in social services through a new program that provides a guided series of learning experiences in the theory and practice of social work. Further information may be obtained from faculty in the department.

Teaching in Nursery Schools and Kindergarten

The college does not offer certification in early childhood or elementary education.

Administrative Dietetics

By appropriate selection of electives, students wishing to specialize in dietetics may meet the academic requirements of the American Dietetic Association (ADA). These are similar but not identical to the major requirements in the Division of Nutritional Sciences. Details of the ADA requirements may be obtained from the division's Undergraduate Office (335 Van Rensselaer Hall) or from the Division of Academic Services, New York State College of Human Ecology, N-101 Van Rensselaer Hall.

The Merrill-Palmer Institute of Human Development and Family Life

The college is affiliated with the Merrill-Palmer Institute in Detroit, a private institution with a program centering on human development and human relations. Along with attendance in classes, students observe and participate in situations involving an individual and his relationships to his family and his community. The Institute's emphasis on the "total" person and the entire life experience—from conception to old age—gives undergraduate and graduate students a unique opportunity to supplement their college curricula.

Students interested in various phases of child development, parent education, social service work, nutrition, extension, secondary school, or other teaching may apply to the Institute. Application blanks may be obtained from the Office of Career Planning and Placement.

A limited number of fellowships for graduate study are available each year at the Institute. Students interested in these should consult the Merrill-Palmer catalog. Merrill-Palmer graduate credits may be counted toward the doctoral degree at Cornell under certain con-

ditions. Students interested in the graduate program should consult the faculty representative in the Department of Human Development and Family Studies.

International Studies

Study in any of the departments in the college may be combined with an interest in international or intercultural affairs. In some cases, there are specific courses in the college relating to international applications. Electives may be used to broaden knowledge of a given culture (for example, Latin American history).

Africana Studies and Research Center

Courses taken in the Africana Studies and Research Center may be used toward meeting some of the distribution requirements of the college. A list of courses in Africana Studies that have been approved either to meet distribution requirements or as electives is available in the Division of Academic Services and in the Records and Scheduling Office. Courses in Africana Studies taken as electives count as endowed-college electives.

Human Affairs Program, Center for International Studies, and Women's Studies

A list of courses offered by the Human Affairs Program, the Center for International Studies, and Women's Studies that have been approved by the faculty of the College of Human Ecology for credit is posted on the bulletin board outside the Records and Scheduling Office. Other courses offered in these special programs may not be taken for credit unless permission is obtained through petition to the assistant dean of the college.

Scholarships and Educational Grants

Home Bureau Scholarships and Educational Grants

The income from thirteen funds established by the New York State Federation of Home Bureaus, Inc., provides a number of scholarships and educational grants annually. The Martha Van Rensselaer, the Flora Rose, and the Ruby Green Smith funds provide scholarships. All the other Home Bureau funds may be used to award either scholarships or educational grants. A quality point cumulative average of 2.85 or better is required for the award of a scholarship, though this is not necessary for a grant.

All Home Bureau scholarships and grants are open to sophomores, juniors, and seniors.

Recipients must be residents of organized Home Bureau counties.

The Home Bureau funds were established as a result of dime contributions from members of the Home Bureaus throughout the counties of upstate New York and Long Island.

Awarded as Scholarships

The New York State Federation of Home Bureaus, Inc., Scholarship in Honor of Martha Van Rensselaer was established in 1932. Miss Van Rensselaer, first director of home economics at Cornell, was a moving spirit in organizing the Federation, a pioneer in the development of extension work, and a key person in the establishment of home economics at the college level. In 1923 she was chosen as one of the twelve greatest women in the United States by a committee appointed by the League of Women Voters. The 1975-76 award is at least \$600.

The New York State Federation of Home Bureaus, Inc., Scholarship in Honor of Flora Rose was established in 1939. With Miss Van Rensselaer, Miss Rose was codirector of home economics through its development into a college. After Miss Van Rensselaer's death, Miss Rose was director of the college until her retirement in 1940. The amount is at least \$600.

The New York State Federation of Home Bureaus, Inc., Scholarship in Honor of Ruby Green Smith was established in 1935. Mrs. Smith, a former state leader of Home Demonstration Agents (1932-42) and a counselor for the Federation, was the author of the Home Bureau Creed and the International Creed of Associated Country Women of the World. The amount is at least \$600.

Awarded as Scholarships or Educational Grants

New York State Federation of Home Bureaus, Inc., Award in Honor of Carrie Gardner Brigden, first president of the Federation, was established in 1923. The amount is at least \$700.

New York State Federation of Home Bureaus, Inc., Award in Honor of Nettie M. Roods, former treasurer of the Federation and chairman of its scholarships committee for many years, was established in 1943 and first given in 1945-46. The amount is at least \$600.

New York State Federation of Home Bureaus, Inc., Award in Honor of Anna Gage Putnam, member of the first Board of Directors and secretary of the Federation for seven years, was established in 1945. The amount is at least \$600.

New York State Federation of Home Bureaus, Inc., Award in Honor of Martha H. Eddy, former president of the New York State Federation of Home Bureaus, was established in 1946. She was one of the college counselors of the Federation. The amount is at least \$600.

New York State Federation of Home Bureaus, Inc., Award in Honor of Ann Phillips Duncan, one of the first home demonstration agents in the state, was established in 1940. Mrs. Duncan was one of the organizers of the State Federation of Home Demonstration Agents and served on the State Fair Commission. The amount is at least \$600.

New York State Federation of Home Bureaus, Inc., Award in Honor of Elizabeth MacDonald, a former president of the New York State Federation of Home Bureaus, was established in 1947. Mrs. MacDonald was for ten years director of the Associate Women of the American Farm Bureau Federation. The amount is at least \$600.

New York State Federation of Home Bureaus, Inc., Award in Honor of Eliza Keates Young, third president of the New York State Federation of Home Bureaus, was established in 1948. Mrs. Young was for many years a member of the Legislative Forum Committee. Her efforts in Albany helped to obtain state funds for the building of Martha Van Rensselaer Hall. Mrs. Young also was prominent in work with the Associated Country Women of the World. The amount is at least \$600.

New York State Federation of Home Bureaus, Inc., Award in Honor of Cora L. Tyler, sixth president of the Federation, was established in 1949. The amount is at least \$600.

Human Ecology Alumni Association Scholarships

The Human Ecology Alumni Martha Van Rensselaer Scholarships are given in honor of Martha Van Rensselaer, the first director of home economics at Cornell. The fund was established by the Alumni Association of the college in 1941. The fund was doubled in 1960 through a bequest of Flora Rose who was codirector of the college with Martha Van Rensselaer and later director. Awards are made to sophomores, juniors, or seniors who are outstanding students.

The Human Ecology Alumni Elizabeth Lee Vincent Scholarship was established in 1953 by the Alumni Association of the college in honor of Dean Vincent on her retirement from the college. The \$400 award is made to an entering freshman.

The Helen G. Canoyer Scholarship was established in 1968 by the Alumni Association of the college in honor of Dean Canoyer at her retirement from the college. The award is made annually to a junior or senior student in the New York State College of Human Ecology.

Other Scholarships

American Agriculturist Foundation Scholarships. Two scholarships of \$300 each are funded by the American Agriculturist Foundation, Inc., to be awarded to undergraduate students, especially those from families directly involved in farm industry. Priority will be given to those students transferring from two-year colleges to the New York State College of Human Ecology.

Serby-Gildea Scholarships. Two scholarships were established in 1966 by the Gildea Foundation at the request of Mr. and Mrs. (Gertrude Serby, '52) Ray Y. Gildea, Jr., '48. The scholarships are administered by the Alumni Association and are available annually to one graduate and one undergraduate student, either American or foreign, who meet the scholarship standards of the College Awards Committee. Each award is \$500.

The Suffolk Home Economics Extension Award was made possible by the voluntary contributions of Cooperative Extension members in Suffolk County. It may be given as either a scholarship or as an educational grant. Any New York State junior or senior planning a career in teaching or Cooperative Extension may apply. Preference is given to students from Suffolk County provided their qualifications compare favorably with those of other applicants. The amount is \$500.

The Robert M. Adams 4-H Memorial Scholarship was established in memory of Professor Adams by the 4-H Clubs of New York State in 1938. The scholarship yields approximately \$150 a year. Students who are state residents are eligible to apply after their first year in college, and those who have been 4-H Club members are given first consideration.

The Eastern Milk Producers Scholarships. Two scholarships of \$250 each were established in January 1960 by the Eastern Milk Producers Cooperative Association, Inc., to be awarded either to freshmen or upperclassmen. Entering freshmen are eligible to apply for the scholarships provided that they rank in the upper two-fifths of their high school graduating class. Financial need, evidence of outstanding character, and leadership ability are considered in making the awards. Preference is given to daughters of members of the Eastern Milk Producers Cooperative Association. A freshman applicant who is the

daughter of a member of the Eastern Milk Producers Cooperative Association should note this on the scholarship application.

The Grace Schermerhorn Scholarship was established in 1926 by the Association of Home-making Teachers of the New York City Elementary and High Schools in memory of Grace Schermerhorn, a former director of Home Economics there. It is awarded to a student from the New York City schools who has been accepted for admission to the New York State College of Human Ecology. To be eligible to apply, a student must be outstanding in scholarship and character, must indicate a desire to teach home economics in the New York City schools, and must be suggested by the teachers and chairperson of home economics in the student's particular high school to the scholarship chairperson of the Association of Home Economics Teachers of New York City. In case there is not such a freshman accepted by the New York State College of Human Ecology, a senior may apply if the student definitely will teach in the New York City schools. The Scholarship Committee and the Executive Board of the Association make the final choice in the selection of a candidate. The amount is approximately \$350.

The Danforth Leadership Training Scholarship has been awarded annually since 1941-42 to an outstanding freshman in the college. It provides two weeks of leadership training with free tuition and expenses at the American Youth Foundation Camp on Lake Michigan.

The Helen H. Shedrick Scholarship was established in 1967 at the bequest of Howard H. Shedrick. This scholarship aid is for deserving and needy women students in this college. Preference is first given to students from the village of Williamsville; second, to students from the county of Erie; third, to students from the state of New York. The amount is approximately \$800.

The Kurtz-McCormic Memorial Scholarship was established by the Student-Faculty Committee in the New York State College of Home Economics in 1967 in memory of Carol I. Kurtz and Anne C. McCormic, two students in the College of Home Economics who lost their lives in a fire at the Cornell Residential Club, April 5, 1967. The scholarship is to be awarded annually to one junior or senior student in the New York State College of Human Ecology and the amount is approximately \$400.

The Ernestine Becker McCollum Scholarship was established in 1964 at the bequest of Elmer Verner McCollum. The scholarship is awarded to an undergraduate woman student

in any of the departments of the New York State College of Human Ecology. The recipient is selected on the basis of scholarship and high character, and the amount of the award depends upon demonstrated financial need. The amount available is approximately \$700.

The Alma Hipwood Keenan Fund was established in July 1971 by John J. Keenan in memory of his wife, Alma Hipwood Keenan, Class of 1934. Interest from the fund is to be awarded in the form of a scholarship or educational grant to undergraduate students in the college. The grant is administered through the Committee on Undergraduate Awards.

The Fleischmann Scholarship is awarded to an incoming junior or senior who shows the greatest promise in furthering an education in journalism with a major in the New York State College of Human Ecology and a minor in journalism. The amount is approximately \$1,000.

The Jessie R. Middlemast Scholarship was established on the occasion of Mrs. Middlemast's retirement after thirty-six years as a Cooperative Extension home economist in New York State, the last twenty-one years being spent in Nassau County. Mrs. Middlemast is an alumna of the college. The award is made possible by contributions from the chapters of the Nassau County Homemakers Council that were formerly extension units in Nassau County. The award is given to a junior or senior from New York State and preferably from Nassau County or Long Island. Preference is given to a student preparing for a career in community educational service. The 1975-76 award is \$500.

Westchester County Extension Home Economics Scholarship. This endowment fund was established by the Westchester County Extension Home Economics Division in 1974. Any graduate from a Westchester County high school who is accepted in the New York State College of Human Ecology is eligible to apply. The scholarship recipient can reapply as long as he or she is in good standing at Cornell. The amount is approximately \$300.

Tuition Scholarships for Nonresidents. Eight scholarships giving waiver of tuition for the year are open to students who are not residents of New York State. Financial need and academic achievement are considered.

Educational Grants

New York State Federation of Home Bureaus, Inc., Educational Grants. By action of the Federation in the fall of 1960 all Home Bureau funds except the Martha Van Rensselaer, the Flora Rose, and the Ruby Green Smith funds may be used to award either scholarships or

educational grants (see p. 67). Academic average is not specified for these grants.

The Suffolk Home Economics Extension Award (see p. 68).

The Ontario County Home Economics Educational Grant was established in 1961 through the contributions of enrollees in the home economics program of the Cooperative Extension Association of Ontario County. The grant of \$300 is awarded to a junior or senior who is a resident of New York State, preference being given to students from Ontario County.

The Sarah Gibson Blanding Educational Grant was established in 1969 by the Alumni Association of the College in honor of the first dean of the college. Miss Blanding was appointed director in 1941 and dean in 1942. The award is made annually to a student in need.

The David C. Knapp Educational Grant was established in 1974 in honor of David Knapp, who resigned as dean to become provost of Cornell University. This award is unrestricted; the only criterion for awarding it will be the student's need as assessed by the appropriate college committee. The recipient may be either an undergraduate or graduate and a full or part-time student. The first award will be made for the academic year 1975-76.

Alumni Association Cash Awards. A small fund is maintained by the Alumni Association of the college from which worthy undergraduate and graduate students under financial pressure may receive limited amounts. Applications should be made through the chairperson of the Alumni Committee on Scholarships on blanks available in the Office of Records and Scheduling.

Prizes

The Flora Rose Prize Fund was endowed by an anonymous donor in December 1967 to honor Professor Flora Rose. The prize is to be awarded annually to the upperclass student at Cornell University who, in the opinion of the dean of the New York State College of Human Ecology or the dean's delegate, shall demonstrate the greatest promise for contributing to the growth and self-fulfillment of future generations. Approximate value \$125.

The Paul R. Guldin Memorial Endowment was established by Mrs. Paul R. Guldin as a memorial to her husband, a 1912 graduate of the New York State College of Agriculture. Its aim is to encourage undergraduate students in the College of Agriculture and Life Sciences and the College of Human Ecology to become interested and to take part in the development of a more adequate rural leadership. The income supports a contest for the best original

articles (written by undergraduates in these colleges and published in the *Cornell Countryman*) that contribute to the purpose of the endowment. The awards will be made twice a year, the first award being based on the articles in the October, November, December, and January/February issues; and the second awards on the March, April, and May issues. In each instance the award will be \$75 for first place, \$50 for second place, \$25 for third place, \$15 for first honorable mention, and \$10 for second honorable mention. An award of \$100 is made at the end of the academic year for the student designated as editing the best issue of the year.

The Elsie Van Buren Rice Home Economics Public Speech Stage was endowed by the late James E. Rice, professor of poultry husbandry, to further the preparation of students in the college for participation in public affairs. Students in good standing have the opportunity to participate in this public speaking contest for a first prize of \$100 and a second prize of \$25.

A publication concerning prizes offered in the University and open to competition by students in the New York State College of Human Ecology may be obtained from the Visitor Information Center, Cornell University, Day Hall, Ithaca, New York 14853.

Loans

Student loan funds are available through the Office of Scholarships and Financial Aid, Cornell University, Day Hall, Ithaca, New York 14853, and application may be made through that office.

Flora Rose Loan Fund. In 1942 a revolving account for financial aid to students in this college was established through a gift from Flora Rose, director of the college until 1940. The fund is administered through the Office of Scholarships and Financial Aid, Day Hall.

Esther Stocks Loan Fund. Through the bequest of Marion Houghtelin Hart of Winter Park, Florida, this fund was established in 1961 for the use of graduate students in preschool education in the New York State College of Human Ecology. Students wishing to use the fund should contact the Office of Scholarships and Financial Aid, Day Hall, or the chairperson of the Department of Human Development and Family Studies.

Nancy McNeal Roman Loan Fund was established in 1971 by Wylie B. McNeal in memory of her sister, Nancy McNeal Roman (former professor in the New York State College of Home Economics, 1917-1950). This fund, available to junior, senior, and graduate stu-

dents, is administered through the Office of Scholarships and Financial Aid, Day Hall.

Graduate Assistantships and Other Aids

Application for admission to the Cornell Graduate School and for financial aid are made on one form. This form should be obtained from and returned to: Graduate School, Cornell University, Sage Graduate Center, Ithaca, New York 14853. Applicants must be accepted in the Graduate School before or concurrently with the award of assistantships and fellowships. To be assured of consideration for financial aid, applications should be received by February 1. Awards are ordinarily announced for both assistantships and fellowships no later than April 6.

Graduate assistantships, available in each department of the New York State College of Human Ecology, offer opportunities for a number of students to gain experience in college teaching, in preparation of teaching material, or in research.

University fellowships are available to graduate students in the fields of human ecology in competition with graduate students in other fields of the University. (See the *Announcement of the Graduate School* for further information.)

College fellowships and scholarships listed below are available to qualified graduate students in fields associated with the College of Human Ecology.

The Katharine Wyckoff Harris Fellowship was established in 1956 through a bequest of Professor Katharine Harris, a graduate of the college and for many years head of the Department of Institution Management. It was first awarded in 1957-58. The fellowship is available to candidates majoring or minoring in human ecology fields. Preference is given to candidates in the graduate field of nutrition whose major interest is in human nutrition or foods. The award is made on the basis of academic record, successful experience in institution management, and potential contribution to the field of dietetics. Approximate value is \$3,700.

The Herbert and Lillian Powell Fellowship was established through an endowment in memory of Mrs. Powell's sister, Professor Margaret L. Brew, who had been head of the Department of Textiles and Clothing. The fellowship is restricted to a Protestant woman. Master's and doctoral degree candidates are equally eligible. Preference is given to candidates with major interest in the field of textiles and clothing or household economics and management. The approximate value of the award is \$3,800.

The Flora Rose Fellowship was established to encourage capable people who have professional home economics experience to return for advanced study. Awarded for the first time in 1963-64, the fellowship is available to candidates with majors in any field in human ecology. Doctoral candidates are given preference. Alumni are given preference among candidates of equally high qualifications. The award is based on evidence of exceptional ability to pursue graduate study and on potential contribution in the area of college teaching and/or research. The total value is about \$2,400.

The Grace Steininger Fellowship Fund, established in honor of a former professor in food and nutrition, is available to candidates for advanced degrees who are majoring in the area of human nutrition and food. Preference is given to doctoral candidates. Approximate value is \$3,700.

The Helen Canon Scholarship is available to candidates for advanced degrees whose major interest is in the area of household economics and management. The scholarship is named for the former head of the Department of Household Economics and Management and is provided by the interest on an endowment fund established in her memory in 1958 by her sister, Miss Eva Tolman Canon, and by Professor Beulah Blackmore, a close friend for many years and former head of the Department of Textiles and Clothing. Approximate value is \$1,500.

Two Serby-Gildea Scholarships were established in 1966 by the Gildea Foundation at the request of Mr. and Mrs. (Gertrude Serby, '52) Ray Y. Gildea, Jr., '48. The scholarships are to be administered by the Alumni Association and are available annually to one graduate and one undergraduate student, either American or foreign, who meet the scholarship standards of the College Awards Committee. Each award is \$500.

The Mabel A. Rollins Scholarship is available to candidates for advanced degrees who are interested in studying either economic or managerial problems of families. The scholarship is named for the head of the former Department of Household Economics and Management. It was awarded for the first time in 1970-71 and has a value of about \$500.

The Anna Cora Smith Scholarship. In 1930 two research fellowships were established through the will of Cora Smith, widow of Professor Clinton DeWitt Smith, a graduate of the College of Agriculture. One fellowship was to be awarded to young women for research work in home economics problems. The other was to be the Clinton DeWitt Smith Fellowship in agriculture. The selection of candidates is based not only on scholarship and need but also on fitness for research work. Although the bequest was essentially for graduate students, its terms left freedom for consideration of others as well. Approximate value is \$1,200.

The Ruth Ada Birk Eastwood Scholarship is available to candidates for advanced degrees with interest in household economics or management and who are preparing for college teaching. This scholarship was established through a gift from the mother of the late Ruth Ada Birk Eastwood, a former graduate assistant in the Department of Household Economics and Management. Approximate value is \$2,000.

The Blackmore Scholarship was established in 1968 through the bequest of Beulah Blackmore, former professor of home economics, in memory of her mother and father. The scholarship may be awarded to a needy graduate or undergraduate student interested in the field of textiles or clothing. The amount is approximately \$700.

The Veronica Menyhart Memorial Scholarship was established in 1971 at the request of Mr. and Mrs. Charles Menyhart, parents of the late Veronica Menyhart, former instructor in the College of Human Ecology. Annual award is \$500.

The Ethel B. Waring Fellowship is for graduate study in fields that contribute to the improvement of family living in other countries and societies. American students preparing for foreign service will be considered, but preference will be given to students from other cultures who plan to return to their native countries. The grant is available to doctoral or master's degree candidates and to nondegree students. Total value is approximately \$1,600.

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 Ruth Klippstein, M.S., Associate Professor
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 Michael C. Latham, M.D., Professor
 David A. Levitsky, Ph.D., Assistant Professor
 Bertha A. Lewis, Ph.D., Associate Professor;
 Associate Professor, Design and Environ-
 mental Analysis; Associate Dean for Research
 and Graduate Education
 Martha Mapes, M.S., Senior Extension Associate
 Donald B. McCormick, Ph.D., Professor
 Nell Mondy, Ph.D., Associate Professor
 Mary A. Morrison, Ph.D., Professor
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 Wilson G. Pond, Ph.D., Professor*
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 Milton L. Scott, Ph.D., Professor*
 Arpie Shelton, M.A., Extension Associate
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 Dawn Treadwell, M.S., Lecturer
 Darrell VanCampen, Ph.D., Assistant Professor*
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 Donald B. Zilversmit, Ph.D., Professor

* Joint appointee in the Division of Nutritional Sciences

Emeritus Professors

- Flora Thurston Allen, M.S., Home Economics Education
- Mary K. Bloetjes, Ph.D., Institution Management
- Alice M. Briant, Ph.D., Food and Nutrition
- Helen Dudley Bull, M.D., Child Development and Family Relationships
- Helen Cady, M.F.A., Design and Environmental Analysis
- Helen G. Canoyer, Ph.D., Home Economics
- Vera Caulum, M.S., Cooperative Extension
- Ruth Comstock, M.A., Housing and Design
- Robert H. Dalton, Ph.D., Human Development and Family Studies
- Mabel Doremus, M.A., Food and Nutrition
- Lola T. Dudgeon, M.S., Food and Nutrition
- Mildred Dunn, M.A., Human Nutrition and Food
- Dora W. Erway, Housing and Design
- Mary Ford, Ph.D., Child Development and Family Relationships
- Helen H. Giffit, M.A., Human Nutrition and Food
- Mary Frances Henry, M.A., Home Economics
- Albert Hoefer, B.S., Extension Service
- Margaret L. Humphrey, M.A., Textiles and Clothing
- Margaret Hutchins, Ph.D., Home Economics Education
- Frances A. Johnston, Ph.D., Food and Nutrition
- Karla Longree, Ph.D., Institution Management
- Ruby Loper, B.S. in Arch., Housing and Design
- Elsie McMurry, M.A., Design and Environmental Analysis
- Katherine Newman, Ph.D., Food and Nutrition
- Irene Patterson, M.S., Home Economics Education
- Catherine Personius, Ph.D., Food and Nutrition
- Dorothy Proud, M.A., Institution Management
- Lemo D. Rockwood, Ph.D., Child Development and Family Relationships
- Mabel A. Rollins, Ph.D., Household Economics and Management
- Lillian Shaben, M.A., Food and Nutrition
- Lloyd R. Simons, B.S.A., Extension Service
- Esther Harriette Stocks, M.A., Placement Service
- Evelyn E. Stout, Ed.D., Design and Environmental Analysis
- Carrie Williams Taylor, M.A., Extension Service
- Virginia True, M.F.A., Housing and Design
- Grace Morin Van Blarcom, M.A., Home Economics
- Gladys L. Butt Van Cleve, M.A., Textiles and Clothing
- Ethel L. Vatter, Ph.D., Consumer Economics and Public Policy
- Ethel B. Waring, Ph.D., Child Development and Family Relationships
- Lucille J. Williamson, Ph.D., Household Economics and Management
- Therese Wood, M.A., Food and Nutrition
- Charlotte M. Young, Ph.D., Division of Nutritional Sciences

Elected Members From Other Faculties

- W. Keith Kennedy, Ph.D., Dean of the College of Agriculture and Life Sciences; Professor of Agronomy, College of Agriculture and Life Sciences
- Henry T. Murphy, M.A., Assistant Director of University Libraries; Librarian, Mann Library

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