

SECTION I

**DEPARTMENT OF HUMAN ENVIRONMENT AND DESIGN
COLLEGE OF HUMAN ECOLOGY**

INTRODUCTION AND WELCOME

Welcome to graduate school and to the Department of Human Environment and Design in the College of Human Ecology at Michigan State University. We are pleased you chose MSU and look forward to working with you.

Graduate school offers you an opportunity to plan a focused program of study, formulate a philosophy about your profession, and acquire additional professional competencies. Faculty will provide guidance; however, you will assume primary responsibility for development and execution of your academic program.

Some of the major resources available to you at Michigan State University are described in this handbook, as well as information indicating current requirements for your program, and the prescribed steps and procedures to be followed to secure a master's degree. Throughout the course of your program, you will find this handbook a useful and time-saving reference. Familiarize yourself with its content.

While your temporary academic adviser is initially your primary resource person, the earlier you select your major professor and guidance committee, the more assured you will be of the orderly administration of your graduate program.

The quality of your graduate experience depends upon the extent of your academic commitment and involvement in the university community.

We wish you well!

Department of Human Environment and Design

**HUMAN ENVIRONMENT AND DESIGN DEPARTMENT
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* *Revised August, 2003*

Michigan State University Mission Statement

Michigan State University holds a unique position in the state's educational system. As a respected research and teaching university, it is committed to intellectual leadership, and to excellence in both developing new knowledge and conveying that knowledge to its students and to the public. And as a pioneer land-grant institution, Michigan State University strives to discover practical uses for theoretical knowledge, and to speed the diffusion of information to residents of the state, the nation, and the world. In fostering both research and its application, this university will continue to be a catalyst for positive intellectual, social and technological change.

Founded in 1855 as an autonomous public institution of higher learning by and for the citizens of Michigan, this institution was in 1863 designated the beneficiary of the Morrill Act endowment. It became one of the earliest land-grant institutions in the United States. Since 1863, Michigan State has evolved into an internationally-esteemed university, offering a comprehensive spectrum of programs and attracting gifted professors, staff members, and students. The university seeks excellence in all programs and activities, and this challenge for high achievement creates a dynamic atmosphere. At Michigan State University, instruction, research, and public service are integrated to make the institution an innovative, responsive public resource.

As the only land-grant institution in the state, Michigan State University is committed to providing equal educational opportunity to all qualified applicants; to extending knowledge to all people in the state; to melding professional and technical instruction with quality liberal education; to expanding knowledge as an end in itself as well as on behalf of society; to emphasizing the applications of information; and to contributing to the understanding and the solution of significant societal problems. Michigan State University's adherence to academic freedom and open scholarly inquiry supports these essential academic functions.

The university's land-grant and service mission first originated in the areas of agriculture and the mechanical arts. While these emphases remain essential to the purpose of Michigan State, the land-grant commitment now encompasses fields such as health, human relations, business,

communication, education, and government, and extends to urban and international settings. The evolution of this mission reflects the increasing complexity and cultural diversity of society, the world's greater interdependence, changes in both state and national economy, and the explosive growth of knowledge, technology, and communications. Just as the focus on agriculture and the mechanical arts was appropriate when Michigan State University was founded, the wide range of instructional, research, and public service commitments that now characterize this university is essential today.

By 1964, the instruction, research, and public service activities at Michigan State University had achieved the high level of excellence necessary for membership in the Association of American Universities (AAU). Innovation and leadership in these three crucial areas, and in the extension of knowledge to the state, the nation, and the world, are the hallmarks of this university. An excellent and diverse faculty insures the superior quality of academic programs, and contributes to the expansion of knowledge and its application in the public interest.

Research and scholarship help preserve and enrich cultural and creative traditions, as well as contribute to the formulation of new knowledge. Graduate programs draw upon and support faculty research, extend the benefits of research, and educate students for professional careers. The established national and international reputation of the university is based upon the quality and distinctiveness of the research and scholarly activity of its faculty and students.

Research and public service are mutually enriching activities for both faculty and students, and contribute significantly to the high quality of both undergraduate and graduate instructional programs. Through research, faculty members enhance the scope and effectiveness of their teaching. Through public service, faculty validate past research findings and identify the need for new research and for modifications of curricula. Participating with faculty in research and service projects provides students with unique learning opportunities and consequently improves the quality of both graduate and undergraduate education.

At the undergraduate level, the university offers strong, comprehensive programs in the liberal arts and sciences and in major professional areas which include a significant Integrative Studies component. Michigan State University provides opportunities for students of varying interests, abilities, backgrounds, and expectations. Underlying all educational programs is the belief that an educated person is one who becomes an effective and productive citizen. Such a person contributes to society intellectually, through analytical abilities and in the insightful use of knowledge; economically, through productive application of skills; socially, through an understanding and appreciation of the world and for individual and group beliefs and traditions; ethically, through sensitivity and faithfulness to examined values; and politically, through the use of reason in affairs of state. Mindful of such purposes, Michigan State University is committed to graduating educated men and women with diverse backgrounds who are active learners, ready to assume the responsibilities of leadership wherever opportunities arise.

Michigan State University fulfills the fundamental purposes of all major institutions of higher education; to seek, to teach, and to preserve knowledge. As a land-grant institution, this university meets these objectives in all its formal and informal educational programs, in basic and applied research, and in public service. As an AAU institution, this university meets these commitments through its instructional and research programs. Through the excellence of its academic programs, the strength of its support services, and the range of its student activities, the university provides opportunities for the fullest possible development of the potential of each student and each citizen served, and enhances the quality of life and the economic viability of Michigan. Education of its citizens is the state's best investment in its future. Michigan State University has honored, and will continue to honor, this public trust.

(Approved June 24-25, 1982)

The College of Human Ecology's Mission, Guiding Principles, and Goals

The vision and mission of the College of Human Ecology defines its purpose, beliefs, and values as well as its place within Michigan State University. The vision is to provide national and international leadership in ecologically-grounded scholarship that improves the interactions of people across the life span with their natural, social and designed environments. The mission communicates what we are and what we think we are. It contains a framework and rationale that explain why seemingly divergent programs are integrated conceptually and philosophically. It also entails a set of guiding principles that, together with the mission, tells something about what we do: (1) we are a professional field as well as a disciplinary area of study; (2) we educate for professions that provide a needed service to society; and (3) we contribute to general-liberal education.

The mission of the College of Human Ecology is to create, extend, and expand knowledge for the solution of critical problems confronting individuals and families in diverse and changing physical, social, economic, political, cultural, and technological environments. The mission of the college is based on the belief that humans can successfully design and manage interrelationships with each other and with their environments as well as improve the quality of life in global environments. Guiding principles incorporate the notions that:

1. Human ecology is the study of humans, their multiple environments, and how they mutually affect each other.
2. Human ecology is concerned with the design, production, use, management, and conservation of the environment and its resources by individuals, families, and societies in both the public and private sectors.
3. Human ecology is concerned with the development and well-being of individuals and families, enabling them to maintain meaningful lifestyles and productivity throughout the life span.
4. Human ecology can develop creative and innovative ways to prevent and solve critical social and economic problems confronting individuals and families now and in the future.
5. The human ecology paradigm integrates many disciplines and applies knowledge from the arts, humanities, natural and behavioral sciences, and professional and technical fields in

service of the mission.

6. Human ecology is both a discipline and a set of professional fields.
7. The mission of the College of Human Ecology is in concert with the teaching, research, and service mission of Michigan State University.

Added to the mission and guiding principles are the values we believe in:

- ecological perspectives that foster dynamic views of people, contexts and events;
- a land-grant perspective that recognizes the importance of scholarly and practical contributions to the public;
- knowledge as a vehicle to improve daily lives and future generations;
- the importance of understanding global interdependencies;
- high standards of excellence, ethics, integrity and professionalism;
- access to information, education and technology as critical to the development of an equitable and just society;
- collaboration as a means to address complex and interrelated issues;
- diversity, recognizing that there are multiple truths, perspectives, and ways of learning and knowing;
- creativity and critical thinking in both the personal and public spheres of life;
- building on strengths and investing in the development of healthy, socially responsible behaviors and lifestyles;
- empowering individuals, families and communities to insure productive futures for all throughout the life span and across generations;
- environmental elements as being essential in enhancing the quality of human life;
- responsible stewardship in the use of resources.

The College of Human Ecology will continue to maintain and nurture core strengths in teaching, research, service and outreach programs. In addition, the following strategic directions will serve as a guide to the development of the college in the next five to seven years:

- support the development of emergent professions and updating of existing professionals in skills needed to be responsive to changing environments
- promote innovations in the (integration and) delivery of knowledge

- build coalitions (within and outside of the university) to better serve society
- promote international education and the integration of global perspectives in all aspects of the college's mission
- promote outreach scholarship predicated on an applied developmental science perspective; strive to solidify and expand the college's university, state, national and international leadership in applied developmental science

Thus, the specific direction of the College of Human Ecology in relation to its activities are:

1. To provide professional programs of teaching, research, and service with a focus on the interaction of human beings with their environments, emphasizing in-depth study of reciprocal effects (physical, biological, social, psychological, economic, cultural, and aesthetic).
2. To provide high-quality, professional preparation for students enrolled as majors within the college.
3. To provide superior educational programs and experiences and foster an understanding of ethics and morality in relation to professional functioning; as deemed appropriate, programs are required to meet professional certification and accreditation requirements.
4. To provide courses of general education value to all university students interested in improving their ability to function effectively as individuals and as family members in a variety of environments.
5. To undertake research that will increase knowledge of functioning of human ecosystems in order to enhance human dignity and the quality of life.
6. To provide, through the Institute for Children Youth and Families, university leadership in transdisciplinary study of individuals, families, children and youth, and environments as ecosystems.
7. To provide public service and non formal education programs in affiliation with the Michigan Cooperative Extension Service and other state organizations to meet the needs of people.
8. To provide lifelong education opportunities that extend and apply across the life span.
9. To work cooperatively with public and private institutions, legislative bodies, business and private industries, state and community organizations, and other university sectors in

- developing policies, services, and programs that contribute to strengthening of families.
10. To provide an international dimension to the college's programs and courses; to promote participation of faculty in those areas in which their expertise and knowledge can provide significant input into the solution of world problems affecting individuals, families and environments.
 11. To participate in university and national programs related to diversity, pluralism, affirmative action, and equal opportunity.

The philosophy of the College of Human Ecology rests partially on a core curriculum learning model that is the basis for the development of new, more relevant learning experiences: the ecological model. This model constitutes the central premise on which departments are conceived, majors constructed, and courses taught. The ecological model considers individuals and families as integral parts of an ecosystem. Programs deriving from this model are concerned with interrelationships between and among individuals and families and environmental support systems. The perspective permeates the thinking of the student and develops the specialized competence considered essential for an effective professional in a particular area of interest and domain of service.

Department of Human Environment and Design Mission

Human Environment and Design focuses on the study of the interdependence between humans and their environments at all levels.

A. Department of Human Environment and Design Principles

1. Design of aesthetic and functional environments support and enhance human life.
2. Human Environment and Design is concerned with design, production, distribution and management of environment.
3. Managing and evaluating the designed environment strives to achieve a balance between human needs and use of resources to improve quality of life.
4. Human Environment and Design examines relationships which influence the successful adaptation of humans to their environment.
5. The mission of Human Environment and Design is in concert with the teaching, research and service mission of Michigan State University.

(Approved May 19, 1989)

B. Department of Human Environment and Design Goal Statement

1. To provide superior professional education, both on and off campus, for undergraduate and graduate students and practicing professionals to prepare for roles responsive to human environmental needs in education, business, government and social services and safety.
2. To conduct disciplinary, multidisciplinary and interdisciplinary research related to human environmental problems and to disseminate valid research findings for the improvement of quality of life.
3. To provide and continually improve innovative general and lifelong education in the field of human environment and design for students in the university as well as the general public.

4. To work cooperatively with public and private institutions, state and community organizations and other university segments in developing educational programs and services which contribute to functional and aesthetic human environments.
5. To provide leadership in multidisciplinary and interdisciplinary study of humans and the near environment.
6. To provide comprehensive non-formal educational programs for Michigan residents, industries, businesses and agencies through Michigan Cooperative Extension Service and the Michigan Agricultural Experiment Station.
7. To participate in international teaching and research programs to enrich the cultural background of students and faculty and to address world global concerns.
8. To seek funding and support for teaching, research and service programs at university, state and national levels.

9. To contribute meaningfully to university and national programs of Affirmative Action and Civil Rights both in terms of opportunities and hiring in terms of supportive work/study environment.

Source: *Toward the Year 2000* (1990), updated 1994.

HISTORY

Michigan State University

Michigan State University was founded in 1855 as Michigan Agricultural College, and was designated a land-grant institution under the Morrill Act of 1862. The curriculum during the first years emphasized agricultural science and rural leadership. Gradually the program of study was expanded to include engineering, home economics, veterinary medicine, and forestry; then journalism, history, chemistry, music, human medicine and osteopathic medicine. Other academic changes in response to contemporary needs have been expansion of agriculture to include natural resources and the extension of home economics to human ecology. Today undergraduates and graduate students may choose a major field of study from among more than 200 programs of instruction through 14 colleges. MSU is the nation's only university with three on-campus medical schools, graduating medical doctors, veterinarians, and osteopathic physicians. Total faculty/staff at MSU is 12,553 with an additional 18,265 student employees. In addition, The Graduate School and the Honors College provide extended educational opportunities for the exceptional student. Michigan State University is currently the largest institution of higher learning in Michigan with a fall 1997 enrollment of 42,603.

Michigan State University operates the largest residence hall system in the United States and includes a "campus-within-a-campus" environment with classrooms and laboratories, study areas, formal and informal lounges, music rooms, faculty offices, and dining facilities combined with student living units. Approximately 20,000 students live in campus housing.

Beginning with the basic agricultural research of a century ago, the MSU research program now has

expanded to more than 2,000 projects which utilize sophisticated research tools. MSU is home to three national research facilities: the National Superconducting Cyclotron Laboratory, the MSU-Department of Energy Plant Research Laboratory, and the Center for Microbial Ecology.

Almost a century ago, the university introduced the outstate winter institutes, a concept which has grown now into the many dimensions of the Continuing Education and University Extension. And in following the natural course of this design in expanded education, Michigan State University has developed Lifelong Education Programs which offer educational opportunity beyond the traditional college years. MSU is a leader in international studies. In 1956, it was the first American university to appoint a dean of international programs. MSU has more than 100 linkages with institutions abroad and 2,823 international students from 110 foreign countries.

Befitting its prominent role in national education, Michigan State University holds membership in several educational organizations; foremost among them are: The Association of American Universities, The American Council on Education, and The National Association of State Universities and Land-Grant Colleges.

College of Human Ecology

The College of Human Ecology is both one of the oldest and one of the newest colleges at Michigan State University. Its origins date back more than a century, so that it is the third oldest college in the university. In 1967 a committee was appointed by the dean to consider reorganization of the college. The Committee on the Future of Home Economics made the initial recommendation that the college be changed to a College of Human Ecology to better reflect the forward thinking and integrated concepts within the college, as well as the interdisciplinary thrusts across department lines throughout the university as they relate to the human ecological process. As Human Ecology it is one of the newest colleges, since its structure and name were adopted and its programs were reorganized in 1970. The College of Home Economics was officially changed to the College of Human Ecology. The college celebrated its Centennial in 1996.

The programs of the college are organized using an ecological or systems model. The family is

viewed as an ecosystem and programs are concerned with interrelationships between individuals and families and the environmental support systems. It is a goal of the college to contribute, through its programs of education, research, and service, to an improved quality of living for the family.

There are three departments in the College of Human Ecology: Family and Child Ecology, Food Science and Human Nutrition, and Human Environment and Design. The Institute for Children, Youth and Families is an outreach/research unit of the college which facilitates interdisciplinary programming.

Department of Human Environment and Design

Courses in the interior design program can be traced as far back as 1896 when the Department of Domestic Economy first offered a course called "The House". This course dealt with basic house architecture, home furnishings, and color. Subsequently courses were gradually added to the curriculum and in 1907 a course in "Woodwork for Women" was included. 1929 and 1930 saw the first contract courses, those being "Institutional Furnishings" and "Hotel Textiles". In 1935 the division of home economics organized into four departments: Foods and Nutrition, Home Management and Child Development, Institutional Administration, and Textiles, Clothing and Related Arts. It was at this time that the first major in Related Arts was offered.

In 1970 the former Department of Textiles, Clothing and Related Arts became the present Department of Human Environment and Design. The curriculum of the three content areas (Apparel and Textile Design, Interior Design, and Merchandising Management) was extensively revised in 1983 to strengthen the knowledge and skills of students, distribute credit hours equally throughout the program, improve sequencing of courses and accommodate students transferring into the major at the sophomore or junior level. The courses were reorganized again in 1992 when the university changed from the quarter to the semester system.