Human Development
Faculty Advising, Teaching, and Assessment Handbook
2012-2013

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Introduction

The Handbook is organized in the following order:

1. University mandate and faculty responsibilities for educational assessment
2. Career advising and career referral resources
3. Basic requirements for the college and for HD majors (latest updates!)
4. Deadlines, procedures, and special rules
5. Stewardship of Academic Information
6. Academic Integrity
Teaching and Advising Assessment Process and Protocols
(with updates 2011-2013)

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Frequently-Asked Questions

What is Assessment?
The following definition of undergraduate program assessment is derived from definitions adopted by the American Association of University Professors (AAUP), the American Psychological Association (APA) and the American Sociological Association (ASA). Their online educational assessment materials have been consulted to create the HD undergraduate assessment plan.

Assessment involves collecting and using information about student learning. The assessment of an undergraduate program involves evaluating both student learning and the overall effectiveness of an undergraduate program. Program assessment is systematic collection, analysis, and use of information to improve student learning and to improve a program or major. Typically, the two levels of assessment are in a dynamic relationship, with student developmental and end-of-program outcomes used to identify where a program of study can be improved.

What Questions Must Be Addressed?
Applying the University Provost’s web site on assessment, the HD assessment plan addresses three questions:

1. What knowledge and competencies do we want students to acquire while they are in our program? How do we define a successful student?

2. How do we collect the information we need to determine whether our students gain those knowledge and competencies? How will we know if students meet the program’s definition of success?

3. How can we use that information to improve the Human Development major? How can we use the information to improve teaching?

Why Are We Being Asked to Institute Ongoing Assessment of Our Educational Program?
Internal and external groups are driving program assessment at Cornell. According to the Cornell Assessment website:
“As a reflection of the learning-centered movement as well as calls for accountability in government, the Higher Education Act of 1998 placed a great deal of emphasis on outcomes assessment as a pre-condition of Title IV funding (e.g. federal student financial aid). Cornell University has been accredited by the Middle States Commission on Higher Education since 1921. Since 1965, federal financial aid (e.g. Pell grants) is provided only to students attending accredited institutions. At the behest of the Higher Education Act re-authorization of 1998, Middle States rewrote the standards for accreditation in 2002 to require that institutions assess student learning.”

Cornell implemented an evaluation of institutional effectiveness and has asked educational units to develop, adopt, and implement ongoing assessment of student and program success. In order to develop the assessment plan, the HD assessment committee reviewed a number of guides recommended by the university and it is evident that major disciplinary professional groups are promoting educational assessment and providing disciplinary-specific tools and rubrics. An example is the APA CyberGuide for Learning Goals and Outcomes, which states: “Accreditation in higher education requires evidence….verifying that the institution can live up to its mission statement. …required assessment planning has become an operational reality in higher education.” (p. 1) The university plan was presented to Middle States in Spring 2011 and was favorably reviewed. A follow-up review will take place in 2013.

How Will Assessment Affect the HD Undergraduate Program?
Individual major assessment plans are expected to reflect university learning goals, goals for each college, and goals for each department. The Learning Goals are expected to be accessible to students, and to contribute to overall college planning. Advising programs are included in the assessment to the extent that student development is adopted as a goal. Central Advising has posted the HD Learning Goals on the department website. Faculty will be asked to assess their courses on a regular basis (twice a year). The HD Advising Handbook contains information to help faculty implement the assessment process, such as links to assessment guides, suggestions for evaluating students in classes, and rubrics for assessing student success.

What Is the Faculty’s Roles in Assessment?
The purpose of assessment is to collect information for program review. It is not intended at Cornell as a means of collecting information to review individual faculty members or students (although aggregate measures of student behavior, attitudes, and progress through the major are relevant to program assessment). A way to think about assessment is that it is intended to collect information about how faculty design, implement, evaluate, and improve their courses, and demonstrate how the dynamic development of their courses is based on collective program goals for student learning and outcomes. The components of faculty involvement are:

- Contributing to the development of a department mission statement and subsequent revisions
- Setting broad goals and more specific objectives for student learning that reflect the mission statement
- Adopting effective mechanisms for evaluating whether the student learning goals and objectives are achieved, over a specified period of time
• Reporting at regular intervals on how courses are being assessed, focusing on two-three goals per year
• Collecting data relevant to assessing a class, using appropriate mechanisms
• Contributing to the interpretation of major-level aggregate data, specifically an analysis of whether the objectives of the major are being met
• Implementing changes at the course level, if appropriate
• Implementing changes or modifications at the major level, if appropriate

**HD Learning Goals**

A successful Human Development student will:

1. Learn content and theories in the multiple areas that comprise the field of human development
2. Learn how to write and communicate clearly and effectively
3. Achieve basic literacy in research methods
4. Learn how to think critically
5. Comprehend and practice ethical behavior across academic, research, and professional settings
6. Learn how to work effectively with others
7. Learn how to analyze or create research applying principles of the scientific method
8. Learn how to translate ideas effectively across disciplinary contexts, such as: biology and psychology; psychology and sociology; social science and medicine; or health and public policy
9. Learn concepts and methods to translate research knowledge into practice, programs, or policy
10. Acquire the skills to direct own learning

**Individual Course Assessment (How to)**

Faculty will be asked to assess each of their undergraduate courses each semester. Individual course assessment takes place at the following website:

[https://registrar.human.cornell.edu/Instruction/CLAhome.cfm](https://registrar.human.cornell.edu/Instruction/CLAhome.cfm)

You can access this link easily through [my.cornell.edu](http://my.cornell.edu). You will be prompted for your netid. After logging in, hit the “human ecology” tab. Then touch “Faculty” and hit “quick links” below it on the menu that pops up. The Assessment program is accessible through Quick Links. When the page comes up for assessment, link to enter the program (at the top left).

Then

Step 1: Select a Course

- Pick on the second tab from left “CLA Add/Edit Form”. On the subsequent page, do the following:
  - Select term
  - Select course from pull down list
Select your name from pull down list
- Select department name
- Pick on “Get Record” button

Step 2: Input information about Learning Outcomes and Course Assessment for Above Course
- Verify that all information in pale green area is correct.
- At the right, pick on the “Assessment Form” tab, outlined in orange.
  - Use the “Col Outcome” pull down to select one of the college’s 8 learning outcomes
  - Use the “Dept Outcome” pull down to specify “DEA uses the college level outcomes”
  - Under Learning Outcome/Objective, type (or paste from word document) what students should accomplish under the specific learning outcome. For example,
    - Students are able to effectively communicate with FPM representatives from major organizations working with the class.
    - Students are able to identify linkages between physical and sensory changes that occur with age; the perceptions & experiences of the older person; and the implications for design.
    - Students are able to design a teleconference room documented in complete set of construction documents.
  - Under Assessment Method, type in the deliverables, e.g., students produced a report, completed an exam, gave a presentation, drafted a floor plan, etc.
  - Under Assessment Results, type in your findings. Did most students meet the learning outcome? For example, was there a 95% pass rate? Of course this box will be left blank for SP2011 courses.
  - Under Improvement Plan, type in changes you have made to the course to improve student achievement. Example: added a study guide, etc.
  - Pick on “Save Record” button. Entry date and user will be automatically embedded.
  - To enter additional Learning Outcomes for the same course, pick on “new Record” button.
  - Use arrows at bottom to scroll through records already created for this particular course.

Repeat Steps 1 and 2 for all undergraduate courses taught.

College expectations for course assessment are that each time a course is taught instructors will do the following activities. (These expectations do not apply to independent study courses.)

1. Identify learning outcomes and communicate these to students on course syllabus or other course document or website; these outcomes may stay the same from term to term.

2. Conduct some type of assessment of a learning outcome each year; over years all outcomes should be assessed; the instructor should conduct the assessment in the way that is most meaningful for the improvement of student learning; the assessment process should be reasonable in scope so that it can become an ongoing activity of the instructor;

3. Report the learning outcomes and assessment activities to the department chair according to the chair’s wishes for documentation. Generally assessment reports will indicate the outcome
being addressed, the method of direct assessment, a brief summary of the assessment findings, and a statement of how the instructor will respond to the assessment in the teaching plan;

(4) identify how the course learning outcomes are related to the department learning outcomes and, in some cases, the college or university learning outcomes

**College Suggestions for Developing Course Level Learning Outcomes**

1. Course level outcomes describe in 3-5 statements what the faculty member expects the student to be able to do as a result of completing the course. Learning outcomes may be cognitive, behavioral, or affective in nature – what the student is able to do, say, think, or feel. They should be phrased in a way that is meaningful to the faculty member and the students. The point is to convey to the outside world what the learning gains are for the student in terms of what the student will be able to do after taking the course.

2. There is no limit on learning outcomes statements but the suggestion is to limit the number to 3-5 more global outcome statements. Each of these would encompass a larger number of more specific learning outcomes statements. Limiting the number of statements, however, puts bounds on the number of different outcomes for which assessment is required.

3. Learning outcomes should be phrased using active verbs (e.g. describe, explain, analyze, demonstrate) rather describe the student characteristics (e.g. know, understand, comprehend). Bloom’s taxonomy maybe helpful in identifying appropriate terms. They should be described in a way that is a measurable activity.

4. The CU Center for Teaching Excellence has a web page that presents a way of distinguishing between goals, objectives and learning outcomes. [http://www.cte.cornell.edu/faculty/cl_learning_outcomes.html](http://www.cte.cornell.edu/faculty/cl_learning_outcomes.html)

5. See the CU Center for Teaching Excellence web pages for links to resources about writing student learning outcomes. Here is a token from a University of West Florida resource on writing student learning outcomes for a course syllabi [http://uwf.edu/cutla/writingslo.cfm](http://uwf.edu/cutla/writingslo.cfm) (accessed 3/12/12)

   “Write a paper based on an in-depth exploration of the literature on an aspect of teaching strategies.”

6. In the course syllabus, list the learning outcome statements distinctly and label them as student learning outcomes. A simple ways is to list the learning outcomes as their own section in the syllabus under the heading **Student Learning Outcomes**. Other forms of presentation are possible as long as someone reviewing the syllabus could clearly identify the instructor’s stated student learning outcomes without having to rephrase them into statements that are consistent with 3 above.

7. The new electronic course catalog also has a section in which student learning outcomes can be listed. The SPARKS administrative assistant(s) in the department will have access to enter learning outcomes in the catalog.
Career Advising for HD Majors

With the advice and input of student organizations, HD Central Advising has developed an HD major career advising “tree.” The 2012-2013 career tree is included in this handbook and it has been posted on the HD website.

The aim of the career tree is to supplement material available to students on the HD curriculum sheet. HD curriculum sheets are available for each matriculation year at:
http://www.human.cornell.edu/registrar/degree-progress/curriculum-sheets.cfm

The career tree lists recommended courses, concentrations, and course selection strategies for nine different career paths that are popular with our majors. This list cannot be exhaustive because of the constantly changing terrain at Cornell, but it provides students a bit more structure and may help them locate options for courses outside of our college.

HD majors under-utilize the career resources available in our college. The following list of resources may be useful for your advising

1. The career library is located in 162 MVR (the Career Exploration Center). Human Development majors have helped re-design the library to make it even more useful.

2. The college pre-law adviser is Deanne Maxwell (dhm8@cornell.edu)

3. The college pre-medical adviser is Paula Jacobs (pj24@cornell.edu).

4. The Health Careers website is found here:
   http://www.career.cornell.edu/paths/health/index.cfm

5. University Career Services is open to Human Ecology students. (Many students are unaware of this.) It is located at 103 Barnes Hall and can be reached at 607/255-5296. Their web address is http://www.career.cornell.edu/
Essential Tools for Faculty Advising

Curriculum Sheets: http://www.human.cornell.edu/registrar/degree-progress/curriculum-sheets.cfm
Graduation Summaries: http://www.human.cornell.edu/registrar/degree-progress/graduation-summary.cfm

Three essential faculty advising tools can help you keep track of your students:

1. The Human Development Curriculum Sheets

Curriculum sheets are updated every year and are posted on the Human Ecology web site here. The curriculum sheet includes both college and major requirements. There is a curriculum sheet for each matriculation year and students are held to the requirements in place for the year they arrived at Cornell. Students may petition to graduate under the requirements of a matriculation year after their own; however, they may not mix and match requirements across years. When there is a major shift in HD major or college requirements it is important for advisers to know the student’s matriculation year. The matriculation year is recorded on the student’s Graduation Summary.

2. The Graduation Summary

All students beyond their first year at Cornell have a graduation summary posted on the Human Ecology Registrar’s web site, located here. Transfer students have a graduation summary created for them at entry and it is posted during their first semester. Summaries for all students in the college can be accessed by all HD faculty members.

The graduation summary is updated every summer (the date of the update appears at the top right corner of the summary), and both semesters of the senior year. The graduation summary for each student is uploaded from a spreadsheet maintained by the college registrar’s office. The rows and columns of the summary record progress to the degree. As courses are added, credits are added to each column, and useful summaries are posted at the beginning and the end of the spreadsheet to record completion of college and major requirements. For example, if the student has not yet completed statistics, the graduation summary will record “Not completed” in the summary of college requirements. If the student has not completed HD requirements, this will be recorded in the summary of major requirements.

3. Faculty Center

You have access to the academic records of your advisees and other students enrolled in the college in your Faculty Center. Access to your Faculty Center is gained by:

- use of this link www.facultycenter.cornell.edu

There are tutorials on the site showing you how to access and use the records. Currently CHE faculty do not have access to student records in other colleges unless granted special access for a limited number of students.
Basic Graduation Requirements for HD Majors

Students can think of their Cornell education as roughly divided into thirds: 1/3 college distribution, 1/3 HD major classes, and 1/3 elective credits. In this section of the handbook we first discuss college requirements and then major requirements, followed by some advising tips about electives.

Minimum Credits
Students must earn a minimum of 120 academic credits for graduation. PE does not count toward the 120 minimum required.

Minimum GPA for graduation
A cumulative GPA of 2.0 is required for graduation.

IMPORTANT INFORMATION ABOUT USE OF AP CREDIT FOR INCOMING STUDENTS

15 CR LIMIT ON TOTAL AP AND IN ABSENCE CREDIT
- For students beginning in the Fall 2010 semester -- We now accept only 15 credits in total of In Absentia and AP/pre-college credit. Because of this new limit, students will need to decide how they would like to apply the AP credit to their graduation requirements.
- Continuing students and new internal and external transfer students may still follow the old rule of 30 credits total of In Absentia and AP/pre-college credit.

POSTING AP CREDIT ON THE STUDENT’S RECORD
- AP credit for incoming Fall 2012 Freshmen has not been posted on their records yet. Posting involves assigning the credits to degree requirements. Given the new limit of 15 total AP and In Absentia credits, students have to choose how these credits will be applied to their degree requirements.
- In Spring 2013, the HE Registrar will ask freshmen to indicate how they wish to apply AP credits toward their degree requirements. At this time, students will have a better idea of their major, their course requirements, and their course plans. Students will be asked to complete a form to self-report their scores and decide how they wish to apply these scores to their degree requirements. The CHE Registrar has provided an Advanced Placement Cheatsheet to aid in this process. The Registrar will confirm that the scores are correct, assign the credit to the appropriate requirements, and post the credit to the transcript.
- This new process means that students will not be able to see their AP credit on their Cornell records until the Registrar posts it in the spring. If a student has sent the AP scores to Cornell, the Registrar has the scores in records that only the Registrar can see. Any student who is worried that the Registrar has not received AP test scores may check with the Registrar’s office in MVR 146.
APPLYING AP CREDITS TOWARD DEGREE REQUIREMENTS

- The College and the Majors have rules about how AP credit and test scores apply toward specific requirements. See Courses of Study and HD curriculum sheets for this information.
- The Natural Science requirement adopted in 2010-2011, changed how HD entering freshmen may apply AP scores from biology, chemistry or physics exams. A score of 5 is now required and may be used to receive 4 credits toward only one of the two required courses in Natural Sciences. The other credit (either the 4 remaining credits from a score of 5 or 4 credits from a score of 4) earned for an AP score in biology or physics exams may be applied in Category I.F. (Additional credits) or as Category III (Elective credit.) Per University Policy, AP Chemistry score of 5 awards 4 credits and no credit is awarded for a score of 4.

Contact for questions: Lori Asperschlager (law32, 4-5270), Assistant Registrar, Human Ecology

Basic Rules Regarding Transfer Students and Their Credits

The Cornell degree requires a minimum of 60 credits earned at Cornell. No exceptions are made to this rule. Students who do not originally matriculate at Cornell may therefore transfer a maximum of 60 credits for their degree requirements. For transfer students:

- No more than 15 hours of transfer credit can be applied to the 40 credits (years prior to 2008-2009) or 43 credits (2008-2009 and beyond) required in Human Ecology credit
- No more than 2 classes of transfer credit (6 credits) can be applied to the Human Development major
Natural Science Distribution Requirement

The college natural science requirement has changed beginning with the 2010-2011 matriculation year and again in December 2010. Faculty voted on changes to the requirements.

For all matriculation years prior to 2010-2011:
To fulfill the college’s Natural Sciences requirement, HD students must take at least 6 credits in Biology, Chemistry, and Physics (see the HD curriculum sheet for the courses that can be used for this requirement).

1. Courses to fulfill this requirement must include laboratories.
2. One of the courses must be Biology with laboratory.
3. Two semesters of Biology are strongly recommended for HD majors.
4. Career Advising Note: The Natural Sciences requirement can be partly or wholly fulfilled with AP credit. However, Health Careers advises pre-medical students to take the introductory biology courses for majors here at Cornell even if they have earned Biology AP.

For the 2010-2011 and 2011-2012 matriculation years as revised in December 2010
A. Natural Sciences: 6-8 total credits
   1. Natural Science lecture is required
      HD requires that one natural science lecture be an introductory biology course as specified below.
         a. Score of 5 on AP Biology OR
         b. Must choose from the following list (must be taken at Cornell):
            BIOG 1105  BIOG 1106
            BIOG 1140 (Offered Fall only/ recommended for non-pre-meds)
            BIOMG 1350 or BIOG 1440 or BIOEE 1610

         More detailed pre-medical advising help is available on the CHE pre-health advising site: 
         http://www.human.cornell.edu/student-development/newstudents/freshman/prehealth.cfm

      2. Natural Science (lab not required, must be taken at Cornell, no AP credit)
         a. Choose another biology course from the above list in A.1. OR take
         b. CHEM 1560 or CHEM 2070
            CHEM 2080
            PHYS 1101 or PHYS 2207
            PHYS 1102 or PHYS 2208 OR
         c. Choose from the Human Ecology Natural Science Approved Course list:
            (HD recommends the courses on the list designated with an asterisk)
In lieu of the natural science laboratory, a Scientific Methods Requirement has been added to college graduation requirements. This began with the 2010-2011 matriculation year.

**Scientific Methods Requirement**
The college faculty voted in December, 2010 that all majors in the college must develop a way to teach scientific methods to their students. The scientific methods course replaces the old requirement for a Biology laboratory in the curriculum.

*This change was made applicable to students who enrolled for the first time in 2010-2011 (current juniors) and for all subsequent classes. Students have been informed about this change in the requirements.*

In HD, students may fulfill the scientific methods requirement in the following ways:

1. Take HD2830, Research Methods (this course is required for entering the HD honors program)
2. Take BIOG 1500, Investigative Laboratory
3. Take BIOG 1105 or 1106 (one semester of auto-tutorial biology which has laboratory assignments)
4. Biology AP score of 5 (a score of 4 does not count toward fulfilling this requirement)

**Social Science College Distribution Requirement**
To meet the college’s Social Sciences requirement, students must take any two courses from any combination of the following departments: Psychology, Sociology, Development Sociology, Anthropology, Economics, or Government.

1. Courses cross-listed with Human Development cannot be used to fulfill this requirement, with one exception. HD 1840 Six Pretty Good Books, which can be used to fulfill this requirement. NOTE: HD 1840 **does not** count for the 30 credits required in the major, and **does** count as HE credit.
2. DSOC 1101 and SOC 1101 contain overlapping content and the college will not give credit for taking both classes. (CHE Forbidden Overlap list found [here](#).)
3. AP can be used to partly or wholly fulfill this requirement.
4. **Career Advising Note:** Many HD students have career plans that would greatly benefit from taking more advanced classes to fulfill this distribution requirement. Consult the HD Major Career Tree for more information.

**Humanities College Distribution Requirement**
Human Ecology students must take at least 3 credits in the Humanities.
1. The two required Freshman Writing Seminars are in addition to this requirement.
2. The Humanities include literature, history (including art and design history), philosophy, religion, and archaeology.
3. Languages and creative or performing arts such as writing of fiction or poetry, painting, sculpting, designing, composing or performing music, acting, directing, and dance are not considered humanities.
4. The college registrar’s office decides which courses are in the humanities and which courses are not.
5. AP can be used to fulfill this requirement.
6. FSAD 125 is currently the only CHE course classified as a humanities course by the college.
7. Career Advising Note: HD strongly recommends that students who plan to complete Honors Program requirements or to prepare for research and/or medical careers take a course in health and medical ethics to fulfill this requirement (e.g. BSOC/STS 2051).

**Freshman Writing Seminars**
Students must take two freshman writing seminars in their first year at Cornell unless this requirement is specifically waived through AP or transfer credit. COMM 1310 is approved as equivalent to one FWS ONLY for incoming CALS students who have already taken it.

1. The college registrar decides on any waiver of this requirement and has the final say.
2. No in absentia credit is accepted to fulfill this requirement.
3. Advising Bulletin: If students do not complete writing seminars during their first two semesters, they are put on Academic Warning.
4. First year writing seminars in the HD major do not count toward the 30 credits required in HD, and do count toward the 43 required HE credits.

**College Quantitative (Statistics & Mathematics) Requirement**

**Students Who Matriculated 2008-2009 and Later**

1. Only one course is required to fulfill this requirement: a Cornell University introductory statistics class.
2. Statistics MUST be taken at Cornell, except for transfer students who complete equivalent work in statistics before matriculating at Cornell (the DUS evaluates all of these classes for conformity to HD expectations).
3. The course must be from the following list of classes: PSYCH 3500, AEM 2100, PAM 2100, BTRY 3010, MATH 1710, ILRST 2100 (ILR 2120 met this requirement but is no longer offered; students transferring from Arts can use SOC 3010 to fulfill this requirement if they have previously taken it).
4. No in absentia courses will be accepted.
5. Career Advising Note: AP statistics can be approved for graduation credit, but not for statistics credit. A Cornell statistics class must be taken for statistics credit. If an HD major wants Statistics AP to count for graduation credit, then he or she must complete a more advanced statistics class to fulfill the statistics requirement. See next page.
6. **Advising Bulletin:** The DUS will approve a more advanced statistics course taken at Cornell to fulfill the quantitative requirement; however, this requires a formal petition through the college registrar’s office.

**Other College Distribution Requirements**

In addition to the specific requirements described above, students must take an additional 12 credits anywhere in the natural sciences, social sciences, and humanities. *Language courses can be used to fulfill this requirement.*

**Required Minimum Courses in Human Ecology (and Related Rules)**

*Students must earn at least 43 credits in the College of Human Ecology.* All HE credits earned in Category I (college requirements) count toward fulfilling the 43 credit requirement.

Students matriculating prior to 2008-2009 (some of whom may still be with us) were required to earn 40 credits in Human Ecology, however credits earned in Category I did not count toward the 40 credits. Changing the rule has simplified earning credits for graduation.

At least 9 of the 43 (or 40) credits must be earned in Human Ecology departments other than Human Development:

1. These credits can come from any department, and students can earn all of them in one department or earn them in different departments.
2. Students may not use HE courses below the 3000 level (such as HE 1000, HE 1010, HE 1200, or HE 2010) to fulfill this requirement. (The complete list of restrictions is on the student’s graduation summary.) Lower level HE courses are counted as elective credit.
3. Students may not use 4030 courses (Teaching Apprenticeship) from any Department to meet this requirement.
4. Students can earn a maximum of 3 credits toward this requirement from any 4000 (Directed Readings), 4010 (Empirical Research), or 4020 (Supervised Fieldwork) in a department other than Human Development.
5. Up to 8 credits earned in [Urban Semester](#) can be applied to this requirement
6. Up to 8 credits earned in the [Capital Semester](#) can be applied to this requirement
7. Up to 8 credits earned through [Cornell-in-Washington](#) can be applied to this requirement.

**Credits Earned at Wells College and Ithaca College**

Students in our college can take advantage of special programs available through Wells College (teaching certification) and Ithaca College (physical therapy). Up to 12 of the credits earned through these special programs can be counted as Cornell degree credits.
Human Development Major Requirements

A revised Human Development major is in place for students who matriculated in 2009-2010 (current seniors) and after. Students in previous matriculation years must formally petition the college registrar to switch to the new curriculum.

The college rule is that students may not “mix and match” requirements from different matriculation years. However, HD is making ONE exception to this general rule: students who matriculated before 2009-2010 may formally petition to fulfill the new Law, Psychology & HD or Aging & Health concentrations. (The “new” concentration in Neuroscience is the renamed Biology & HD concentration.) This is allowable because the department reserves the right to determine concentrations for individual students. A formal petition filed through the registrar is required.

The old and new versions of the HD major requirements are summarized in the table below. You can find out an advisee’s matriculation year by checking the student’s graduation summary on the web. More detailed information about requirements is available on the web-posted curriculum sheets.

In lieu of the natural science laboratory, a new Scientific Methods Requirement has been added to college graduation requirements. This begins at the 2010-2011 matriculation year.

<table>
<thead>
<tr>
<th></th>
<th>For Students Who Matriculated 2008-2009 and Earlier</th>
<th>For Students Who Matriculated 2009-2010 and Later</th>
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</thead>
<tbody>
<tr>
<td>Number of credits required in the major</td>
<td>30 in HD courses; no other department’s courses are approved unless cross-listed</td>
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</tr>
<tr>
<td>Grading rule</td>
<td>All must be graded credits in didactic courses; no S/Us allowed for major completion credit</td>
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</tr>
<tr>
<td>Special Studies exclusion rules</td>
<td>HD4000, 4010, 4020, 4030, 4400, 4980, and 4990 cannot be counted toward the 30 required to complete the major</td>
<td>HD4000, 4010, 4020, 4030, 4400, 4980, and 4990 cannot be counted toward the 30 required to complete the major</td>
</tr>
<tr>
<td>Laboratory course rule</td>
<td>Only one course designated as LAB may count toward the 30 required HD credits</td>
<td>Only one course designated as LAB may count toward the 30 required HD credits</td>
</tr>
<tr>
<td>Required first-year coursework</td>
<td>HD1150 + HD1160</td>
<td>HD1150 + HD1160 + HD1170 (formerly HD2160) Transfer students should see their graduation summaries for their specific requirements</td>
</tr>
<tr>
<td>2000-level “foundations”</td>
<td>2 courses required, each must come from different area: Cognitive (2200, 2300, 2380) Social (2160, 2600, 2610)</td>
<td>2 courses required, each must come from different area: Cognitive (2200, 2300, 2380) Social (2600, 2610) or</td>
</tr>
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</tr>
<tr>
<td><strong>Minimum 3000-4000 level requirement</strong></td>
<td>Life Course (2180, 2500, 2510) (Other courses were occasionally designated as fulfilling foundation requirements)</td>
<td>Aging &amp; Health (2180, 2510)</td>
</tr>
<tr>
<td>Available concentrations</td>
<td>12 credits, at least 3 must be at the 4000 level</td>
<td>15 credits, at least 3 must be at the 4000 level and must be in student’s concentration</td>
</tr>
<tr>
<td>Concentration rules</td>
<td>Minimum 3000-4000 level requirement</td>
<td>2000 level foundation + 2 more non-Foundation courses listed on HD curriculum sheet</td>
</tr>
<tr>
<td>Additional concentrations</td>
<td>Three courses at the 3000-4000 level listed on HD curriculum sheet; must have 4000 level course in chosen concentration</td>
<td></td>
</tr>
<tr>
<td>Pre-requisites for concentrations</td>
<td>Students must complete at least one course outside the first declared concentration, other than a 2000 level foundation course</td>
<td>Students must complete at least one course outside the first declared concentration, other than a 2000 level course</td>
</tr>
<tr>
<td>HD concentration content rules</td>
<td>To complete a second or third concentration students must take two unique courses that are not included in an HD concentration they have already completed</td>
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</tr>
<tr>
<td>Electives for HD Majors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective credits can be earned in Human Ecology or elsewhere. Special studies courses count as elective credit toward graduation. The HD Honors program also is an elective (see the section on Honors program requirements in this handbook).</td>
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</table>

**Electives for HD Majors**
Elective credits can be earned in Human Ecology or elsewhere. Special studies courses count as elective credit toward graduation. The HD Honors program also is an elective (see the section on Honors program requirements in this handbook).
The Human Ecology curriculum sheet lists a number of Human Ecology electives that are related to HD. Students often ask for guidance for choosing CHE electives. Popular electives include (but are not limited to):

DEA 1500 Introduction to Human Environmental Relations  
NS 1150 Nutrition, Health, and Society  
NS 2450 Social Science Perspectives on Food and Nutrition  
NS 3150 Obesity and the Regulation of Body Weight  
PAM 2300 Introduction to Policy Analysis  
PAM 3360 Evolving Families: Challenges to Family Policy  
PSM 3370 Racial and Ethnic Differentiation  
PAM 3500 Contemporary Issues in Women’s Health  
PAM 3800 Human Sexuality

For more information about electives, see the Human Development Major Career Tree in this handbook.

Many HD students are completing minors that require work outside the department (e.g. Gerontology, Global Health, Inequality). Courses from outside the HD department count as elective credit; courses in HD that are part of these minors double-count as fulfilling both the major and the minor, or for fulfilling college requirements if they originate in CHE.

**Honors in Human Development**

The Human Development Honors Program is designed to prepare students for careers that involve the practice of scientific research. Extensive preparation is required to do an honors thesis, the capstone of the Honors Program, and we are trying to communicate to students that preparation and completion is a 3 year project and requires special planning. Applications, and a short e-mail of support from the potential thesis advisor are due to the Honors Program Administrator (Marianne, G77 MVR, ma84@cornell.edu) by October 15 of the student’s junior year.

**Requirements for the Honors Program**

The basic requirements are:

1. Student must be an HD major (all other college majors now have their own honors programs)  
2. GPA of 3.5 or higher  
3. Applicants must complete the first statistics class before applying to the program

The required course work is:

1. SOPHOMORE YEAR: A basic Cornell Statistics course, taken for a letter grade. (PSYCH 3500 is strongly recommended for the program)  
2. SOPHOMORE YEAR: HD 2830 Research Methods in Human Development, taken for a letter grade, required and only offered in the fall semester.  
3. JUNIOR YEAR: HD4010 research with a faculty mentor begun no later than the fall semester of the junior year
4. JUNIOR YEAR: One advanced (non-introductory) Cornell Statistics class: HD 4750 or 4760 is strongly recommended, (other possibilities include ILRST 2110, PAM 3100, BTRY 3020, MATH 2710), taken for a letter grade.

5. SENIOR YEAR: HD4980 (Honors in Human Development) AND HD4990 (Honors Seminar), plus completion of the thesis

Recommended course work is:

1. One course in ethical issues in research (e.g. BSOC/STS 2051)
2. Two 3000 and/or 4000 level courses relating to the topic of the honors thesis

Honors Program Advising Issues – And Some Advising Solutions

1. Students make the decision to do the program relatively late in their academic careers and enter their junior years (and the deadline for submitting the application -- October 15 of the junior year) without the required training to complete an honors thesis. This has been a difficult problem to address because of the number of students who enter our major as transfers and get a late start.
   a. Keep copies of the honors program brochure in your office
   b. Help us advertise the honors program through your classes
   c. Know your advisees – encourage those with the highest GPAs in their first years to consider the honors program
   d. Keep copies of the honors program brochure in your lab, or include in your laboratory training manual

2. An increasing source of difficulty is that students look upon the Honors Program as another kind of “credential” rather than as a commitment to get advanced education in research.
   a. When advising, emphasize the purpose of the Honors Program and the commitment needed to complete it
   b. If the student views the Honors Program as a way to increase graduate or professional school credentials, be sure to point out that the class preparation for the Program is not such to raise the overall GPA
   c. Ask the student about alternatives he or she is considering, such as completing minors; sometimes completing a minor and the Honors Program will be incompatible

3. Many students attempt pre-medical science courses in their first two years and find that they are not academically well-prepared for them. As a result, their GPAs are not high enough to qualify for the Honors Program.
   a. The director of the Honors Program is very sensitive to this issue and works with students individually
   b. All inquiries should go to either the DUS or the Director of the Honors Program

4. The research methods classes available for undergraduates have been taught in the spring semester. This conflicts with the most popular time to spend a semester abroad in the junior year. We have received requests to waive this requirement because of this conflict.
a. Experience has shown that we should NEVER waive this requirement
b. HD 2830 (the revised version of HD 3820) will be taught only in the fall.
c. Students should be urged to take Research Methods in the fall of their sophomore year. (For this year’s freshmen, it is important to do this.)

5. Students fear the work and threat of failure posed by the required advanced statistics class, and we are encountering increasing requests to waive this requirement or to substitute alternative classes
   a. Be sure to emphasize that an ADVANCED statistics class is required; it is not enough to repeat an introductory Statistics class
   b. Much of this is fear of PAM 3100, Multiple Regression; however, the average grade in this class is high because of support provided to the students in the class
   c. Several different courses are available to fulfill this requirement

We have attempted to address some of these problems head on by including the Honors Program requirements on the HD curriculum sheet.

The Wells College Teacher Certification Program
The Wells College Teacher Certification Program is part of a larger exchange program between the College of Human Ecology and Wells College. Students interested in pursuing this program should contact the departmental DUS, Prof. Qi Wang. Completing this program requires careful planning and a great deal of dedication:

- Only two classes currently taught at Cornell can count toward this program
- The student must plan for one semester of work at Wells College, plus commuting to Wells College for at least two additional semesters to take classes while also completing Cornell requirements
- A semester of teaching internship is required; the placement cannot be guaranteed to take place in Ithaca
- Students must have access to a car for transportation to Wells and to the teaching placement
- Transfer students have great difficulty completing the Wells requirements; extra semesters of enrollment will be required.
Double Majors; Minors

Students in Human Ecology cannot earn a double major in the college.

No student at Cornell can major in a second program outside his or her home college.

Human Ecology now accepts all minors that are approved by the University. Minors must be controlled, tracked and audited by their home department. Information regarding completion of requirements must be reported, by the sponsoring unit, to the Human Ecology Registrar’s office if the minor is to be noted on the students’ transcript. If your advisee is asking about a minor, Courses of Study is the best available guide. Rules about minors will appear under the department’s /program’s listing.

Popular Minors for Human Development Majors

The College of Human Ecology will allow and accept completion of any minor in the university. Students and faculty should be aware, however, that not all minors are available outside their home colleges. The only guide to available undergraduate minors is at the Courses pages on CUINFO and the printed Courses of Study, although many departments sponsor web sites that document their minors.

Popular minors for HD undergraduates include:

The Gerontology Minor, sponsored by the Bronfenbrenner Life Course Center
http://www.bctr.cornell.edu/for-students/gerontology-minor/

The Global Health Minor, sponsored by the Division of Nutritional Sciences
http://www.human.cornell.edu/dns/globalhealth/undergraduate/index.cfm

The Inequality Minor, sponsored by the Center for the Study of Inequality in the Arts & Science Sociology department
www.inequality.cornell.edu

The Education Minor, sponsored by the CALS Department of Education (until its’ sunset)
http://education.cornell.edu/

Minor in Nutrition & Health, sponsored by the Division of Nutritional Sciences

Law & Society, sponsored by Arts & Sciences
http://www.arts.cornell.edu/epl/lawsociety.htm

The PAM Minor, offered by Policy Analysis and Management
http://www.human.cornell.edu/pam/academics/undergraduate/pam_minor.cfm
Cautions about Minors

Advising students about meeting requirements for minors can be difficult. Here are several issues that Central Advising has encountered in recent years:

- The AEM minor is very popular, but is not available for students outside of CALS. AEM has become one of the largest departments at Cornell and holds firm to this policy so that its faculty are not overwhelmed. You can advise students the following: although a CHE student cannot officially complete the AEM minor, CHE students are welcome in many AEM classes and can list a set of AEM classes on their resumes as documentation of class completion.

- Because CHE does not allow double majors, and students cannot officially complete majors from two different colleges, credential-minded students are trying to complete multiple minors. Some students have no difficulty completing minors, while others run into problems. This can lead to several related issues:
  - Students petition the HD DUS for waiver of HD major requirements so that they can complete minors. The HD DUS does not approve such waivers because completing the major should come first.
  - The Global Health minor requires work outside the US. HD students have petitioned the DUS for financial support to complete this requirement. These requests cannot be granted in any case.
  - Pre-medical students are trying to complete a minor or minors in order to improve their medical school admissions profiles. You should advise pre-medical students to concentrate first and foremost on completing the course of study laid out by Health Careers before they lock into plans to complete minors. There is no evidence that completing minors increases the chances of medical school admission over and above getting excellent grades in science classes and scoring well on the MCATs.

HD Concentrations Are Not Minors

Central Advising receives frequent requests to offer an HD minor and inquiries about whether HD concentrations can be recorded as official “certifications” on transcripts. Nutrition and now PAM offer official minors. Because of our limited advising capacity, we have no plan to offer an HD minor because the burden of recording completion would fall entirely on the department faculty and staff. Instead we tell students that they are welcome to take HD classes that follow a theme and that they can put the classes on their resumes.

Physical Education Requirements

Students must complete work in physical education during their first two semesters. This can be done by taking two courses, participating in an intercollegiate team for two semesters, or participating in the marching band for two semesters. Grades for these courses are recorded as “UX” until the student passes the required swim test.

- Transfer students entering during the second semester of their freshman year must take only one course.
- Transfer students entering after their freshman year are not required to meet the physical education requirement.
- All entering freshmen must pass a swim test or enroll in 2 semesters of swimming courses. For exceptions, see Courses of Study.
• Transfer students entering during the second semester of their freshman year must meet the swimming requirement
• Transfer students entering after their freshman year are not required to meet the swimming requirement
Special Studies – College and Department Rules and Limits

**Credit Limit for Graduation**

Students may use only 12 credits of any 4000, 4010, 4020, or 4030 courses toward graduation. The 12 credit allowance also includes equivalent special studies courses from other departments and colleges. Students may enroll for additional credits of independent study but these credits will not be counted towards graduation.

**Special Studies and the 9 credits outside the major rule**

Students may count a maximum of three credits of 4000-4020 (not including 4030) toward the “credit outside the major” category as long as the special study is in a department outside the student’s major.

**Teaching Apprenticeship (4030) rules**

Students cannot TA (4030) the same course for credit more than once.

Students cannot TA and take the same course simultaneously.

No teaching apprenticeship can count for the 9 credits outside the major category in the college.

HD limits all special studies to a maximum of 4 credits per semester

HD4030 does not fulfill any requirements toward the HD major.

*Note:* Students from Arts & Sciences are not allowed to count HD4030 (Teaching Apprenticeship) credits toward their graduation requirements. This is strictly enforced by Arts & Sciences.

**Prerequisites and Add Deadlines for Special Studies**

There are no prerequisites for HD4000, HD4010, or HD4020 except those required by the supervising professor. The deadline to add these courses for Fa’12 is Friday, October 12 by 4:00pm and for Sp’13 is Friday, March 8 by 4 pm

HD4030 has a number of prerequisites in Human Development. The student must have a GPA of 3.0. The student must have earned at least a B+ in the course. The student must have taken the course he or she will TA. *Professors who wish to have one or more of these prerequisites waived must provide a justification in writing to the DUS.* The deadline to add this course for Fa’12 is Friday, September 14 by 4:00pm and for Sp’13 is Friday, February 8 by 4:00pm.
Deadlines, Procedures and Special Rules

For additional information on these and other topics check the following sources:
HD Advising Website: http://www.human.cornell.edu/HD/Academics/Undergraduate/Advising/index.cfm
Courses of Study http://courses.cornell.edu/
Gannett Health Services: Assisting Students in Distress: http://www.gannett.cornell.edu/assist

Important Deadlines for Students:
The add deadline is the end of the 3rd full week of each semester. An adviser signature is not required. Adding the class later requires a General Petition, available from the Registrar. These requests are likely to be denied unless the student has been attending the course.
Fa’12 - Friday, September 14 by 4:00pm / Sp’13 - Friday, February 8 by 4:00pm.

The drop deadline is on the Friday at the end of the 7th full week of classes. An adviser signature is not required. Later drops require extenuating circumstances. All drops that will result in a student having a course load of fewer than 12 credits require a General Petition, even those before the end of the 7th week of class.
Fa’12 - Friday, October 12 by 4:00pm / Sp’13 - Friday, March 8 by 4 pm

The grade option deadline (choosing a letter grade or S/U) is also on the Friday at the end of the 7th full week of classes. This is a university-wide policy. Students can do this on-line before the seven week deadline. An adviser signature is not required. A later change of grade option requires documentation of extenuating circumstances. Petitions to extend this deadline are rarely approved in our college

If students miss a deadline, they should make an appointment with a counselor in the Office of Student and Career Development, 172 MVR, to discuss their options. Adding courses, dropping courses or changing grade options after the deadline requires a General Petition (available from the College Registrar).

Major registration problems, such as 1) a student not being registered for a course attended all semester, or 2) a student receiving an F in a course for being registered in the course but never attending are resolved by the College Registrar.

Advanced Placement
Advanced Placement credit can be earned in several ways while a student is in high school. Documentation of advanced placement credit is sent to the College Registrar. Students with questions about advanced placement credit should see the College Registrar. Up to a maximum of 15 credits of Advanced Placement may be applied to graduation requirements for students entering in 2003-2004 until 2009-2010. (Note: the number allowed differs from the policies of other Cornell colleges.) RULES FOR 2010-2011 first years have changed; see page 13. More details available at http://www.human.cornell.edu/registrar/requirements-and-policies.cfm
Course Load and Types of Courses
The typical load for students is 15 credits a semester (120 credits needed for graduation divided by 8 semesters). We often encourage first semester students (freshmen or transfers) to take 4 courses (12-14 credits).

- Full time students must take at least 12 credits each semester. Students must receive permission from the College Registrar to take fewer than 12 credits in a semester. However, mature students (those 24 years or older at their time of matriculation) may take as few as 6 credits and still be considered full time. Mature students must petition to take fewer than 12 credits, but the petition is always granted. Physical Education is not counted toward the 12 credits.
- First- and second-year students must take at least one Human Ecology course per semester. This rule is strictly enforced by the Committee on Academic Status (CAS).

Endowed credits
Effective 3/24/06, there are no additional tuition charges for endowed credits earned above the 21 endowed credits previously allowed beyond those used to fulfill Category I college requirements.

Grades
Incomplete (I) - A grade of incomplete is given when a student has substantial equity in a course (50-60% at a passing level) but when, in the instructor’s judgment, there was a valid reason (beyond the student’s control) that the student could not complete course requirements on time. A student with such a reason should discuss the matter with the instructor and request a grade of incomplete. Students are at risk of going under the minimum semester requirement if an INC grade in a course puts the total number of credit hours under 12 for the semester.

NGR – or “no grade” should not be given under any circumstances.

"R" grades should not be given for work that spans a second semester. A letter grade should be given for each semester.

S/U grades may be chosen for some courses at Cornell as indicated in Courses of Study and the Course Roster.

- A maximum of 12 credits of S/U grades may be used toward the 120 credits needed for graduation.
- If a required course is only offered S/U, it will not count toward the 12-credit limit (however, electives offered only S/U do count toward the 12-credit limit.)
- S/U courses may be taken only as electives or as the 9 credits of Human Ecology coursework outside the major. Courses taken S/U cannot be used to meet any other requirements, including the HD major requirements.
- A grade of S is given for work equivalent to a C- or better; for work below that level, a U is given.
- S/U grades are not included in the computation of GPA.
- A course in which a student receives an S is counted for credit. No credit is received for a U.
Withdrawal (W) is given if a student drops a course after the end of the 7th week of classes. A petition from the Registrar’s office must be completed for all withdrawals. Students may withdraw from a course for any reason before the 12th week of a semester. After this, the student must have a compelling reason to withdraw. A poor grade toward the end of the semester is not considered a compelling reason. Consultation with a counselor in Student Services is essential when seeking to withdraw from a course because students are asked to petition to the CHE Committee on Academic Status (CAS).

In Absentia Credit

In Absentia credit is credit from other institutions earned after a student has matriculated at Cornell. For students admitted before 2010-2011, a maximum of 15 credits in absentia credit may be earned toward graduation. AP is not included in this total. However, for students admitted 2010-2011 and later, only 15 credits TOTAL for AP and in absentia credit is permitted. (see page)

Students must complete a form requesting in absentia credit (from the College Registrar). It is essential to seek approval before enrolling in a class at another institution. Statistics and Natural Science courses may not be taken In Absentia.

Caution to Premed students: they should avoid taking classes that fulfill science and mathematics requirements from other institutions. Medical schools may ask them uncomfortable questions about why they have not taken the classes at Cornell.

Repeating Courses

- Students are allowed to register a second time for a course they have already passed with a grade above an F. For the second registration, however, credits will not count toward graduation requirements, and the grade received will not be averaged into the cumulative average.
- Students are allowed to enroll a second time for a course in which they previously received an F. For the second enrollment the credits will count toward graduation requirements, but the grade received will not be averaged into the cumulative average. The F remains on the record and is included in computation of the grade point average.
Advising, Pre-enrollment and Drop/Add Procedures

For additional information on these and other topics check the following sources:
HD Advising Website: http://www.human.cornell.edu/HD/Academics/Undergraduate/Advising/index.cfm
Courses of Study Website http://courses.cornell.edu/
Enrolling in courses: http://registrar.sas.cornell.edu/Student/coursenroll.html
Gannett Health Services: Assisting Students in Distress: http://www.gannett.cornell.edu/assist

Central Advising
Human Development offers a dual system of advising. It allows students to develop a relationship with an individual faculty member, while making Central Advising staff available to students nearly 40 hours each week.

- During the orientation period and the first week of classes, new students are advised by HD Central Advising, which consists of two faculty members, Qi Wang, Director of Undergraduate Studies, and Marianella Casasola, Assistant Director of Undergraduate Studies, and two staff members, Bonnie Biata and Marianne Arcangeli.
- During orientation, students indicate their interests on an advisor request form, and, by the second week of classes, they are assigned to an individual faculty advisor.

During their time at Cornell, students can consult either their individual faculty advisor, a member of the Central Advising staff, or both. Students with an advising question may want to start with Marianne or Bonnie in the HD office, MVR G77, because they are available during regular business hours. They can often answer questions or refer students for additional help. Students in need of signatures from the Director of Undergraduate Studies should first go to the HD office, where they can drop off forms for signatures. Students can see Qi and Marianella during their office hours or by appointment. Of course, students can also see their individual faculty advisors during their office hours or by appointment.

Three procedures exist for enrolling in a course: Pre-enrollment, on-line add/drop, and paper add/drop.

Pre-enrollment
Students pre-enroll for the following semester by submitting course requests during a specified period in the middle of the semester. Before or during pre-enrollment, students should discuss their program plans with an adviser. HE students may pre-enroll for only 18 credits.

On-line
Complete directions for pre-enrolling can be found on the University Registrar’s site:
http://registrar.sas.cornell.edu/Student/coursenroll.html

“Instructor Consent” Courses
Students hoping to enroll in these courses should contact the instructor. These are not available for pre-enrollment. When the semester begins, students who have permission must get the instructor’s signature on a paper add/drop form and submit it to the Registrar’s office of the courses’ home college. Alternatively, students may obtain a permission number from their instructor. For more information on
using permission numbers, faculty should contact Bonnie or Marianne in G77 MVR. (see the bottom of page 35 of this handbook)

**Pre-enrollment for Study Abroad:** Students can consult with an adviser before departure to consider the schedule of courses that they will take upon their return to campus or may contact HD Central Advising by e-mail (blb5 or ma84) or phone, 607-255-3181 or 4661, once away from campus. Once abroad, the student can use the Internet to access the Cornell University Courses of Study and the Course and Time Roster for the coming term. The roster is available on the Web after Fall Break and Spring Break. **Students should, if at all possible, register during their pre-enrollment periods, on-line through their Student Centers.**

If for any reason, on-line pre-enrollment is NOT possible, the student should:

- E-mail the CHE Registrar’s office (hereg@cornell.edu) with the proposed schedule BEFORE the student’s pre-enrollment period begins.
- Be as detailed as possible (include her/his full name /netid/ student ID #/ course names and numbers/ section numbers/ class numbers, etc.)
- The College Registrar will enter the courses for the student.

*Note:* If the student does not have access to e-mail, he or she should phone or FAX a course schedule to the CHE Registrar’s office. Phone: (607) 255-2235 Fax: (607) 255-9256

**Add/Drop**

**On-line**

Cornell has an on-line add/drop for students. However, some of the classes our majors take are not covered by this system.

**Introductory Biology and Introductory Chemistry**

**Intro Bio:**

- Students wishing to add/change their Biology courses must do so on-line through their Student Centers

**CHEM 1560, Introduction to General Chemistry, and 2070, General Chemistry,** registrants should:

- know that labs begin Mon. August 27
- know that latecomers for the first meeting of labs forfeit their spot but are not automatically dropped from the course
- know that those who are unable to register for a lab section should sign-up on the Chemistry waiting list accessible only at http://chemlabs.arts.cornell.edu/waitlist.cfm. Further information about the waiting list is available at the following link: http://chemistry.cornell.edu/courses/add-drop.cfm
First Year Writing Seminars
- Electronic Add/Drop for FWS starts Tuesday, August 21st (This date applies to both upper classmen and first year students.)
- Writing seminars begin Wednesday, August 22nd.
- The last day to add a FWS is Friday, September 7th, 4:30 p.m.
- Ballots are found at https://fws.arts.cornell.edu/viewcourses/
- The Knight Institute’s general website is http://www.arts.cornell.edu/knight_institute/fws/fws.htm

Instructor Consent Required

“Instructor Consent” classes cannot be added via on-line add/drop. **Students should regularly check their schedules on their Just the Facts/Student Center to make sure that their registrations are up-to-date.**

**Paper**

Paper add/drop is now limited to “instructor consent” courses and student enrollments that professors approve (in writing) over the enrollment cap set on the online drop/add system. Enrolling in a course using the paper add/drop procedure requires that the student contact the instructor of the course. This can be done just before classes start or by attending one of the first classes during a semester. The student must obtain an add/drop form from the Registrar’s office (146 MVR). The student completes the information in the “add” section of the form and gets the instructor to initial the form. If the professor has “capped” the class it is also necessary to write on the form “I approve adding Jane Desperate Senior to HD 3090 over the enrollment cap.” The signed form is then turned in at the CHE Registrar’s office (146 MVR).

*Although there is space for the student’s adviser signature on the add/drop form, no adviser signature is necessary (some majors require an adviser signature, but HD does not).*

Students are strongly advised to **keep their pink copy of the add/drop form.** If there is some question later in the semester about whether the student is enrolled in the course, it may be necessary for the student to submit the pink copy of the add/drop form to show that he or she is enrolled in the course.

**Permission Numbers**

These “one-time-use “numbers provide an alternate way for students to enroll in “instructor consent required” courses. They allow the students to enroll on-line with your permission, and without needing your signature on a paper form. Bonnie (blb5) & Marianne (ma84) can generate permission codes for all of your courses except HD 4000, 4010, 4020, 4030 (yes, even HD Honors 4990 courses.) Please contact one of them for more information.
Dropping Courses
Students must formally drop a course that they no longer wish to take, and for which they have pre-enrolled or added through add/drop. Most courses may now be dropped on-line during the first three weeks of classes; however some classes require add/drop forms (such as Biology and Chemistry laboratory courses and “instructor consent required” courses). When students must use forms, they obtain an add/drop form and complete the necessary information in the “drop” portion of the form, get the instructor’s initials, and return the form to the Human Ecology Registrar.

*Exception:* Courses taken in the Johnson School often have different add/drop dates and students are required to bring the paper add/drop forms directly to the Johnson School Registrar. Students should check with the Johnson School Registrar for accurate information on add/drop deadlines.

Turning in Forms
All students at Cornell turn in their completed forms to the Registrar of the College in which they are enrolled. In general, the location of a course in which the student is enrolling or enrolled does not determine where forms are turned in. All Human Development majors turn in their forms at the office of the Human Ecology Registrar.

Two Exceptions:
- Special Studies (4000, 4010, 4020, 4030) forms are turned in to the Registrar of the college in which the course is located
- Forms related to courses taken in the Johnson School must be turned in to the Johnson School Registrar.
Information about Student Status

For additional information on these and other topics check the following sources:
HD Advising Website: http://www.human.cornell.edu/HD/Academics/Undergraduate/Advising/index.cfm
Courses of Study http://courses.cornell.edu/
Gannett Health Services: Assisting Students in Distress: http://www.gannett.cornell.edu/assist

Full-time students

Full-time students must carry at least 12 credits (exclusive of physical education). In special cases a student may petition to carry between 8 and 12 credits. Forms for petitioning and advice on how to proceed are available from the College Registrar.

Mature students

Mature students (those 24 years or older at their time of matriculation) may carry 6 or more hours and be a full-time student. Their tuition may be prorated. They must have the College Registrar sign a form for pro-ration of tuition and fees and return the form to the Bursar’s Office in Day Hall.

Leaves of Absence – Student Initiated

Two types of leaves of absence are available to students. Whenever a student is considering a leave of absence, he or she should consult with HD Central Advising and with a counselor in the Office of Student Services.

Voluntary leave

Any student may request a voluntary leave of absence. Leaves for one or two semesters are always given – the student does not need to provide the College with “convincing” evidence that a leave is needed. A request for a voluntary one-semester leave should be made before the beginning of the semester or during the first seven weeks of the semester for which a leave is sought. A leave may be extended for a second semester by requesting an extension in writing from the College Registrar.

Requests for a leave of absence received after the first seven weeks of the semester or requests for a leave of absence from students who have already had two semesters leave of absence are referred to the Committee on Academic Status. CAS may grant or deny such requests, attaching conditions as it deems necessary. Leaves of absence after the first seven weeks generally are granted only when there are compelling reasons that prevent the student from completing the semester, such as extended illness.

A leave request after the seventh week of the semester is actually a request for permission to withdraw from courses after the drop deadline has passed. Accordingly, if the leave is granted, the courses will remain on the transcript with “W” grades indicating withdrawal from the courses.

Students who do not return from a leave of absence in the specified semester will be withdrawn from the university by the College Registrar.
**Health leave**

Health leaves of absence are given to students with physical or mental illnesses. To obtain a health leave, a student must consult with a physician at Gannet Health Center. The physician must recommend to the College Registrar that the leave be granted. A health leave of absence is for an indeterminate period of time not to exceed five years.

As with all leaves, students should consult with a counselor in the Office of Admissions, Student and Career Development (172 MVR, 607.255.5471) to determine whether a health leave would be appropriate and the procedures for obtaining one.

If a health leave is granted, a physician at Gannet Health Center must approve the student to return to school. The student may be asked to provide evidence that the physical or mental condition prompting the leave has abated.

**Withdrawal – Student Initiated**

Students may choose to withdraw from the College for personal reasons. They should complete a withdrawal form, available from the College Registrar.

Withdrawing from the College is a significant step. Students who withdraw must reapply for admission and go through the same application process as a student hoping to enroll in the College for the first time.

**Withdrawal – Required**

Students whose academic performance indicates that they cannot successfully complete a degree program at Cornell may be required to withdraw from the university. Such decisions are made by the Committee on Academic Status. Appeals to return after required withdrawals are heard and adjudicated by CAS.
Managing Requests from students with Disabilities

Accommodations Policies: [http://sds.cornell.edu/Faculty](http://sds.cornell.edu/Faculty)
Gannett Health Services: Assisting Students in Distress: [http://www.gannett.cornell.edu/assist](http://www.gannett.cornell.edu/assist)

**Instructor's Responsibilities**
At Cornell University, the course instructor is primarily responsible for providing academic accommodations. The professor is the proper person to provide accommodations because this affords him or her the opportunity to maintain academic control over the evaluation process. The instructor has a responsibility to present materials in an accessible format and to fairly evaluate academic performance through the use of test accommodations.

**Student's Responsibilities**
Students requesting academic accommodations are required to provide a Faculty Notification Letter from SDS to the professor at least 2 weeks before accommodations are expected to begin. This letter verifies that the student is registered with SDS and specifies accommodations.

**Helpful Link**
*The Student Disability Faculty Services Handbook*
[http://sds.cornell.edu/Faculty/SDS_Handbook.pdf](http://sds.cornell.edu/Faculty/SDS_Handbook.pdf)

*August 2012 Bulletin on Student Disability Issues for Cornell Faculty*
[http://sds.cornell.edu/Faculty/FACULTY_BULLETIN_AUG2012.pdf](http://sds.cornell.edu/Faculty/FACULTY_BULLETIN_AUG2012.pdf)
Stewardship of Student Academic Information

Federal Educational Rights and Privacy Act of 1974 (FERPA)

The Federal Educational Rights and Privacy Act of 1974 (FERPA) requires that student academic information must be kept private. FERPA applies to the following common situations:

Large classes:

1) Grades must not be posted in any form without a signed waiver from the student. This includes posting on web sites, if grades are not protected by passwords set by the individual students themselves. The waivers must be retained for a year after the class is over.

2) Student ID numbers should not be used to “anonymize” lists of student grades. Student ID numbers are too easy to connect to student names. Social security numbers should also never be used for grade posting purposes.

3) Some Cornell colleges do not allow undergraduate teaching assistants to enter grades for individual students in classes. Use caution and judgment when assigning academic tasks to undergraduate TA’s.

Communication with students in classes:

4) Email is not private communication. Use caution when discussing grades with students via email. Do not send grades out via email unless you have a specific request from a particular student to do so.

5) Do not send mass emails to your classes that may include information about the performance of any student or students.

6) Learn how to use Dropbox. This is secure communication.

Sharing student information with others:

7) Faculty members may not give specific information about student performance, grades, or behavior to parents.

8) Information about student disabilities and requests for special accommodations in classes are strictly confidential. Because students can choose whether they wish to request special accommodations on a class-by-class basis, this information should also not be shared with any other faculty members. Teaching assistants may proctor special exams, but they should not be given specific information pertaining to the disability. Some colleges do not allow undergraduate teaching assistants to proctor exams for students with disabilities.

Data stewardship:

9) Advising materials pertaining to individual students should be filed carefully, and out of sight of visitors to your office.

10) Grades should not be sent by e-mail in any instance.

Be sure your graduate and undergraduate teaching assistants also know about FERPA.
Academic Integrity

For additional information on this topic, check the following sources:
Academic Integrity Website: http://www.theuniversityfaculty.cornell.edu/AcadInteg
CHE Academic Integrity Hearing Board:
http://www.human.cornell.edu/administration/college-committees.cfm#academicintegrity
Faculty pages: http://theuniversityfaculty.cornell.edu/index.html
Tips on Preventing Violations:

University Faculty Resolution
(Recommendating that Each Course Syllabus Include a Reference to the Cornell University Code of Academic Integrity by the Educational Policy Committee on 3/5/02)

WHEREAS it is in the interest of instructors and students alike for students to fully understand the requirements and obligations for successful completion of a course;

WHEREAS adhering to academic integrity, as specifically defined in Cornell's Code of Academic Integrity, is a fundamental requirement for all students at Cornell.

WHEREAS there is course-specific interpretation as to when students may work together and so forth;

Be it resolved that all instructors are strongly urged to include an explicit statement on their syllabi or other course organizational material, regarding the interpretation of academic integrity in the context of that particular course.

Resources
The Academic Integrity Faculty Handbook is found on the web at:
http://www.theuniversityfaculty.cornell.edu/AcadInteg/index.html

In lieu of writing their own syllabus statement, faculty may use the following generic, comprehensive statement on academic integrity, with an optional extension for courses that incorporate collaborative work:

“We must strictly enforce Cornell's Academic Integrity code. Specifically, this means monitoring student work very carefully for violations. All of the work you hand in for this class should be:

1) independently-conceived and written, and composed in your own words, not those of your sources;
2) reflective only of your own, original thinking, not a joint product of discussions with your friends in the class or written/extensively edited by your parents;
3) written for this class only, that is, you may not submit a paper (in whole or in part) you have written or are writing for another class.
The assignments for this course will remind you of the academic integrity "ground rules" which are especially relevant to that assignment. The best strategy for minimizing violations, though, is for you to understand what the university considers to be academic integrity violations. Please reread the Cornell Academic Integrity Code carefully. A list of violations can also be found in the Human Ecology Student Guide (and in the student guides for other colleges as well). The Academic Integrity Handbook can also be found on the web. [Optional: For this course, collaboration is allowed in the following instances: list instances.]

**Academic Integrity Hearing Board**

**Charge**

Each college is required by the university to organize an Academic Integrity Hearing Board to be available to students and faculty in cases where the university's Code of Academic Integrity has been violated. The organization and procedures of the board are described in the Cornell University Faculty Handbook.

**Composition**

- 3 faculty members (3-year term)
- 3 elected students (1-year term)

**Current Members**

- Pat Cassano, DNS, 2014
- John Cawley, PAM, 2014
- Elaine Wethington, Chair, HD, 2013
- Laura Anderson, 2013
- Morgan Bookheimer, 2013
- Jessica Sparling, 2013

Student Alternates:
- Ben Andrew
- Joelle Jach
- Chelsea Tisosky
Tips on Preventing Violations of Academic Integrity

The Dean of Faculty distributes a handbook on Academic Integrity which defines "academic integrity", lists violations of the Code, and describes the process used in dealing with allegations of violations. The handbook also includes suggested steps for instructors to reduce opportunities and occasions for violations in exams, papers and computing assignments.

Exams
Develop course objectives and tie all tests to those objectives. Unrealistic, trite or irrelevant examination questions provide students with a rationale to be dishonest.
Test frequently to learn the kind of work students are capable of performing. Students who know that faculty members are aware of their abilities are less inclined to substitute the work of others as their own.
Avoid "all or nothing" grading - giving only one examination. This puts excessive pressure on students to perform and may stimulate academic dishonesty.
Develop a pool of test questions so that tests can be changed each term.
Vary prelims and grading format so that students who are not good test takers have other opportunities to demonstrate their abilities.
Put copies of old exams on reserve so that students know what to expect.
Assign "take home" exams only if student collaboration is desired.
Avoid using standard examinations contained in teacher's manuals, since resourceful students are often able to obtain such publications.
Do not give the same exam on different days or at different times.
Supply official examination booklets at examinations.
Require students to place all material other than writing utensils outside the class or at the front of the room in closed-book exams.
Check student identification against the class list in large classes.
State the regulations involving examinations found in the Code at the beginning of the exam.
Collect examination booklets by row, so seat location can be determined.
Assign an adequate number of proctors to carefully and diligently proctor the exam.
Alternate seating, providing enough seats between students to discourage cheating.

Papers
Assign a one-page, in class paper early in the semester. Students are unlikely to plagiarize a one-page, in class paper. Keep a copy of it on file as a writing sample from each student.
Require outlines, bibliographies, summaries of research, or rough drafts to be handed in at various points throughout the writing. These items need not be graded, but they can be used to check against the final paper.
Change paper topics from year to year. When students choose their own topics, require that they discuss their plans.
Schedule due dates as early in the semester as is academically appropriate to the assignment to reduce time pressure.
Ask students assigned to write substantial papers to give an oral presentation either to the class or to the professor and to respond to questions.
Ask students writing substantial papers to meet at least once with faculty member to review the topic and discuss the ongoing research which the student has undertaken.
Suggest a time sequence for research, outline, first draft, etc., to students inexperienced at writing papers.
Recommend campus writing assistance programs such as "Writing Workshop" for students having trouble writing.
Give a pop quiz on the paper topics immediately before the papers are due to test student knowledge of the information.
Put several copies of "The Code of Academic Integrity" and "Acknowledging the Work of Others" on reserve. Make it required reading for the course.
Instructors may consider using Turnitin to track plagiarism.

**Teaching Assistants**
Avoid asking teaching assistants to compose exams, as this puts them in an awkward position when they are helping students review.
Explain clearly the teaching assistant's role as examination proctor, noting that proctoring time should be spent in carefully keeping an eye out for students with questions and watching for violations of the code.
Do not give a solutions manual for the entire course to teaching assistants.

**Computers**
Assign new problems and papers from year to year, requesting that early drafts be handed in periodically before final draft is due.
Require students to show how they obtained their answers.
For courses in which all students are required to use the same computer program, the professor may decide to monitor individual files. Students should be informed of this decision.
Advise students to protect their computer files and destroy discarded drafts of printed materials.

--Compiled from suggestions submitted by Cornell Faculty, a student task force on Academic Integrity in the College of Agriculture and Life Sciences, and National Association of Student Personnel Administrators: Issues and Perspectives on Academic Integrity.