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# **Cornell University Announcements**

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## **College of Human Ecology**

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# Human Ecology at Cornell

New York State College of Human  
Ecology

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

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## **Cornell University Announcements**

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## Human Ecology at Cornell

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Students in the College of Human Ecology at Cornell University complete undergraduate and graduate programs that lead to careers in human problem solving. Building on study in the traditional disciplines of the biological, physical, and social sciences and design, these programs investigate the mutual interaction of individuals and environments. Through analysis of the family, the community, and society, students of human ecology study in fields of importance to contemporary life: nutrition and health, housing and environmental design, the consumer in the marketplace, human growth and development, the stability of the family, the effectiveness and efficiency of social service systems, and the impact of technology on human well-being.

The undergraduate curriculum leads to a Bachelor of Science degree in human ecology from Cornell University. While a considerable part of the curriculum involves course work in the College, students find that graduation requirements and elective opportunities take them into courses in other divisions of the University.

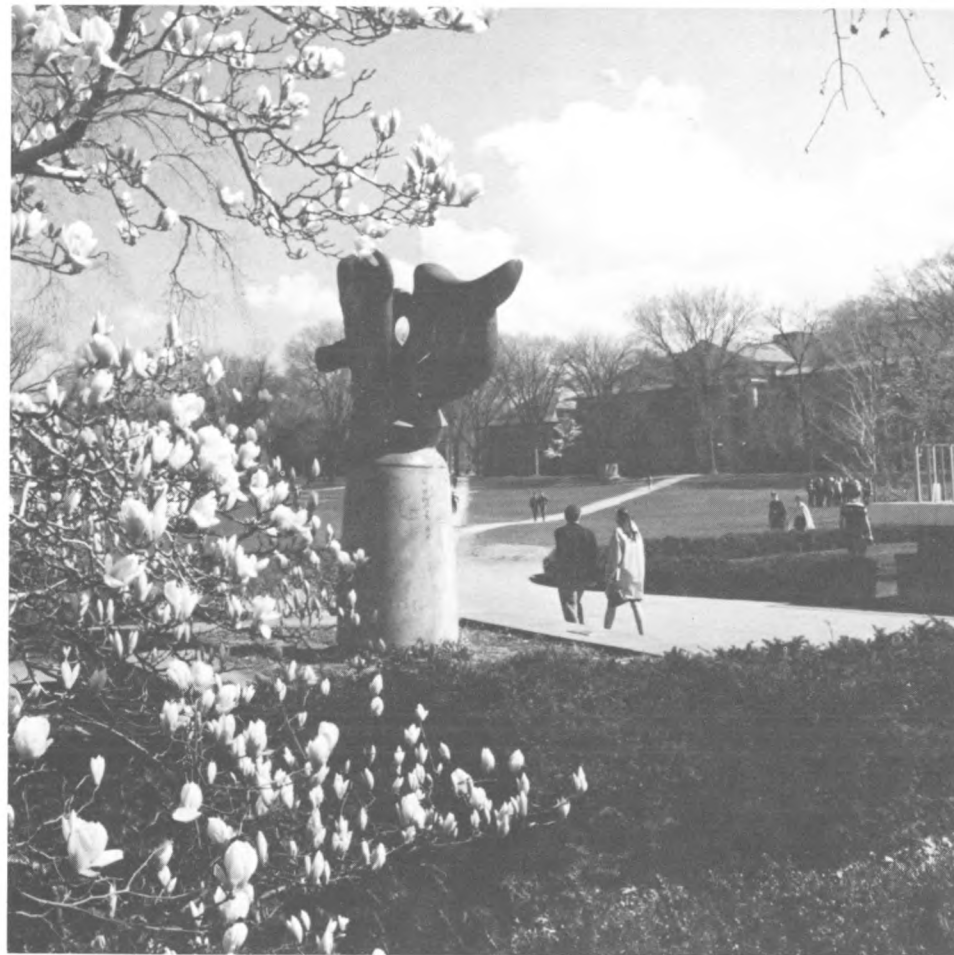
Human ecology undergraduates select from among twenty areas of concentration:

Adult and community education  
Apparel design  
Atypical development

Cognitive development  
Community nutrition  
Consumer economics  
Dietetics  
Family studies  
Food  
Home economics education  
Housing  
Human and social factors related to design  
Individualized curriculum  
Infant through adolescent development  
Interior and product design  
Nutrition  
Personality-social development  
Social planning and public policy  
Social work  
Textiles

Human Ecology is a small college of about 1,100 students who benefit from all the resources of a great university. These include a university faculty of more than 1,600; one of the largest and most complete academic library systems in the world; full athletic and recreational facilities; a complete cultural and entertainment program; myriad student organizations and affiliations; excellent and varied housing and dining facilities; and a campus well known for its beauty.

In addition to offering a variety of subjects and programs, the College of Human Ecology provides a flexibility that allows you to suit individual needs.



There are opportunities to defer admission, take a leave of absence to work or travel, study *in absentia*, do fieldwork, set up independent study, participate in honors programs, and arrange self-designed majors.

It's not only what our students study that makes us unique, but also the range of commitment of the students who come here. Involvement at intellectual, social, and community levels is built into their education. This means that human ecology offers its students a chance to learn how to do what interests them in such a way that their work will have a positive effect on others and on the world. We equip them to make changes, to activate people and institutions while doing work they enjoy.

Human ecology carries out Ezra Cornell's idea of an education to meet recognized needs in American life. He insisted on the test by utility, on the practical applications of studies. Cornell University and the College of Human Ecology are "still dedicated to serving (their) community, to educating for life, and to encouraging human development in its richest diversity. But the dimension and scale have now changed. Cornell's community is now the world." (Adlai E. Stevenson)

## Life on the Cornell Campus

Three words best characterize the Cornell campus: vitality, diversity, and beauty.

Vitality has been a part of the essence of Cornell since its founding in 1865. As a land-grant institution, Cornell's mission is twofold—scholarly inquiry and instruction in traditional and practical studies and preparation of students for the application of such knowledge. That twofold mission has brought with it vitality, for when knowledge is sought both for itself and as a solution to human problems, the search becomes a dynamic and vital challenge.

Diversity also has been a traditional part of the Cornell idea. Cornell was founded as "an institution where any person can find instruction in any study." This commitment continues and expresses itself in a diversity of studies, of faculty, and of students. Today, along with the pursuit of excellence in traditionally defined subjects at Cornell, there is an acute awareness of current problems. Students and faculty in many segments of the University are exploring such problems, and their efforts are taking shape in new fields, programs, and centers. As times and needs change, the University will continue to be responsive to new challenges.

Life at Cornell includes the opportunity to develop friendships with students in the other colleges who represent an unusual variety of interests, races, and na-





tionalities. Students from all colleges frequently attend classes together, as well as special lectures by visiting scholars, politicians, and other contemporary artistic and scientific leaders. Students from throughout the University engage in intercollegiate and intramural sports. Whether you're a sci-fi buff, a conservative or libertarian, or a fan of rhythm and blues, you'll find others who share your interests.

The first impression of the Cornell campus is usually one of its incomparable natural beauty. Set on a hill overlooking Cayuga Lake, the campus is cut through by deep gorges, waterfalls, and creeks. Architecture ranges in style from the original ivy-covered buildings of the Arts Quad, to the ultramodern Johnson Art Museum and the Wilson Synchrotron Facility.

In addition to vitality, diversity, and beauty, there are three other words that define part of the Cornell experience: "freedom with responsibility." Cornell students take responsibility for their education and have a voice in many campus organizations. The campus newspaper, for example, is totally independent and student-run; an independent radio station is operated by Cornell students. Within the College of Human Ecology there is a student-faculty council in each department, and a student-staffed Resource Center.



## Housing and Dining

Living arrangements at Cornell are flexible and students are permitted to live wherever they wish. Cornell students are not required to live on campus; however, about 5,000 undergraduates and 500 graduates do. On campus, students may choose to live in residence halls (either coeducational dorms or ones reserved for a single sex), in smaller units that provide upperclass students the opportunity for cooperative living arrangements, or in residences reserved for students sharing a particular interest such as ecology or the performing arts.

Freshmen are encouraged to live on campus and are guaranteed a room if they request it by the deadline stated in the housing application. The cost of room in the residence halls ranges from about \$1,000 to \$1,300 for the academic year. Off campus, students live in apartments and rooms in the Ithaca community.

Dining arrangements are as flexible as those for housing. Cornell has an unusually high quality co-op dining plan with eight different options. There are campus dining rooms, cafeterias, snack bars, pubs, and two on-campus grocery stores to supplement or sustain one's diet. Off campus, similar variety is available in restaurants, dining rooms in sororities



and fraternities, and home-cooked efforts in residence areas.

When you receive notice of acceptance from the director of admissions, you will receive the housing brochure and a housing application. Incoming freshmen will receive a packet from Cornell Dining in June or July which describes in detail all the dining facilities and various contract plans.

## In the Classroom

Prospective applicants are often curious about how classes are taught. What about the size of classes, for example? Freshmen usually find their classes range from ten to twenty students in a Freshman Seminar or language course to several hundred in a popular introductory course.

Recognizing the value of small, informal classes, the University stresses the Freshman Seminar Program, a series of seminars in a wide range of subjects. The College of Human Ecology requires all freshmen to take two Freshman Seminars, and while the student may choose the subject, all seminars concentrate on the reading and writing techniques necessary to successful college work.

The lecture system is an equally important instructional method, and Cornell has traditionally had famous lecturers on its faculty. Many large courses have lec-



tures on two days each week and a discussion or laboratory session for the third weekly meeting. As you advance beyond the freshman year, your classes will tend to become smaller.

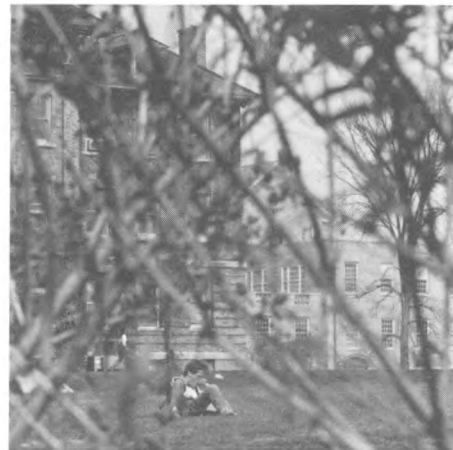
All students are encouraged to do fieldwork, and certain majors require it. You might work in a business or a community agency, participate in seminars, go on field trips, or attend community or professional meetings. These experiences help students think systematically about what is necessary to solve complex social problems.

An additional study option is the Cornell-Ithaca College exchange program that allows Cornell students to take up to twelve credits in courses at Ithaca College, a half-hour bus ride away.

Students in human ecology may choose their major from among five departments or divisions: Community Service Education; Consumer Economics and Housing; Design and Environmental Analysis; Human Development and Family Studies; Nutritional Sciences; and a sixth, the Interdepartmental Program in Social Planning and Public Policy. Most majors have options that allow specialization beyond the broader subject. Those of you with clear goals will find that the College of Human Ecology and the University at large offer courses that will prepare you to meet those goals, and the energetic student will have no trouble

choosing courses that will fit his or her career objectives.

If none of the six existing majors is suited to your career objective but your interest focuses in human ecology programs, you may design your own program of study. Such an individual curriculum is best planned after arrival on campus. Students who are uncertain about their professional objectives may take courses in the natural and social sciences and the humanities during their first year, since those courses provide a base for all majors.



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## **Human Ecology Majors**

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As you consider the following majors, keep in mind that once you have selected one, you will supplement your study with courses in at least two other human ecology departments.

### **Community Service Education**

The curricula in this department prepare students for professional careers in human services.

All community service education students take three core courses designed to give them an understanding of communities, organizations, program planning, and research analysis. They are also required to have a supervised fieldwork experience related to their area of interest. CSE students choose from among three options: home economics education, social work, or adult and community education.

### **Home Economics Education**

Graduates are provisionally certified to teach home economics in secondary schools in New York State and other states. Students choose an area of concentration from among six: consumer education and resource management; housing, design, and furnishings; family life; nutrition and food; textiles; or family and community health.

### **Social Work**

This program, accredited by the Council on Social Work Education, prepares graduates for positions in social work that do not require advanced degrees. Students in this area of concentration are required to take a two-semester course that includes two days each week of fieldwork in an assigned agency in the Ithaca vicinity.

### **Adult and Community Education**

This option prepares students for work in a wide variety of organizations: community agencies, government agencies, continuing education divisions of schools and colleges, and industries with an interest in adult or community education. Students choose one of the following areas of concentration: community health and nutrition, community planning and development, consumer economics education, family resource management, gerontology, or parents and youth. All students spend part of the senior year or the preceding summer in supervised fieldwork planned to fit their career objectives.

## Consumer Economics and Housing

This is a newly developing and important field, focusing on social and economic policies as they affect individuals and families. Students choose one of two options:

### Consumer Economics

This option is designed for the student who is concerned about the consumer's rights and responsibilities and who wishes to work toward the welfare of consumers in the public and private sectors of the economy. The student will develop an understanding of marketing, production, consumption, and management as they affect the consumer.

### Housing

Housing is studied as an economic, political, and social issue. As an economic issue, finance, marketing, production, and consumption are considered. As a political issue, the role of government agencies in housing policies is examined. As a social issue, the roles of population trends, segregation, and mobility are studied.

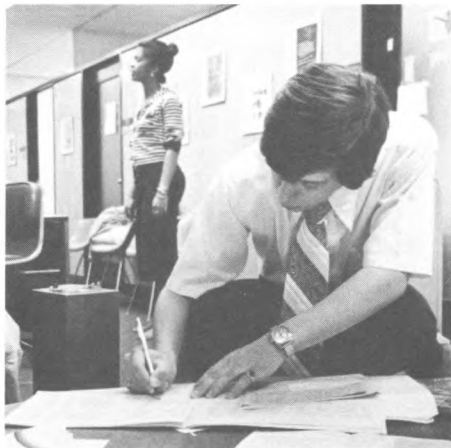


## Social Planning and Public Policy

Jointly sponsored by Consumer Economics and Housing and Community Service Education, this interdepartmental major prepares students to work in state and local agencies implementing social agency programs and developing public policy.

## Design and Environmental Analysis

This department is concerned with the problems involved in creating, selecting, and changing the quality of our human-made environment—beginning with our clothing and encompassing the areas we occupy in our work and our leisure activities. Students study principles of design and design procedures, the properties of textiles, and the sociological and psychological impact of spaces and objects on our physical and mental well-being. Excellent laboratory and studio facilities permit the student to approach problem-solving creatively. Students choose from four options: interior and product design, apparel design, textiles, and human and social factors.



## Interior and Product Design

This option focuses on developing skill in designing objects and the spaces in which they are used. Students are prepared for careers in interior space planning, consumer product design, and aspects of housing design and technology.

### Apparel Design

Emphasizing function as well as aesthetics, students are taught to integrate knowledge of design, cultural factors, and textiles to solve apparel design problems. In addition to careers in the textile and clothing industries, new career opportunities exist for designing apparel for special populations such as the handicapped, elderly, athletes, waitresses, and firefighters and other service personnel.

### Textiles

Students explore the chemical and physical structures and properties of textiles and textile products. They often select supporting courses in physical sciences, marketing, consumer economics, and communications. Recent graduates are active in textile research and development, consumer information and product safety, cooperative extension, and marketing.

## Human and Social Factors

Students develop an understanding of the relationship between people and their settings to establish criteria for improving those settings through analysis of existing and proposed environments. Professional careers include working with interior space planners, designers, and architects, and work in rehabilitation, housing evaluation, and consumer information programs. The option provides a solid base for graduate study, a necessity for teaching and research careers.

## Human Development and Family Studies

This major helps students develop a broad understanding of individual and family development and then to concentrate in a specific area: atypical development, cognitive development, infant through adolescent development, personality-social development, or family studies. Positions as research technicians, mental health assistants, youth counselors, and child care workers are among those open to graduates of HDFS. *We do not offer curricula leading to teaching certification.* Many HDFS graduates go to graduate school to prepare for careers in medicine, law, social work, clinical psychology, university teaching, and research.

## Nutritional Sciences

Nutritional sciences involves the scientific study of the interrelationships of food, nutrition, and health. Nutrition is approached as it applies to the individual and to the world's population and all aspects of nutrition are studied, from the biochemical to the social. Students may focus on one of three options: nutrition, food, or community nutrition. Students wishing to specialize in dietetics, available through any of the three undergraduate options, must meet the requirements of the American Dietetic Association in addition to the requirements for the major, and course work at Cornell must be followed by an internship or graduate study in order to be certified by the ADA. All students take core courses in chemistry, biology, mathematics or statistics, and the social sciences. Outstanding students may participate in an honors program beginning in the junior year.

### Nutrition

This option, which emphasizes laboratory work, is designed for students wishing to pursue careers and/or graduate study in nutrition research or service professions, or the medical sciences.

### Food

Studies lead to an understanding of the composition and treatment of food as

they affect quality, acceptability, and use. Students may go on to graduate school in food or nutrition, or they may take positions in government or private industrial laboratories in food testing, product development, quality control, or consumer education.

### Community Nutrition

This option is designed for students who are interested in helping people translate knowledge about nutrition into practice. Graduates may assume entry level positions in Cooperative Extension, community nutrition, food regulatory agencies, or information services.

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### Typical Freshman Program in Human Ecology

	<i>Credits</i>
Natural science (chemistry, physics, biology)	3
Social science (psychology, sociology, economics)	3
Freshman Seminar (offered by many University departments)	3
Human ecology course (in student's major)	3
Elective (in human ecology or other University division)	3
Physical education	1
<b>Total</b>	<b>16</b>

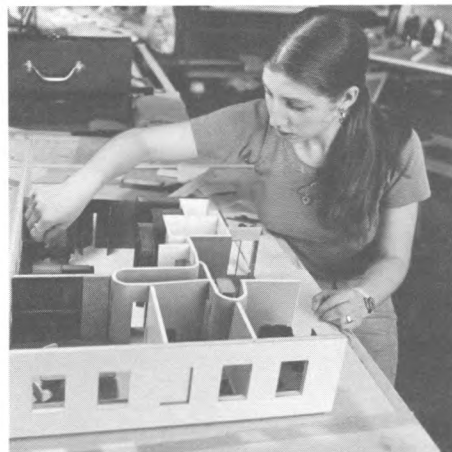
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# Number of Students in Each Program, 1976-77

<i>Women</i>	<i>Men</i>	<i>Program</i>	<i>Total</i>
148	21	Community Service Education	169
94	29	Consumer Economics and Housing*	123
149	10	Design and Environmental Analysis	159
241	39	Human Development and Family Studies	280
261	18	Nutritional Sciences	279
20	7	Interdepartmental Program in Social Planning and Public Policy	27
25	4	Individualized Curriculum	29
32	4	Undecided	36
970	132		1,102

\*Formerly Consumer Economics and Public Policy





To receive the Bachelor of Science degree in human ecology from Cornell, a student must successfully complete courses totaling 120 credits, plus 4 credits of physical education. The credits must be distributed as follows:

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### College Requirements for Distribution of Credits

#### 1. Natural and social sciences

*24 credits*

- A. Natural sciences (6 credits) selected from biology, chemistry, and physics
- B. Social sciences (6 credits) selected from economics, psychology, and sociology (including rural sociology)
- C. Additional credits (12 credits) selected from all items listed above and anthropology (except archaeology), biochemistry, microbiology, and government.

#### 2. Communication, analysis, and humanities

*15 credits*

- A. Freshman Seminars (6 credits)
- B. Additional credits (9 credits) selected from art, communication arts, comparative literature, drawing, English, foreign language (ancient or modern), history, history of architecture, history of art, mathematics, music, philosophy, statistics, and theatre arts

#### 3. Human ecology

*40 credits*

- A. Requirements for the major (number of credits varies)
- B. Work in at least two departments outside the major (15 credits), including at least 6 credits or two courses in one department outside the major

#### 4. Additional credits

*41 credits*

- A. Courses in the state divisions of Cornell (at least 20 credits)
- B. Courses in the endowed divisions of Cornell (no more than 21 credits)

#### 5. Physical education

*4 credits*

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## Beyond the Classroom

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At Cornell, Ivy League does not mean ivory tower. Students become involved in projects that reach beyond the campus. They assist professors in research and professors frequently help students in planning their own research projects.

Recently, for example, working with a faculty member, our design students developed a life-saving pack for coal miners. Students participate in Cooperative Extension projects, offering assistance to rural and urban poor and bringing the results of university research to consumers, small businesses, farmers, and laborers across the state. Students are active in Ithaca and other small communities, dealing with such problems as historic preservation, day care, and social services. Students may aid communities in exploring questions of municipal power or nutrition for the elderly. Course credit is frequently given to students who participate in an approved project.

The practical application of what is learned in the College is a vital part of the human ecology approach and numerous fieldwork opportunities, such as those discussed above, are a reflection of that attitude.



## After Cornell . . .

About two-thirds of our graduates take jobs immediately after graduation. They work in day care centers, social agencies, neighborhood centers, food laboratories, television stations, photographers' studios, retail stores, and high schools. They are hired as research aides, admissions and financial aid counselors, library assistants, art directors, sewing instructors, case workers, marketing directors, and dietitians. Two recent graduates have written popular books. Some of our graduates work for the government in recreation, nutrition, housing, consumer protection, and drug research programs. A number of graduates go into Cooperative Extension and 4-H work, continuing Cornell's mission to extend the benefits of research and knowledge to the people of New York State.

About one-third of our graduates continue their education in graduate school. They do further study in nutrition, dietetics, law, psychology, medicine, social work, business, biochemistry, public policy, economics, and education.

A few exceptional students may be accepted to either Cornell's Graduate School of Business and Public Administration or the Cornell Medical College after their junior year. A dual registration program allows those highly qualified students to receive credit toward the bachelor's degree while completing the first year of graduate school.



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## Is Human Ecology for You?

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### Take a Closer Look

One way to find out more about the College is by visiting.

If you are interested in visiting the College, small group conferences conducted by admissions counselors are offered on Monday and Friday at 10:30 a.m. and 3:00 p.m. all year. From May 1 until February 1, individual conferences with counselors may be scheduled, as time permits, on Tuesday, Wednesday, and Thursday from 10:00 a.m. until noon and 2:00 until 4:00 p.m. A group session will also be held at 10:00 a.m. on one Saturday each month. The conference (group or individual) is designed to provide you with information about the College and the University. You will not be evaluated for admission during your visit to the College.

The Human Ecology Ambassadors are undergraduate students in the College who meet with prospective applicants to provide a student's view of Cornell. Ambassadors generally are available during group sessions and give regular tours of the College after those sessions. Tours are scheduled at 11:15 a.m. and 3:45 p.m. on Monday and Friday, and at 12:30 p.m. on Tuesday, Wednesday, and Thursday, except during University vacations and final exam periods.

If you are interested in meeting a faculty member in a specific area of study in

the College, an effort will be made to arrange an appointment.

Appointments for all conferences should be made at least one week in advance by writing to Appointment Secretary, Human Ecology Admissions, Cornell University, N-102 Van Rensselaer Hall, Ithaca, New York 14853.

### "Is This What You Want?"

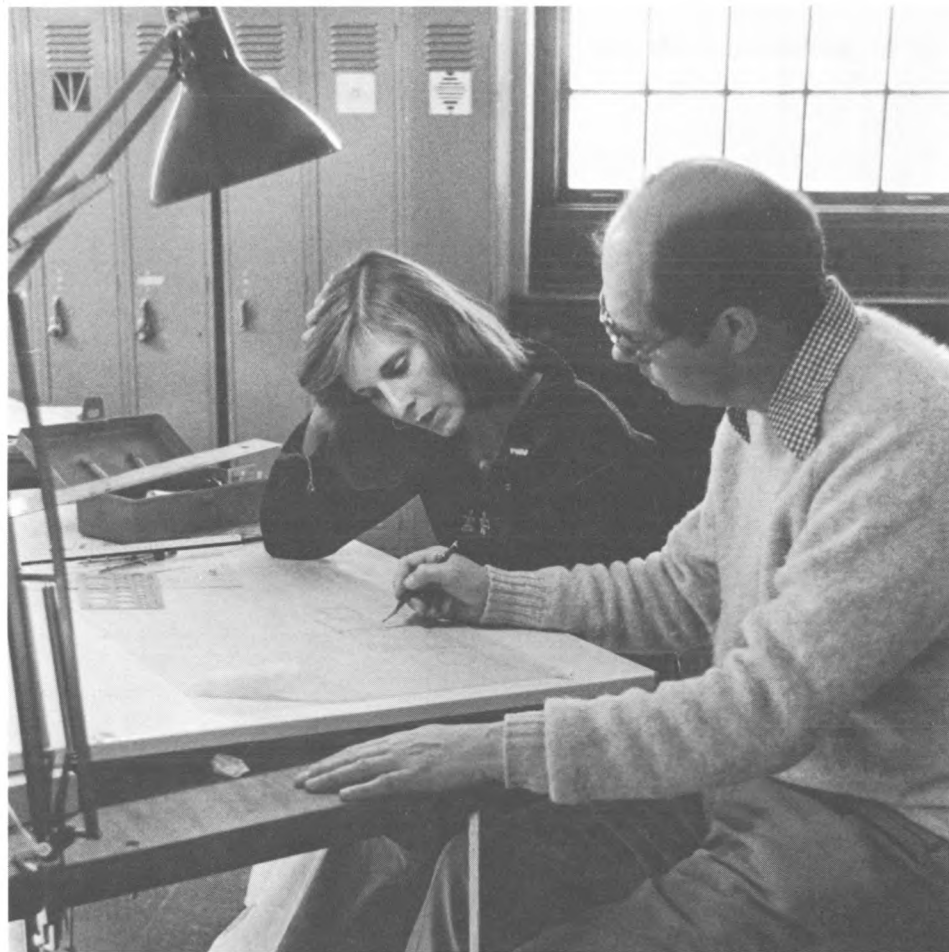
The ideal human ecology student has leadership potential. He or she has ideas and carries them through.

How do you see yourself? Can you explain your ideas clearly, both orally and in writing? Are you confident? Do you believe one person can make a difference? Are you a good listener? Have you given some thought to the way your community and your country are organized (environmentally, socially, educationally, politically) and how that affects people's lives? Are you challenged by the human ecology idea of putting knowledge to work for the benefit of people?

Have you done summer work as a carpenter, organized a basketball team, been a scout leader, worked on a political campaign, been a counselor, worked on a newspaper, taught someone how to do something, sailed a boat, sold a product or an idea, or worked to help support your family or to save for col-

lege? If so, tell us about it on your application.

Is there someone who has confidence in you? Someone who's been impressed because you did a little more than was required? We'd like to hear from such a person. Although letters of recommendation are not required, they are helpful to the admissions committee when they provide substantive information about you and your interests. Letters of recommendation should be sent to Human Ecology Admissions, Cornell University, N-101 Van Rensselaer Hall, Ithaca, New York 14853.



## Transfer Students

Some people believe transfer students enjoy unique benefits at Cornell. Upper-level courses are smaller, and transfer students enjoy a feeling of competence that comes from having dealt with college courses before admission. This booklet will provide prospective applicants with useful information, but because transfer students require detailed information on requirements and transfer of credit, a separate booklet has been prepared for them. It is available from the Human Ecology Admissions Office, Cornell University, N-101 Van Rensselaer Hall, Ithaca, New York 14853.



## Graduate Programs in Human Ecology

The New York State College of Human Ecology offers graduate degrees in the fields of Consumer Economics and Housing; Design and Environmental Analysis; Education: Community Service Education; Human Development and Family Studies; Human Service Studies; and Nutrition. Students interested in graduate study should request an application by writing to Admissions, Sage Graduate Center, Cornell University, Ithaca, New York 14853.





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## Specifics About Freshman Admission

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### How to Apply

Application blanks for fall 1978 admission will be available in August. To receive one, write to Office of Admissions, Cornell University, 410 Thurston Avenue, Ithaca, New York 14853.

Applicants for all Cornell schools and colleges fill out the same Cornell University application form. On it you may request admission to only one school or college. The completed application must be returned to the Office of Admissions by January 15.

Your application to the College of Human Ecology is more likely to be successful if you provide the admissions committee with evidence of your personal as well as academic abilities. Include information about your interest in the human ecology program; your involvement in school or community activities; your desire to apply learned theories and skills to problem solving; your desire to listen, understand, communicate, and act to improve the quality of life; your confidence and self-knowledge.

### Admission Requirements

#### Subject Requirements

Completion (passing grade) of sixteen academic units: three in college preparatory math; one in biology, chemistry, or

physics; and four in English. The remaining units should be in social studies, foreign language, and additional science and math. (A high school diploma is not required.)

It is strongly recommended that students complete one unit of biology and one unit of chemistry or physics before admission. Although only one unit of science is required for admissions consideration, faculty members of the College believe students should be exposed to both the biological and physical sciences during secondary school or college attendance. Therefore, if students enter the College with only biology, they must take one semester of chemistry or physics before registering for their fourth term in human ecology. Similarly, students entering with only physics or chemistry must take one semester of biology while enrolled. A course on the secondary school level will satisfy the requirement but will not count as college credit toward graduation requirements for human ecology. A college-level course taken elsewhere or at Cornell will satisfy the requirement *and* count as credit toward the degree here.

#### Class Rank

Seventy-five percent of last year's freshman class ranked in the top 20 percent of their high school class and 16 percent

came from high schools that do not rank their students.

### Standardized Tests

United States and Canadian applicants are required to submit results of the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT). The College prefers to receive scores from tests administered no later than December of the senior year. If you have not taken either of these tests, please contact a counselor in human ecology admissions.

College Entrance Examinations Boards (CEEB) achievement tests are *not* required; however, if you take them for other university applications, we encourage you to send your scores to us as well. The scores may be used for advanced placement in some courses. (Students who have had some college or advanced high school courses may receive advanced placement and credit toward their degree.)

Fifty-two percent of last year's entering students had SAT verbal scores of 550 or more. Seventy-four percent of last year's students had SAT math scores of 550 or more.

We hope you can see from this that good scores and grades will improve your chances, but low scores do not place you out of consideration. Your attitude, goals, and personal abilities make a great deal of difference.

### Profile: SAT Scores Freshman Applicants and Entering Students, Fall 1976

	Verbal Scores		Math Scores	
	Percentage of Applicants	Percentage of Entering Students	Percentage of Applicants	Percentage of Entering Students
Above 700	1	1	4	9
650-699	6	11	8	12
600-649	12	19	23	32
550-599	16	21	22	21
500-549	24	21	19	13
450-499	19	13	11	4
400-449	11	6	5	3
Below 400	8	6	5	3

Verbal median, entering students: 558

Math median, entering students: 606

### How many students are accepted? How many enter in the freshman class?

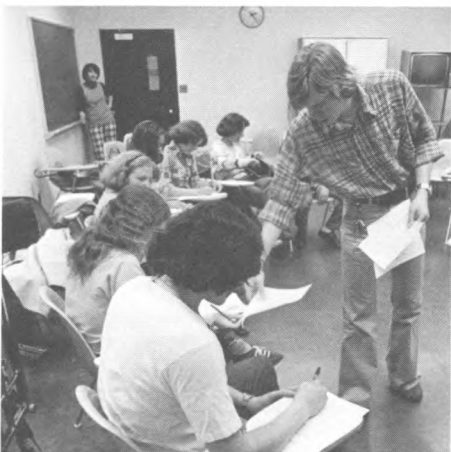
	Applied	Accepted	Percentage Accepted	Entered
<b>1976 Fall</b>				
New York State	552	272	49	196
Out of State	237	63	26	37
Total	789	335	42	233



### **Profile: Secondary School Class Rank for Freshman Applicants and Entering Students, Fall 1976**

<i>Decile</i>	<i>Percentage of Applicants</i>	<i>Percentage of Entering Students</i>
Top	37	56
2	22	19
3	11	5
4	5	2
5	3	1
6	2	—
7-10	1	1

19 percent of applicants and 16 percent of the entering students were from secondary schools that do not provide class rank.



As part of the State University of New York, the College selects students on their merits from private and public high schools and colleges throughout the state. As a state college, we try to serve all of New York State; there are no quotas on the basis of individual secondary schools or counties. The only limitation is out-of-state enrollment, which we try to hold at 15 percent.

Admission to the New York State College of Human Ecology has tended to be competitive and selective. The types of students sought, the criteria for admis-

sion, and the selection procedures followed are established by the faculty of the College. Selection of students is the responsibility of the Committee on Admissions, which is composed of seven faculty members (three from Academic Services and four from other departments in the College) and two students.

### **Freshmen with Advanced Standing**

Some students who graduate from secondary school in January enroll in a local college for a semester prior to enrollment in human ecology. They are considered for admission in the fall as freshman candidates with the possibility of receiving advanced standing. A copy of the college transcript and course descriptions is required before credit can be awarded.

### **Special Programs**

It is the policy of Cornell University actively to support equality of educational opportunity. No student shall be denied admission to the University or be discriminated against otherwise because of race, color, creed, religion, national or ethnic origin, or sex.

The University does not discriminate against qualified handicapped persons in its admissions or recruitment activities.

## COSEP

In 1965, the COSEP (Committee on Special Education Projects) Program was instituted to aid members of minority groups who have been traditionally disadvantaged. Its purposes are to aid in recruitment and admission of minority students; to provide academic, tutorial, and counseling services; and to provide financial support for students who need it. If you wish to learn more about this program and what it may offer you, write to COSEP, Cornell University, 410 Thurston Ave., Ithaca, New York 14853.

## EOP

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

Academic eligibility for the program includes a total SAT score of 1,000 or below, either score below 500, and/or rank below the top 20 percent of the secondary school graduating class. Important also is some indication of ability to succeed at Cornell as evidenced by motivation, perseverance, participation, or leadership roles in community or other extracurricular activities. Letters of recommendation are particularly helpful.

Transfer students who attended their previous institution under the EOP pro-



gram are eligible for the program at human ecology.

Income eligibility guidelines are available on request. Write to Human Ecology Admissions, Cornell University, N-101 Van Rensselaer Hall, Ithaca, New York 14853.

## International Students

Throughout Cornell's history, students from around the world have come to study here, and Cornell takes pride in their many accomplishments. Their presence enriches the lives of all students. Presently there are 1,100 students from nearly 100 foreign countries studying at the University.

Entrance requirements are the same for all students; however, foreign students must furnish evidence of their competency in English, unless it is their native language.

If English is not your native language, you should take the Test of English as a Foreign Language and the College Board Achievement Test in Mathematics, Level 1. (If you have already studied for two years or more in the United States you need not take the Test of English.) To arrange to take these tests, write: Test of English as a Foreign Language, Educational Testing Service, Princeton, New Jersey 08540; Achievement Test in Mathematics, College Entrance Examination

Board, P.O. Box 592, Princeton, New Jersey 08540.

If English is your native language, or if you have had instruction (in this country or elsewhere) in English for three years or more, you should take the Scholastic Aptitude Test (verbal and mathematics) or the American College Testing Program (English, mathematics, social studies, and natural sciences). To arrange to take these tests, write: Scholastic Aptitude Test, College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540; or American College Testing Program, P.O. Box 414, Iowa City, Iowa 52240.

International students are admitted in September only, and should make arrangements to take the required tests in the previous December or January. Financial aid is not available for undergraduate foreign students.

Two campus offices handle applications from international students. If you are in the United States as a foreign citizen on permanent resident or refugee visa, or if you are in Canada as a foreign citizen with a landed immigrant visa, you should apply through the Office of Admissions, Cornell University, 410 Thurston Avenue, Ithaca, New York 14853. If you are applying from your homeland, or if you are in Canada or the United States on a nonimmigrant visa, request application materials from International Student

Office, Cornell University, 200 Barnes Hall, Ithaca, New York 14853. This office will be able to help you with any questions or problems you have before or during your stay at Cornell.

University housing and dining facilities are available to all Cornell students. You may choose to live in the International Living Center, usually composed of 60 percent international students and 40 percent American students.

## **Interruption in Formal Education**

Prospective applicants who have interrupted their formal education should indicate this fact on their applications. Some of the information requested on the applications is irrelevant to the situations of mature students, and the admissions staff is most willing to discuss alternative ways of presenting relevant information to the admissions committee. Although the College has no formal part-time program, the mature student (an individual at least twenty-four years old who now desires to pursue a degree program) may take a minimum of six credits per term and may be eligible for pro-rated tuition. Applications for pro-rated tuition are available from the Bursar's Office, Cornell University, 260 Day Hall, Ithaca, New York 14853.

## **Empire State Students**

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Occasionally, students who are completing requirements for a degree through the Empire State College Program are interested in taking a human ecology course. They can do so by registering through the Cornell Extramural Division, 105 Day Hall. All rules of the Extramural Division apply, including that registrations will be accepted on a space-available basis and only on written approval of the course instructor.

At the time of registration, Empire State College students provide the Extramural Division with a completed copy of the Empire State College "Notification of Cross-Registration" form number SA-22, F-031 to verify enrollment in Empire State College.

Such students will be charged 25 percent of the standard extramural tuition per credit. In this case, all the tuition will be retained by the Extramural Division, and none will be returned to the statutory college in which the course is offered. In special situations (such as biological science) where it is not clear whether a given course is offered by a statutory or an endowed college, it is the student's responsibility to obtain written verification from the college that the course is a statutory college course entitled to the reduced tuition rate.

## The Cost of a Human Ecology Education

Tuition and fees in the College of Human Ecology are \$1,950 per academic year for New York State residents and \$3,050 for out-of-state residents. The costs for room, board, books, and personal expenses (clothing, transportation to and from Ithaca, entertainment, etc.) will probably add \$2,800 to your annual expenses.

	<i>New York State Residents</i>	<i>Out-of-State Residents</i>
Tuition	\$1,950	\$3,050
Registration fee (new students)	50	50
Books and supplies	230	230
Room	1,010	1,010
Board	1,010	1,010
Personal expenses	500	500
Total	\$4,750	\$5,850

Medical care is included in the fees. Students are entitled to unlimited visits to Gannett Medical Clinic, including routine laboratory and x-ray examinations for diagnosis and treatment when prescribed by University physicians. Also included is hospital care in Sage Infirmary for up to fourteen days per term and emergency surgical care.

Included in your fees are student activities: costs of student organizations, lectures by outside speakers, parties, exhibits, and other special activities that often take place in one of the three University Unions. (Some of these activities charge a reduced fee for students.) Use of most physical education facilities is included: three indoor pools, gymnasiums, tennis and squash courts, playing fields.

## Fees

An application fee of \$25 must be paid at the time an application for admission is submitted.

Accepted candidates who plan to enroll are required to pay a \$50 registration fee by a date specified on the registration fee coupons that accompany the letter of acceptance. This fee is not applied to tuition charges and is not refundable after the stated due date.

If you plan to live in a University dormitory, you will pay a \$60 security deposit. Gymnasium equipment amounting to approximately \$18 must be purchased by freshmen and sophomores according to the Physical Education Department's instructions.



### Special fees

The following fees are imposed under certain conditions: late registration, \$10; makeup examination, \$10; late filing of study card, \$10; late change of program, \$10; failure to check out chemistry desk, \$5; bad check fine, \$10.

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





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## Reapplication, Readmission, and Delayed Enrollment

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### Reapplication

The records of applicants who are not accepted are kept for three years. If such students wish to apply again, they should write the Office of Admissions, Cornell University, 410 Thurston Avenue, Ithaca, New York 14853.

### Readmission

Students who withdraw from the College and who wish to reenter at a later date must apply for readmission. Submit a request for readmission to the Committee on Admissions and arrange to have transcripts of college courses taken after withdrawal sent to the Human Ecology Admissions Office. It is not necessary to file a new application for admission, and no application fee is required. Students readmitted to the College are required to complete College and major credit requirements for graduation in effect at the time of readmission.

### Delayed Enrollment

Students accepted by the College but who wish to delay enrollment for a semester or a year may request to do so by writing to the Committee on Admissions explaining the reason(s) for the delay. Each request is considered individually. If deferment is granted, the student pays a \$50 fee that indicates his or her intent to matriculate, and the College guarantees the student a place in the entering class requested.



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## Applying for Financial Aid

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As educational costs continue to rise, financial aid eligibility is a major consideration for applicants and their families. If you think you may need financial assistance, we encourage you to file the necessary forms.

A financial aid application is included in every admission application package and freshmen should apply for financial aid at the same time they apply for admission to the College. The financial aid application form must be completed and returned by the January 15 deadline. Since all financial aid at Cornell is based on need, it is necessary to file the Financial Aid Form with the College Scholarship Service in order to be considered for financial assistance. The Financial Aid Form is available from secondary school guidance offices and should be filed with the College Scholarship Service no later than January 1. Subsequent procedures are explained on the initial application form.

Most awards include some combination of scholarship, loan, and part-time employment made on a one-year basis. Students must reapply each year. We encourage you to apply for another aid, such as the federal Basic Educational Opportunity Grant and the Tuition Assistance Program (for New York State residents) for which you may be eligible. Applications are available in your guidance

office or from the Cornell Office of Financial Aid, 203 Day Hall.

University policy requires that financial aid recipients register as full-time students carrying at least twelve credits. Generally, financial aid is limited to eight semesters. Students with financial aid who need to reduce their academic work load below twelve credits during the course of a semester may do so only with written recommendation of the assistant dean.

Aid decisions for entering freshmen are made in mid-April. Some admissions decisions begin to go out March 1, but students must wait until April to hear about financial aid. Should you have any additional questions about financial aid, write to Office of Financial Aid, Cornell University, 203 Day Hall, Ithaca, New York 14853.

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## Admissions and Financial Aid Dead- lines for Freshmen

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**August:** Application blanks will be available in August 1977 for students entering in 1978. United States residents should write to the Office of Admissions, Cornell University, 410 Thurston Avenue, Ithaca, New York 14853. International students should write to the Office of International Students, Cornell University, 200 Barnes Hall, Ithaca, New York 14853.

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

**January 1:** Deadline for filing the Financial Aid Form (FAF) with College Scholarship Service for students applying for financial aid.

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

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

**April 15:** Notification of financial aid awards for freshmen.



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# **Cornell Academic Calendar 1977-78**

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

Thursday, September 1  
Friday, September 2  
  
Monday, September 5  
  
Wednesday, November 23  
Monday, November 28  
Saturday, December 10  
Thursday, December 15  
Friday, December 23  
Thursday, January 19  
Friday, January 20  
Monday, January 23

Saturday, March 18  
Monday, March 27  
Saturday, May 6  
Monday, May 15  
Tuesday, May 23  
Monday, May 29

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

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

## List of Announcements

Following is a list of *Announcements* published by Cornell University to provide information on programs, faculty, facilities, curricula, and courses of the various academic units.

Agriculture and Life Sciences at Cornell  
College of Architecture, Art, and Planning  
College of Arts and Sciences  
Graduate School of Business and Public Administration  
Engineering at Cornell  
Graduate Study in Engineering and Applied Sciences  
General Information\*  
Graduate School  
School of Hotel Administration  
Human Ecology  
School of Industrial and Labor Relations:  
    ILR at Cornell  
    Graduate Study at ILR  
Law School  
Medical College (New York City)  
Graduate School of Medical Sciences (New York City)  
Officer Education (ROTC)  
Summer Session  
New York State College of Veterinary Medicine

\*The *Announcement of General Information* is designed to give prospective students pertinent information about all aspects and academic units of the University.

In addition to the *Announcements* listed above, the University publishes a master catalog of University courses, *Cornell University: Description of Courses*.

Requests for the publications listed above should be addressed to Cornell University Announcements Building 7, Research Park Ithaca, New York 14853.  
(The writer should include a zip code.)

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

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