



College of HUMAN ECOLOGY

Won O. Song, Acting DEAN

The College of Human Ecology is the third oldest college at Michigan State University. Its origin dates back more than a century, beginning as the College of Home Economics. In 1970, its structure and the name Human Ecology were adopted and its programs were reorganized.

It is the mission of the College to strengthen and empower individuals and families to interact effectively with their environments through a unique ecosystems approach. Its vision is to provide leadership in preparing global-minded professionals to meet the challenges and opportunities of the future. Through its programs of education, research, outreach and service, the College acts to improve the quality of living for diverse individuals and families.

There are two departments in the College of Human Ecology: Family and Child Ecology, and Human Environment and Design. The Institute for Children, Youth and Families is administered by the College to facilitate interdisciplinary research and outreach programs. Visit www.he.msu.edu.

UNDERGRADUATE PROGRAMS

Degree Programs

Each program of study in the College of Human Ecology includes a central core course required of each student. This course is an introduction to the study of families from a human ecological perspective and deals with the development of the profession of human ecology.

In order to meet individual and special interests of students and to prepare them for the variety and diversity of professional opportunities, different majors leading to bachelor's degrees are offered. Each major program is planned to provide the student with

a broad general education, the necessary preprofessional and supporting courses in the basic sciences and/or arts and a concentrated professional sequence in an area of specialization. Electives are also an important part of each student's program and should be carefully selected by the student in consultation with the academic adviser to meet the individual student's interest and educational needs.

Majors which provide concentration and depth in specialized fields offered under the departments are as follows: apparel and textile design, child development, and family community services.

Elective Course Offerings

Students majoring in other colleges of the University will find a selection of courses in the various departments of the College of Human Ecology available for election.

Freshmen

Students meeting the general requirements for admission shown in the *Undergraduate Education* section of this catalog are enrolled as Undergraduate University Division students but may declare a major preference in the College of Human Ecology. In addition to the general requirements for admission a minimum of two units of high school mathematics or science or a unit of each is desirable for those who choose one of the major preferences in which chemistry is required.

In the first two years, students take beginning courses in the College of Human Ecology, courses to fulfill the University requirements, and other courses as required for the major.

HUMAN ECOLOGY
Undergraduate Programs

Each student who has expressed a preference for one of the majors in the College of Human Ecology is assigned an adviser to assist with program planning, class scheduling, and other matters concerned with academic achievement.

Admission as a Junior to the College of Human Ecology

Completion of a minimum of 56 credits acceptable to the College with an academic record which at least meets the requirements of Academic Standing of Undergraduate Students.

The number of students admitted to the junior year in the Interior Design major is limited. For information on additional requirements and procedures for admission to this major, see the section pertaining to the department.

Graduation Requirements

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|---|---------|
| 1. The University requirements for bachelor's degrees as described in the <i>Undergraduate Education</i> section of the catalog. | CREDITS |
| 2. The requirements of the College of Human Ecology for Bachelor of Science and Bachelor of Arts degrees that are listed below: | 7 to 11 |
| a. Two of the following courses, not more than one of which may be taught by the department of the student's major (4 to 7 credits): | |
| FCE 145 The Individual, Marriage and the Family | 3 |
| FCE 212 Children, Youth and Family | 3 |
| FCE 225 Ecology of Lifespan Human Development in the Family | 3 |
| FCE 444 Interpersonal Relationships in the Family | 3 |
| FCE 445 Human Sexuality | 3 |
| HEC 101 Applications in Human Ecology | 2 |
| HED 140 Design for Living | 3 |
| HED 426 History of Dress and Textiles | 3 |
| HED 430 Dress, Culture and Human Behavior | 4 |
| HED 458 Housing from an Human Ecological Perspective | 3 |
| HNF 150 Introduction to Nutrition and Food Science | 3 |
| HNF 375 Community Nutrition | 3 |
| HNF 406 Sociocultural Aspects of Food | 3 |
| b. One course in computer science or economics or the behavioral sciences (3 or 4 credits). | |

Honors Study

Students who qualify for admission to the Honors College are encouraged to develop distinctive and individualized programs of study in the several fields offered by the College. Special advisers will assist students in planning rigorous, challenging programs consistent with their special interests, competencies and potentialities. Honors courses, independent study and graduate courses, when appropriate, both inside and outside the College, are available to Honors students.

TEACHER CERTIFICATION OPTIONS

The child development disciplinary major leading to the Bachelor of Science degree in the College of Human Ecology is available for teacher certification. Students who elect the child development disciplinary major must contact the Department of Family and Child Ecology.

For additional information, refer to the statement on the child development disciplinary major and to the statement on *TEACHER CERTIFICATION* in the *Department of Teacher Education* section of this catalog.

GRADUATE STUDY

The purpose of graduate study in the College of Human Ecology is to provide for greater breadth and depth in a selected area of specialization, and for experience in research methods and techniques and in critical evaluation of literature. The research in progress in each department of the College, supported by federal,

state, and special grants, provides an opportunity for the graduate student to become acquainted with a variety of research projects.

Graduate study is offered in the departments of Family and Child Ecology, and Human Environment and Design. A master's degree program is offered in each department.

Doctoral programs are offered in family and child ecology, and human environment: design and management.

Students who are enrolled in Master of Arts, Master of Science, and Doctor of Philosophy degree programs in the Department of Family and Child Ecology may elect specializations in infant studies. For additional information, refer to the statement on *Interdepartmental Graduate Specializations in Infant Studies* in the *College of Social Science* section of this catalog.

Master of Science or Master of Arts

The degree of Master of Science or Master of Arts is conferred upon the successful completion of a program of work recommended by the student's major professor and advisory committee in consultation with the student, subject to the approval of the chairperson of the department and of the dean of the college.

In addition to meeting the requirements of the University as described in the *Graduate Education* section of this catalog, students must meet the requirements specified below.

Admission

REGULAR. Candidates whose records show that they meet all college and departmental criteria for admission may be admitted to regular status. A grade–point average of 3.00 or above in the third and fourth years of undergraduate study (minimum of 60 semester credits) is required.

PROVISIONAL. Admission to provisional status should be considered for those students who do not meet college and departmental requirements for admission to regular status but have reasonable potential for successful completion of the advanced degree. Generally, these may be students who have a minor deficiency in academic qualifications or insufficient background in subject content.

A master's applicant who has a grade–point average of at least 2.50 but less than 3.00 in the third and fourth years of undergraduate study (minimum of 60 semester credits) may be considered for admission to a master's program on provisional status. Graduate Record Examination Verbal and Quantitative scores are required and **must** be submitted with the Application for Admission. Also, 10 graduate credits accumulated on a graduate degree program with another institution or 10 MSU graduate credits may be submitted as additional information to be used in the review for admission process.

When admitted to provisional status, the student is provided a statement of the criteria to be met before transfer to regular status can be made.

Requirements for the Degree

The minimum number of credits required for the master's degree is 30 or 34 depending on the program of study and whether Plan A or Plan B is selected. A suggested apportionment of these credits is as follows: 20 to 22 credits in a major field; 8 to 10 credits in a minor field. Under Plan A, 6 to 10 credits in the major field are to be thesis research credits.

Academic Standards

A grade–point average of 3.00 on a planned program is required to qualify for an advanced degree. This average excludes collateral courses. If a grade–point average of 3.00 is not earned by the end of 10 credits of work for the master's degree, the student will be withdrawn from graduate study. The grade–point average is reviewed at regular intervals throughout the program.

Doctor of Philosophy

The Doctor of Philosophy degree is conferred in recognition of high achievement and demonstrated ability in the candidate's chosen field. These accomplishments are judged by comprehensive examinations and original research presented in the form of a dissertation.

In addition to meeting the requirements of the University as described in the *Graduate Education* section of this catalog, students must meet the requirements specified below.

Admission

Graduate Record Examination Verbal and Quantitative scores are required. Normally, a minimum grade–point average of 3.00 in all previous academic work is required for admission to regular status. Admission to provisional status may indicate incomplete interpretation of available records, or minor deficiencies in subject matter background or in academic qualifications. When admitted to provisional status, the student is provided a statement of the criteria to be met before transfer to regular status can be made. International applicants must fulfill the University's English language proficiency requirement as described in the *Graduate Education* section of this catalog.

DEPARTMENT of FAMILY and CHILD ECOLOGY

(Effective July 1, 2005, the department is administered by the College of Social Science.)

Anne K. Soderman, Acting Chairperson

This department provides the substantive and organizational structure for programs in which the interrelationships among individuals, families and the near environment are most fully implemented. Providing general and professional education for environmental understanding through the study of family ecosystems is a major function of the department. Assuring quality of life as well as survival in a limited physical environment is an urgent goal. Requisite to achievement of this goal is learning to manage essential resources, both human and material, in a manner that enhances the mutually sustaining relationships that couple humans with the environment.

The department encompasses several subject–matter areas. Courses in child development are concerned with the developing individuals within the family from prenatal life through adolescence, and with early childhood education. Opportunities are available for the student to study and observe children of various ages, to assist in teaching in the child development laboratories and to gain some understanding of the dynamic process of physical, psychological, social and intellectual development throughout the life span of the individual and his or her family. Courses in

the family area are designed to help students understand the structure and function of families and to deepen their understanding of human relations in families.

The department is the administrative unit for interdisciplinary and interdepartmental programs which prepare students for family–community educational and social action professions and programs such as teaching, urban and rural extension, social service and consumer education consultants with government and industry.

UNDERGRADUATE PROGRAMS

CHILD DEVELOPMENT

This program combines a basic education in human ecology and a broad general education with preprofessional preparation related to employment in early childhood education centers, kindergartens, and early elementary grades in schools. It is especially appropriate for the student interested in working with children of pre–primary and early elementary ages.

The Michigan State Board of Education requires a substantive teaching major for elementary teacher certification. To meet that State standard, students in the Bachelor of Science degree program with a major in child development are required to satisfy the State requirements for a teaching major in language arts or social studies; those requirements are included in the requirements for the concentration in language arts or social studies. Students who complete the requirements for the concentration are *not* required to complete an approved disciplinary minor for teacher certification.

Requirements for the Bachelor of Science Degree in Child Development

- The University requirements for bachelor's degrees as described in the *Undergraduate Education* section of this catalog; 120 credits, including general elective credits, are required for the Bachelor of Science degree in Child Development.
The completion of an Writing, Rhetoric and American Cultures writing course referenced in item 3. c. (1) below may also satisfy the University's Tier I writing requirement.
The completion of Mathematics 201 referenced in item 3. a. below may also satisfy the University mathematics requirement.
The University's Tier II writing requirement for the Child Development major is met by completing Family and Child Ecology 321. This course is referenced in item 3. a. below.
- The requirements of the College of Human Ecology for Bachelor of Science and Bachelor of Arts degrees.
The completion of Family and Child Ecology 212 or 225, Human Nutrition and Foods 150, and Teacher Education 150 satisfies the College requirements.
- The following requirements for the major:

	CREDITS
a. All of the following courses:	49
FCE 211 Child Growth and Development: Conception Through Early Childhood.	3
FCE 320 Interaction Processes with Children in Groups	3
FCE 320L Interaction with Children – Laboratory.	1
FCE 321 Curriculum for Early Childhood Programs.	3
FCE 321L Curriculum for Early Childhood Programs: Laboratory	1
FCE 411 Developmental Study of a Child	2
FCE 424 Student Teaching in an Early Childhood Program.	6
FCE 442 Ethnic Minority Families in America	3
HNF 150 Introduction to Human Nutrition	3
MTH 201 Mathematical Investigations I	3
MTH 202 Mathematical Investigations II	3
TE 150 Reflections on Learning	3
TE 301 Learners and Learning in Context (W)	4
TE 401 Teaching of Subject Matter to Diverse Learners (W)	5
TE 402 Crafting Teaching Practice (W)	6
b. One of the following courses:	3
FCE 212 Children, Youth and Family.	3
FCE 225 Ecology of Lifespan Human Development in the Family	3
c. Completion of an Integrated Teaching Major in Language Arts or Social Studies. Students who wish to take the Integrated	

HUMAN ECOLOGY
Department of Family and Child Ecology

Teaching Major in General Science for Elementary Certification may do so and must contact their adviser.

Integrated Teaching Major in Language Arts. The student must complete at least 36 credits in the Integrated Teaching Major in Language Arts and meet the following requirements:

- (1) All of the following courses (11 credits):
 - One Writing, Rhetoric and American Cultures Tier I writing course 4
 - ENG 210 Introduction to the Study of English. 4
 - TE 348 Reading and Responding to Children's Literature 3
- (2) Two of the following courses (6 to 8 credits):
 - COM 100 Human Communication. 3
 - COM 275 Effects of Mass Communication 3
 - ENG 130 Film and Society 3
 - ENG 230 Introduction to Film 4
 - JRN 108 Introduction to Mass Media 3
 - THR 421 Creative Dramatics 3
- (3) One of the following courses (3 credits):
 - ENG 226 Introduction to Creative Writing. 3
 - ENG 228 Introduction to Fiction Writing 3
 - ENG 229 Introduction to Poetry Writing 3
 - ENG 232 Writing as Exploration 3
 - ENG 327 Introduction to Playwriting. 3
- (4) One of the following courses (3 credits):
 - ASC 333 Oral Language Development 3
 - ENG 302 Introduction to English Language Studies. . . 3
 - LIN 200 Introduction to Language 3
- (5) One of the following courses (3 or 4 credits):
 - COM 391 Topics in Verbal or Intercultural, or Gender Communication 4
 - ENG 404 English Dialects. 3
 - ENG 405 Language Use in the African-American Community 3
 - ENG 420 Language and Culture. 3
 - LIN 401 Introduction to Linguistics 4
 - LIN 450 Child Language Acquisition. 3
 - LIN 471 Sociolinguistics 3
 - LLT 461 Second Language Acquisition. 3
- (6) One of the following courses (4 credits):
 - ENG 310A Literature in English to 1660 4
 - ENG 310B Literature in English 1600-1789 4
 - ENG 310C Literature in English 1789-1900 4
 - ENG 310D Literature in English since 1900 4
 - ENG 310E Literature in English: Modern Media and Culture 4
- (7) Two of the following courses (6 or 7 credits):
 - ENG 344 Jewish-American Literature. 4
 - ENG 349 African-American Literature I 3
 - ENG 350 African-American Literature II 3
 - ENG 351 Chicano and Latino Literatures in English. . 3
 - ENG 352 Asian American Writing. 3
 - ENG 353 Woman and Literature. 3
 - ENG 354 Native American Literature 3
 - ENG 360 Postcolonial Literature and Theory 3
 - ENG 361 Asian Literature in English or in English Translation 3
 - ENG 363 African Literature. 3
 - ENG 379 American Woman Writers 3
 - ENG 426A Comparative Drama: Classical and Medieval . 3
 - ENG 426B Comparative Drama: Renaissance and Baroque. 3
 - ENG 426D Comparative Drama: Ibsen to World War II . 3
 - ENG 426E Comparative Drama: 1945 to the Present. . 3
 - ENG 436A Comparative Fiction: Western. 3
 - ENG 436B Comparative Fiction: Non-Western. 3
 - ENG 463 Studies in the Literature of Africa and the African Diaspora 3
 - ENG 465 Canadian Literature. 3

Additional courses required to complete the Professional Education and Planned Program Course Requirements for Elementary and Teacher Certification:

- GEO 204 World Regional Geography 3
 - IAH 241A Creative Arts and Humanities: Music and Society in the Modern World (D) 4
 - or
 - IAH 241C Creative Arts and Humanities: Cultural and Artistic Traditions of Europe 4
 - or
 - IAH 241E Creative Arts and Humanities: The Creative Process 4
 - ISS 220 Time, Space and Change in Human Society (D) . 4
 - NSC 301 Science for Elementary Schools 3
- Integrative Studies in Arts and Humanities 241A, 241C and 241E and Integrative Studies in Social, Behavioral and Economic Sciences 220 may also be used to fulfill the University requirement for integrative studies.

Integrated Teaching Major in Social Studies. The student must complete at least 37 or 38 credits in the Integrated Teaching Major in Social Studies and meet the following requirements:

Complete one of the following concentrations:

History (38 credits):

- (1) All of the following courses (15 credits):

- EC 201 Introduction to Microeconomics. 3
 - EC 202 Introduction to Macroeconomics 3
 - GEO 204 World Regional Geography. 3
 - PLS 100 Introduction to American National Government. 3
 - PLS 324 American Legislative Process. 3
- (2) One of the following courses (3 credits):
 - GEO 206 Physical Geography 3
 - GEO 330 Geography of the United States and Canada 3
 - GEO 333 Geography of Michigan and the Great Lakes Region 3
 - (3) All the following history courses (17 credits):
 - HST 201 Historical Methods and Skills 3
 - HST 202 U.S. History to 1876 4
 - HST 203 U.S. History since 1876. 4
 - HST 320 History of Michigan 3
 - HST 413 Families in Historical Perspective 3
 - (4) Elective. Additional 3 credits of History at the 300-400 level.

Geography (37 credits):

- (1) All of the following courses (12 credits):
 - EC 201 Introduction to Microeconomics. 3
 - EC 202 Introduction to Macroeconomics 3
 - PLS 100 Introduction to American National Government. 3
 - PLS 324 American Legislative Process 3
- (2) One of the following courses (4 credits):
 - HST 202 U.S. History to 1876 4
 - HST 203 U.S. History since 1876. 4
- (3) One of the following courses (3 credits):
 - HST 320 History of Michigan 3
 - HST 413 Families in Historical Perspective 3
- (4) One of the following geography courses (3 credits):
 - GEO 113 Introduction to Economic Geography 3
 - GEO 151 Cultural Geography 3
- (5) One of the following courses (3 credits):
 - GEO 330 Geography of the United States and Canada 3
 - GEO 333 Geography of Michigan and the Great Lakes Region 3
- (6) All of the following courses (9 credits):
 - GEO 204 World Regional Geography. 3
 - GEO 206 Physical Geography 3
 - GEO 221 Introduction to Geographic Information. . . . 3
- (7) Elective. Additional 3 credits of Geography at the 300-400 level.

Additional courses required to complete the Professional Education and Planned Program Course Requirements for Elementary and Teacher Certification:

- ASC 333 Oral Language Development 3
 - or
 - ENG 302 Introduction to English Language Studies. . . . 3
 - or
 - LIN 200 Introduction to Language 3
 - IAH 241A Creative Arts and Humanities: Music and Society in the Modern World (D) 4
 - or
 - IAH 241C Creative Arts and Humanities: Cultural and Artistic Traditions of Europe 4
 - or
 - IAH 241E Creative Arts and Humanities: The Creative Process 4
 - ISS 220 Time, Space and Change in Human Society (D) . 4
 - NSC 301 Science for Elementary Schools 3
 - TE 348 Reading and Responding to Children's Literature 3
- Integrative Studies in Arts and Humanities 241A, 241C and 241E and Integrative Studies in Social, Behavioral and Economic Sciences 220 may also be used to fulfill the University requirement for integrative studies.

FAMILY COMMUNITY SERVICES

The program is designed to prepare professionals to work in community agencies and organizations which provide human services within changing societies. Through the selection of an emphasis, students in the program focus on young children, youth, or adults. It is expected that each student will work in community agencies as a volunteer during this degree program.

Requirements for the Bachelor of Science Degree in Family Community Services

1. The University requirements for bachelor's degrees as described in the *Undergraduate Education* section of this catalog; 120 credits, including general elective credits, are required for the Bachelor of Science degree in Family Community Services.
 - The University's Tier II writing requirement for the Family Community Services major is met by completing Family and Child Ecology 493 and either Family and Child Ecology 321 or 347. Those courses are referenced in items 3. a. and 3. d. below.
 - The completion of Statistics and Probability 200 or 201 referenced in item 3. c. below may also satisfy the university mathematics requirement.

2. The requirements of the College of Human Ecology for Bachelor of Science and Bachelor of Arts degrees.
 The completion of Family and Child Ecology 225 and Human Nutrition and Foods 150 partially satisfies the graduation requirements of the College of Human Ecology.
3. The following requirements for the major:

	CREDITS
a. All of the following courses:.....	24
FCE 145 The Individual, Marriage and the Family.....	3
FCE 225 Ecology of Lifespan Human Development in the Family.....	3
FCE 270 Introduction to Family Community Services.....	4
FCE 345 Principles of Family Studies.....	3
FCE 442 Ethnic Minority Families in America.....	3
FCE 491 Internship Preparation.....	1
FCE 492 Internship Seminar.....	1
FCE 493 Internship.....	6
b. One of the following courses:.....	3
FCE 280 Community as Context for Individual and Family Development.....	3
PSY 270 Community Psychology.....	3
SOC 361 Contemporary Communities.....	3
c. One of the following courses:.....	3 or 4
STT 200 Statistical Methods.....	3
STT 201 Statistical Methods.....	4
d. Two of the following courses:.....	6
FCE 405 Work and Family.....	3
FCE 414 Parenting.....	3
FCE 444 Interpersonal Relationships in the Family.....	3
FCE 445 Human Sexuality.....	3
SOC 216 Sex and Gender.....	3
e. One of the following three emphases:.....	25 to 30
(1) Young Child Emphasis (25 credits):	
(a) All of the following courses (9 credits):	
FCE 211 Child Growth and Development: Conception Through Early Childhood.....	3
FCE 320 Interaction Processes with Children in Groups.....	3
FCE 320L Interaction with Children— Laboratory.....	1
FCE 411 Developmental Study of a Child.....	2
(b) One of the following courses (3 credits):	
FCE 447 Management of Family Community Service Programs.....	3
FCE 473 Administration of Early Childhood Programs.....	3
(c) One of the following groups of courses (4 credits):	
(i) FCE 321 Curriculum for Early Childhood Programs.....	3
FCE 321L Curriculum for Early Childhood Programs: Laboratory.....	1
(ii) FCE 347 Programming in Family Community Services.....	4
(d) At least 9 credits from the following courses:	
CEP 240 Diverse Learners in Multicultural Perspective.....	3
CEP 260 Dynamics of Personal Adjustment.....	3
HNF 150 Introduction to Human Nutrition.....	3
LIN 200 Introduction to Language.....	3
KIN 260 Physical Growth and Motor Behavior.....	3
KIN 461 Developmental Bases of Motor Skills Laboratory.....	1 to 4
PSL 250 Introductory Physiology.....	4
PSY 101 Introductory Psychology.....	4
PSY 280 Abnormal Psychology.....	3
(2) Youth Emphasis (28 or 29 credits):	
(a) All of the following courses (13 credits):	
FCE 212 Children, Youth and Family.....	3
FCE 346 Helping Skills in Family Community Services.....	3
FCE 347 Programming in Family Community Services.....	4
FCE 447 Management of Family Community Service Programs.....	3
(b) One of the following courses (3 or 4 credits):	
ANP 101 Introduction to Anthropology.....	3
ANP 201 Sociocultural Diversity.....	3
PSY 101 Introductory Psychology.....	4
SOC 100 Introduction to Sociology.....	4
(c) At least 12 credits from the following courses:	
CEP 261 Substance Abuse.....	3
FCE 470 Current Issues in Family and Child Ecology.....	3
KIN 121 The Healthy Lifestyle.....	3
KIN 260 Physical Growth and Motor Behavior.....	3
PSY 320 Health Psychology.....	3
PSY 325 Affect and Self Esteem.....	3
PSY 330 Personality from a Psychoanalytic Perspective.....	3
SOC 316 Youth and Society.....	3

- (3) Adult Emphasis (29 or 30 credits):
- (a) All of the following courses (14 credits):
- FCE 346 Helping Skills in Family
Community Services..... 3
- FCE 347 Programming in Family
Community Services..... 4
- FCE 413 Adult Development and the
Family: Middle and Later Years.... 4
- FCE 447 Management of Family
Community Service Programs..... 3
- (b) One of the following courses (3 or 4 credits):
- ANP 101 Introduction to Anthropology..... 3
- ANP 201 Sociocultural Diversity..... 3
- PSY 101 Introductory Psychology..... 4
- SOC 100 Introduction to Sociology..... 4
- (c) At least 12 credits from the following courses:
- ANP 220 Gender Relations in
Comparative Perspective..... 3
- ANP 270 Women and Health:
Anthropological and
International Perspectives..... 3
- ECP 453 Women and Work: Issues and
Policy Analysis..... 3
- FCE 238 Personal Finance..... 3
- FCE 405 Work and Family..... 3
- FCE 452 Consumer Issues..... 3
- FCE 454 Family Financial Management..... 3
- FCE 470 Current Issues in Family
and Child Ecology..... 3
- SOC 216 Sex and Gender..... 3
- WS 201 Introduction to Women's Studies..... 4
- WS 301 Sexual Violence Against
Women and Children: Theory
and Response..... 3
- Either Anthropology 220 or Sociology 216, but *not* both of those courses, may be used to satisfy this requirement.
- Neither Family and Child Ecology 238 nor 452 alone may be used to satisfy this requirement; only the *combination* of Family and Child Ecology 238 and 452 may be used.
- f. Directed Electives: At least 12 credits in *one* of the following clusters approved by the Department of Family and Child Ecology: Early Childhood Education, Programs and Organizations, Leadership and Management, Health, Research and Evaluation, Diversity, or Adult Services.

TEACHER CERTIFICATION OPTIONS

The child development disciplinary major leading to the Bachelor of Science degree is available for teacher certification.

Child Development students applying to the Teacher Certification Program in the College of Education must take Family and Child Ecology 211 with a grade of 2.0 or better in order to be accepted into the major. This requirement applies to freshmen entering MSU in Fall 2000 or later. Students in the process of applying must have completed or must be enrolled in Family and Child Ecology 211 during the semester of application. Those who are otherwise admissible to the Teacher Certification program and who are currently enrolled in Family and Child Ecology 211 will be admitted provisionally dependent on passing the classes with a grade of 2.0 or higher.

Students with a child development disciplinary major may substitute Family and Child Ecology 212 and 442 for Teacher Education 250 or Counseling, Educational Psychology and Special Education 240.

Students who elect the child development disciplinary major must contact the Department of Family and Child Ecology.

For additional information, refer to the statement on *TEACHER CERTIFICATION* in the *Department of Teacher Education* section of this catalog.

GRADUATE STUDY

The Department of Family and Child Ecology is concerned with human development and with the interaction of individuals and family members throughout the life cycle as they interact with their environment. The department offers the following degree programs:

Master of Arts

Child Development
Family Studies
Marriage and Family Therapy
Youth Development

Master of Science

Community Services

Doctor of Philosophy

Family and Child Ecology

All graduate programs of the department are designed to develop professional competence, to encourage creative thinking, and to educate the student to perform and utilize research. Each student's program is developed within the framework of the area of major interest, taking into consideration his or her professional experience, interests, and educational and career goals.

Challenging careers to which advanced degrees may lead include college teaching, research, extension, teaching, marriage and family therapy, and administration in early childhood education centers. Graduates may also be employed as family specialists in community and family agencies.

Opportunities are available within the Department of Family and Child Ecology for graduate students to participate in on-going interdisciplinary research and in field experiences in school or community settings. The Child Development Laboratories provide opportunities for applied and research experiences. The resources of the College's Institute for Family and Child Study are available to graduate students.

Students who are enrolled in Master of Arts, Master of Science, and Doctor of Philosophy degree programs in the Department of Family and Child Ecology may elect specializations in infant studies. For additional information, refer to the statement on *Interdepartmental Graduate Specializations in Infant Studies* in the *College of Social Science* section of this catalog.

Master of Arts and Master of Science

In addition to meeting the requirements of the University and of the College of Human Ecology, students must meet the requirements specified below.

Students with limited undergraduate backgrounds may be required to correct such deficiencies by completing courses which serve as prerequisites to graduate work.

Master of Arts Degree in Child Development

In this program, attention is focused upon the growth and development of children and youth in the family setting. Students may also focus on early childhood education which includes the administration of early childhood education centers and teacher-parent interaction.

Courses in the physical, social, emotional, and intellectual development of children and youth may be included in the program, as well as supporting courses in psychology, sociology, and education. Laboratory experience with young children is available.

Master of Arts Degree in Family Studies

This program emphasizes interpersonal relationships in the family and the interdependence of the family unit with other social units. Studies include courses in family theory, human sexuality, aging, and family crises.

The major work is interdisciplinary in character. Courses are drawn from the departments of Family and Child Ecology, Psychology, and Sociology and from other departments. The minor may be selected from such fields as home economics education, sociology, psychology, counseling and guidance, or social work.

Master of Arts Degree in Marriage and Family Therapy

The master's degree program in marriage and family therapy is designed for individuals who wish to be licensed as marriage and family therapists in the State of Michigan. The program is an integral part of the Doctor of Philosophy degree program with a major in family and child ecology, with marriage and family therapy as the area of specialization. The master's degree program is *not* a terminal degree program.

Admission to the Master of Arts degree program with a major in marriage and family therapy presumes a sufficient amount of clinical experience acceptable to the department. Persons who are admitted to the program **without** such clinical experience will be required to complete up to 7 credits of supervised clinical practicum **in addition** to the 1 credit of supervised clinical practicum that is required for the degree. For such students, **more** than 38 credits will be required for the degree.

A minimum of 38 credits is required for the Master of Arts degree program with a major in marriage and family therapy, and only Plan B (without thesis) is available. The program consists of specified course work including 1 credit of supervised clinical practicum. Persons who are admitted to the program with sufficient clinical experience acceptable to the department will be required to complete 1 credit of supervised clinical internship in place of the 1 credit of supervised clinical practicum.

The Marriage and Family Therapy Program at Michigan State University has been accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy. The accreditation period is effective July 1, 1996 through June 30, 2002.

Master of Arts Degree in Youth Development

The Master of Arts in Youth Development, a totally online program, is designed to promote an understanding of communities and families and to prepare students to have an impact on the development of youth in their homes, neighborhoods, and society. The program engages the fact that American youth born since the early 1980s are projected to be the largest, most ethnically diverse generation of adolescents in the history of the United States.

The program involves students in a curriculum focused on the promotion of positive development of all young people. It is designed for individuals who wish to work in a variety of youth-related professions including youth-serving organizations and programs such as Boys and Girls Clubs, community recreation specialties, youth programs sponsored by faith-based institutions, correctional professions, or within U.S. Extension Programs. The College of Human Ecology, in collaboration with The Great Plains Interactive Distance Education Alliance (GPIDEA), offers this program with all course work delivered via the Internet/World Wide Web.

Michigan State University, Colorado State University, Kansas State University, Montana State University and the University of Nebraska are the participating institutions.

Students will earn this degree from their home institution while also enrolling for courses at other participating institutions.

In addition to meeting the requirements of the University and of the College of Human Ecology, students must meet the requirements specified below.

Admission

To be admitted, students must apply via their home institution and plan their course of study under the guidance of their academic adviser. Michigan State University students follow established University admission procedures.

Requirements for the Master of Arts Degree in Youth Development

The program is available only online and only under Plan B (without thesis). Each student's course of study must be developed and approved in consultation with the academic adviser. The student must complete a total of 36 credits, of which 28 credits is course work required by The Great Plains Interactive Distance Education Alliance (GPIDEA) consortium, distributed as follows:

1. Nine core courses (3 credit hours each):
 - Community Youth Development (FCE 861)
Michigan State University
 - Youth Policy and Positive Youth Development (FCE 860)
Michigan State University
 - Adolescents and Their Families
Montana State University
 - Program Design, Evaluation, and Implementation
Colorado State University
University of Nebraska
 - Youth Professionals as Consumers of Research
Montana State University
University of Nebraska
 - Administration and Program Management
Kansas State University
 - Youth Development
University of Nebraska
 - Seminar in Family and Child Ecology
(Youth in Cultural Contexts) (FCE 892)
Michigan State University
 - Youth Issues/Life Skills
Montana State University
(2 credits in conjunction with 1 additional 1 credit module on a specific Contemporary Youth Issue)
 - Contemporary Youth Issues: Violence (or other topics)
Kansas State University or University of Nebraska
(1 credit module offered with Youth Issues/Life Skills course)
2. Professional-development seminar (1 credit hour):
Foundations of Youth Development
Montana State University
3. Additional course work (8 credit hours).
This enrollment will vary at each institution and may require a master's thesis, project, or practicum. At Michigan State University, students will fulfill this requirement by enrolling in course work approved by the student's academic adviser.
4. Pass a final examination or evaluation.
From Fall 2003 through Summer 2005 ten courses are being delivered via distance education with specific institutions offering specific courses. Each course is offered at least once every other year.
Michigan State University students should contact the Department of Family and Child Ecology for current course schedule and other information.

Master of Science Degree in Community Services

The program provides an opportunity for students to put course work from all departments of the College into a family-based community perspective. It is designed for persons in education and social action roles who are interested in an ecologically based general program of study at the graduate level. Each student's program is planned in consultation with a major adviser and a committee representing the departments within the College in which the student designates a special emphasis. The student's program of study focuses on child, youth, or adult development.

Doctor of Philosophy

Doctor of Philosophy Degree in Family and Child Ecology

The unique feature of the doctoral program in family and child ecology is its emphasis on the integration of human development, family dynamics, and family management concepts, and the possibility for students to pursue an area of specialization in child development, family science, home economics education, or marriage and family therapy.

In addition to meeting the requirements of the University and of the College of Human Ecology, students must meet the requirements specified below.

Admission

Admission to the doctoral program in family and child ecology is based on evidence of academic ability, research potential, achievement, and maturity. Admission to the program assumes a background in the behavioral sciences; collateral course work that does not count toward the doctoral degree may be required where background is inadequate. A prospective doctoral student is required to take the general sections of the Graduate Record Examination and include the results with the application.

To be admitted to the doctoral program in family and child ecology with marriage and family therapy as the area of specialization, an applicant must have completed MSU's Master of Arts degree program with a major in marriage and family therapy or the equivalent. Students who select the marriage and family therapy area must participate in a personal interview with a selected faculty committee. Students who select the marriage and family area are admitted to the degree program in Fall semester only.

Requirements for the Degree

Students in the doctoral program in family and child ecology who select the marriage and family therapy area of specialization are required to complete a supervised clinical internship. The Marriage and Family Therapy Program at Michigan State University has been accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy. The accreditation period is effective July 1, 1996 through June 30, 2002.

The inclusion of a foreign language in the doctoral program is at the discretion of the candidate and the guidance committee.

DEPARTMENT of HUMAN ENVIRONMENT and DESIGN

Sally I. Helvenston, Chairperson

The goal of this department is to offer programs designed to provide students with an understanding of the social-cultural and physical components of the near environment, their impacts on human life, and the technical knowledge and skills necessary to fulfill requirements for entry-level professional positions.

Through departmental programs and courses students may obtain professional preparation for placement in fields of apparel and textile design. Course offerings in this department can contribute both background knowledge and specific content of value to majors in other areas in the University. In addition, undergraduate programs in the department provide the foundation for the Master of Arts degree program in apparel and textiles, and for the Doctor of Philosophy degree program in human environment: design and management.

UNDERGRADUATE PROGRAM

APPAREL and TEXTILE DESIGN

The program is designed to prepare students in both apparel and textile design with the use of state-of-the-art, computer-aided design technology. The program emphasizes a holistic ecological approach to analysis, integration of knowledge, and problem solving. The program focuses on the development of professional skills, such as teamwork, communication, creative thinking, and ethical behavior, which will sustain students through career advancement in a global industry.

A number of career paths are available to students who complete the Bachelor of Science degree program in apparel and textile design. Graduates may be employed as designers of apparel, textiles, historic costumes, or other softgoods; style coordinators; quality assurance managers; curatorial assistants; small business entrepreneurs; or magazine writers or editors. In partial fulfillment of the requirements for the degree, the student completes a cognate that is related to his or her professional interests.

The following courses are available as electives to students who are enrolled in the Bachelor of Science degree program in apparel and textile design: HED 493B Internship in Apparel and Textile Design and HED 490 Independent Study. Students who may wish to enroll in these courses should contact their academic advisers for additional information.

Students who are enrolled in the Bachelor of Science degree program in apparel and textile design may apply for admission to a cooperative, one-year visiting student program at the Fashion Institute of Technology in New York City. Students who may wish to apply for admission to that program should contact their academic advisers for additional information.

Requirements for the Bachelor of Science Degree in Apparel and Textile Design

- The University requirements for bachelor's degrees as described in the *Undergraduate Education* section of this catalog; 120 credits, including general elective credits, are required for the Bachelor of Science degree in Apparel and Textile Design.
The University's Tier II writing requirement for the Apparel and Textile Design major is met by completing Human Environment and Design 424 and 439. Those courses are referenced in item 3.a. below.
- The requirements of the College of Human Ecology for Bachelor of Science and Bachelor of Arts degrees.

- The completion of Computer Science and Engineering 101 and Human Environment and Design 426 or 430 referenced in item 3. a. below partially satisfies the graduation requirements of the College.
- The following requirements for the major:

	CREDITS
a. All of the following courses:	46
CSE 101 Computing Concepts and Competencies	3
HED 121 Apparel I: Two-Dimensional Design	3
HED 140 Design for Living	3
HED 222 Apparel II: Introduction to Three Dimensional Design	3
HED 231 Textile Materials	4
HED 232 Textile Design	3
HED 240 Computer-Aided Design for Designers	3
HED 323 Apparel III: Advanced Three Dimensional Design	4
HED 424 Apparel IV: Functional Design	3
HED 425 Apparel V: Design Studio	3
HED 426 History of Dress and Textiles	3
HED 430 Dress, Culture, and Human Behavior	4
HED 431 Ecology of the Global Textile and Apparel Complex	3
HED 439 The Developing Professional in Apparel and Textiles	4
Students who pass a waiver examination will not be required to complete Computer Science and Engineering 101.	
b. Twelve credits from one of the following six concentrations:	
(1) Applied Art:	
HED 142 Design Theory Studio	3
STA 110 Drawing I	3
STA 111 Drawing II	3
STA 113 Color and Design	3
STA 114 Three-Dimensional Form	3
THR 211 Production Design: Scenery and Lighting	3
THR 212 Production Design: Costumes, Props and Makeup	3
THR 412 Stage Costume Design	3
THR 413 Make-up	3
THR 414 Scene Design	3
THR 415 Scene Painting	3
(2) Design Communication:	
ADV 205 Principles of Advertising	4
ADV 260 Principles of Public Relations	4
COM 100 Human Communication	3
COM 225 An Introduction to Interpersonal Communication	3
COM 240 Introduction to Organizational Communication	4
JRN 108 Introduction to Mass Media	3
JRN 205 Writing for Media	3
(3) Entrepreneurship:	
ACC 201 Principles of Financial Accounting	3
ACC 230 Survey of Accounting Concepts	3
ANP 428 Environments of International Enterprise	3
EC 201 Introduction to Microeconomics	3
EC 202 Introduction to Macroeconomics	3
FI 320 Introduction to Finance	3
GBL 323 Introduction to Business Law	3
HED 261 Introduction to Merchandising Management	3
HED 362 Human Resources and Professional Practice in Merchandising Management	3
HED 363 Promotional Strategies in Merchandising	3
HED 373 Merchandising Management Entrepreneurship	3
MGT 325 Management Skills and Processes	3
MSC 313 Personal Selling and Buying Processes	3
MSC 327 Introduction to Marketing	3
(4) Historic and Cultural Studies:	
HA 120 Perspectives on World Art: What Is Art?	4
HA 121 Perspectives on World Art: The Creative Process	4
HA 486 History of Western Design	4
HED 344 History of Interior Design: Ancient Through Rococo	3
HED 354 History of Interior Design: Neo-Classical Through Modern	3
HST 205 European History to 1500	4
HST 206 European History since 1500	4
(5) Textiles for Interiors:	
HED 142 Design Theory Studio	3
HED 150 Interior Design Drafting	3
HED 152 Interior Environments	4
HED 250 CAD and Structural Systems	3
HED 252 Interior Design Synthesis I	4
HED 344 History of Interior Design: Ancient Through Rococo	3

HED	354	History of Interior Design: Neo-Classical Through Modern	3
THR	211	Production Design: Scenery and Lighting . . .	3
THR	411	Stage Lighting Design	3
THR	414	Scene Design	3
THR	415	Scene Painting	3
(6)		Social Science of Apparel and Textiles:	
PSY	200	Cognitive Psychology	3
PSY	236	Personality	3
PSY	255	Industrial and Organizational Psychology	3
PSY	325	Affect and Self Esteem	3
SOC	241	Social Psychology	3
SOC	321	Industrial Sociology	3
COM	240	Introduction to Organizational Communication	4

With the approval of the student's academic adviser, the student may complete a concentration(s) other than one of the six concentrations referenced below. This option might be especially appropriate for students who plan to pursue a graduate degree or who have clearly-defined career objectives. Examples of alternative concentrations follow: environmental law and the apparel and textile industry; the ecology of medical practices and functional apparel design; global fiber production and natural resource management; materials science; museum exhibit design and the history of art, costume, and textiles; life span human development and apparel design; and ecofeminism, dress, and women's roles.

GRADUATE STUDY

The Department of Human Environment and Design offers a master's degree program in apparel and textiles. This program is designed to prepare graduates for positions in business, industry, government, and education and for a variety of doctoral programs. The department also offers a doctoral degree program in Human Environment: Design and Management. Opportunities for experiential learning are available through internship programs.

The department offers minor areas of study at both the master's and doctoral levels for students in this and other departments.

Master of Arts and Master of Science

Admission

Factors that are weighted in considering applications for admission to master's programs in the Department of Human Environment and Design are grade-point average, academic background, and work experiences. Collateral work without graduate credit may be required for those students with inadequate undergraduate preparation or experience.

Requirements for the Degree

The master's degree programs in the Department of Human Environment and Design are available under Plan A (with thesis) or Plan B (without thesis). The Plan A option requires 7 credits of HED 899 Master's Thesis Research. The Plan B option requires 34 credits including 3 or 4 credits of HED 898 Master's Project. The additional credits required for the Plan B option permit student-faculty interaction comparable to that which characterizes the Plan A option.

Under the direction of a major adviser, each student develops a plan of study to meet individual needs and interests.

In addition to meeting the requirements of the University and of the College of Human Ecology, students must meet the requirements specified below.

Master of Arts Degree in Apparel and Textiles

The program provides instruction and research in apparel design; historic costume and textile studies, and museum collections; and human behavior and ecological relations. These areas constitute major areas of specialization for students in the program.

Admission

A student must have a background in clothing and textiles and course work in two or more of the following supporting disciplines: art, economics, chemistry, sociology, psychology, history, or anthropology.

Requirements for the Degree

Students must complete required core courses, the requirements for one of the major areas of specialization referenced above, a required research component, and the requirements for a minor area.

Doctor of Philosophy

Human Environment: Design and Management

The doctoral program in human environment: design and management focuses on issues and problems that are related to the understanding and management of the proximate environment and the integration of the following three content areas: apparel and textiles, interior design and facilities management, and merchandising management. The program is designed to prepare graduates for research, teaching, and administrative positions in universities, business and industry, and government.

The Ph.D. program in human environment: design and management is transdisciplinary in nature. The theoretical basis for the program is grounded in human ecological systems, human environment relations, design, and management and draws on the disciplines of psychology, sociology, physiology, the humanities, and management.

Two of the members of the student's guidance committee, including the student's major professor who chairs the committee, must be from the Department of Human Environment and Design. Each of the three emphases designated for comprehensive examinations must be represented on the committee. One member of the committee must be from outside the College of Human Ecology.

Depending on the student's professional goals, academic preparation, and professional experience, the dissertation may have a theoretical focus or may involve more applied research related to apparel and textiles, interior design and facilities management, and merchandising management.

Opportunities are available for doctoral students to participate in on-going research in the department and in internship experiences.

In addition to meeting the requirements of the University for doctoral degrees as described in the *Graduate Education* section of the University catalog and the requirements of the College of Human Ecology for the Doctor of Philosophy degree, students must meet the requirements specified below.

Admission

Normally a master's degree in one of the following three content areas is required for admission to the doctoral program: apparel and textiles, interior design and facilities management, or merchandising management. However, highly qualified students with bachelor's degrees may be admitted to the doctoral program with the approval of the chairperson of the department and the Dean of the College. Prospective graduate students must take the general sections of the Graduate Record Examination and submit the results to the department.

Admission to the program is based on evidence of academic ability, research potential, and personal achievement. Collateral course work may be required if the student's background is judged to be inadequate.

Requirements for the Degree

Students in the program select one of the following three specializations, or integrate course work from across the three specializations:

Apparel and textiles, which includes apparel design, historic and cultural studies, and human behavior and ecological relations.

Interior design and facilities management, which includes facilities design and management, human shelter, and interior design preservation and conservation.

Merchandising management, which includes consumer behavior, international retailing, and human resource management.

Six emphases are available to students in the program: theory development, human environment relations (human factors, behavior, and interface with the environment), marketing and management, design analysis, history and culture, and global economies. The student must pass written and oral comprehensive examinations in each of at least three of the emphases, one of which is designated as the major emphasis.

INSTITUTE of NUTRITION

The Institute of Nutrition is organized to promote education and research experience in nutrition and to provide a vehicle for the development of interdepartmental graduate programs leading to Master of Science and Doctor of Philosophy degrees.

The Institute of Nutrition seeks to provide the student with experience in independent research in the area of nutrition and to help the student to acquire a working knowledge of the significance of nutrition in various animal species.

Research programs of the Institute include nutritional factors influencing development, growth, performance, and reproduction of all animal species as well as factors influencing enzymic, pathologic, histologic, and hormonal patterns in animals and in their tissues and cells. Physiological, biochemical, psychological, and social aspects of human and animal nutrition are also under investigation.

With the approval of the student's department and college and of the Director of the Institute, students who are enrolled in selected Master of Science and Doctor of Philosophy degree programs may participate in the programs of the Institute. To be granted approval to participate in those programs, a student must have a Bachelor of Science degree, must have completed at least one college-level course in physics, and must have completed at least one year of college-level course work in each of the following areas: mathematics, chemistry, and biology. The student must also have an approved program of study that includes (1) course work in subjects designed to provide a comprehensive understanding of nutrition and its allied disciplines and (2) research leading to the preparation of a thesis or dissertation. Courses in nutrition, biochemistry, and physiology must be included in the student's program. Courses in other allied disciplines such as anatomy, histology, pathology, anthropology, genetics, microbiology, statistics, and physical and organic chemistry, commensurate with the student's needs, interests, and qualifications, will be included in the student's program. Persons who are interested in participating in the programs of the Institute should include with their applications for admission to Master of Science or Doctor of Philosophy degree programs statements indicating their interest.

Participation in the educational and research programs of the Institute of Nutrition is on a year-round basis. A student who participates in those programs must meet the requirements of the University, of the college in which he or she is enrolled, and of the Master of Science or Doctor of Philosophy degree program in which he or she is enrolled.