

**Cornell  
University  
Announcements**

**College of  
Human  
Ecology**





---

# Human Ecology at Cornell

New York State College of Human  
Ecology

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

---

This announcement is for the prospective freshman. If you are a college student thinking of transferring to the College of Human Ecology, send for the transfer booklet listed on the postcard on the back page.

## **Cornell University Announcements USPS 132-860**

Volume 71 of the Cornell University Announcements consists of seventeen catalogs, of which this is number 12, dated August 15, 1979. Publication dates: seventeen times a year (four times in July and August; twice in April, June, and September; and once in March, May, and October). Publisher: Cornell University, Sheldon Court, 420 College Avenue, Ithaca, New York 14850. Second-class postage paid at Ithaca, New York.



---

## Human Ecology at Cornell

---

Human Ecology is a small college of about 1,100 students who benefit from all the resources of a great and diverse university. These include a university faculty of more than 1,800; 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 known for its beauty.

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).

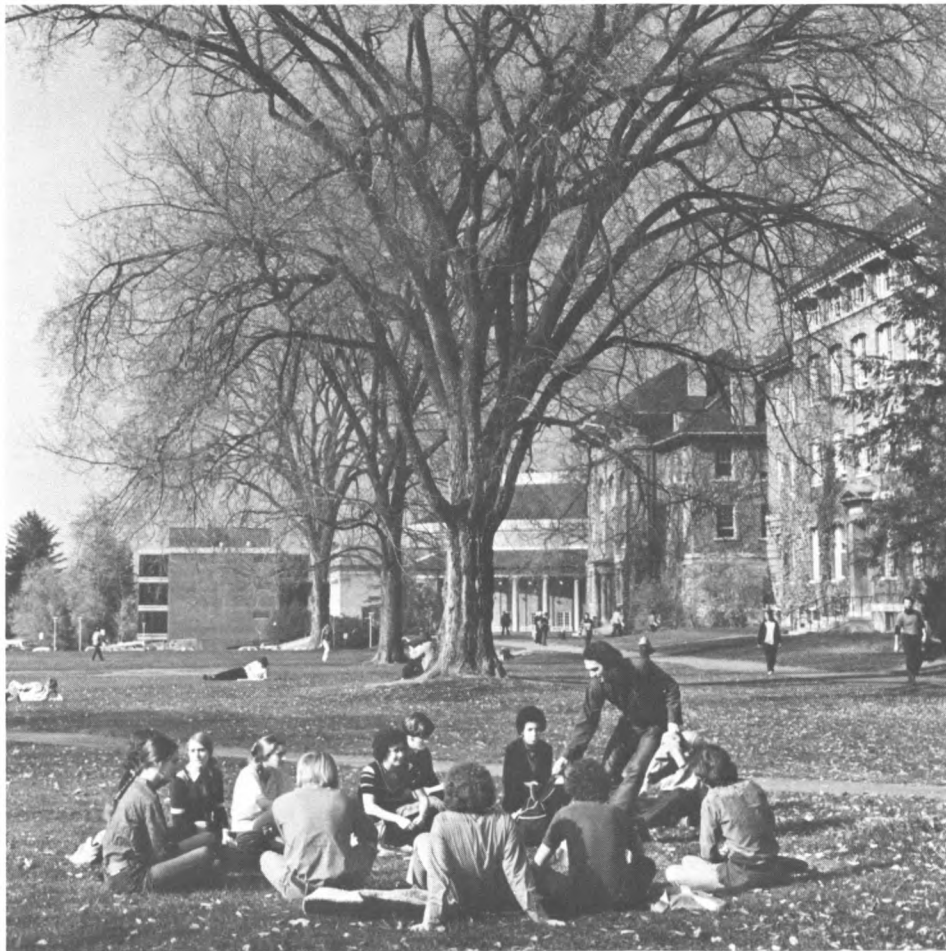
Students in the College of Human Ecology at Cornell University complete undergraduate and graduate programs that lead to careers in human problem solving. Building on study in the traditional disciplines of the biological, physical, and social sciences and design, these programs investigate the mutual interaction of individuals and environments. Through analysis of the

individual, 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.

In addition to offering a variety of subjects and programs, the College of Human Ecology provides flexibility that allows you to suit individual needs. There are opportunities to do fieldwork, study in absentia at another college, set up independent study, participate in honors programs, and arrange self-designed majors. It is also possible to take a leave of absence to work or travel.

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 equips its students to make positive changes that affect both people and institutions, while doing work they enjoy.

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-four areas of concentration.

- Adolescent development
- Apparel design
- Atypical development
- Clinical nutrition
- Cognitive development
- Community and family life education
- Community nutrition
- Consumer economics
- Consumer food and nutrition
- Consumer food science
- Early childhood development
- Ecological and environmental effects on development
- Family studies
- Housing
- Human-environment relations
- Individual curriculum
- Interior and product design
- Nutritional biochemistry
- Personality and social development
- Public policy and its effects on consumers and households
- Public policy relevant to children and families
- Social planning
- Social work
- Textiles



---

## Life on the Cornell Campus

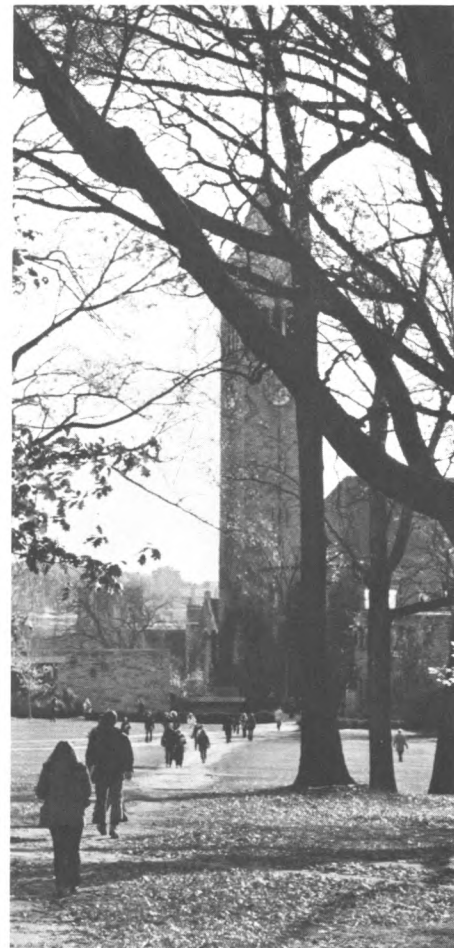
---

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 threefold — resident instruction, research, and extension and public service. That 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 nationalities. Students from all colleges frequently attend classes together as well



as special lectures by visiting scholars, politicians, and 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, a liberal, 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 Herbert



F. Johnson Museum of Art and the Wilson Synchrotron Laboratory.

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 are college-wide committees and departmental councils with student members.

Athletics play a large part in the lives of many Cornellians and human ecology students are well represented at all levels. The University supports one of the country's largest intercollegiate athletic programs with twenty-two men's teams and seventeen women's teams. In addition, over half the students at Cornell participate in intramurals.

## 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 450 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 a room in the residence halls ranges from about \$1,000 to \$1,400 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 apartment cooking 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 that 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 lectures 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.

Human ecology 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 apply classroom learning and theory to actual situations.

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 fifteen-minute bus ride away.

Students in human ecology may choose their major from among five departments or divisions: consumer economics and housing, design and environmental analysis, human development and family studies, human service studies, and nutritional sciences; with a sixth choice, 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.



**Pam Youngs '80**

*"What I'm doing here is exploring a lot of new areas and alternative careers. I've gotten hands-on experience I can apply to several different occupations."*

*At Cornell, Pam is majoring in adult education and plans to work within higher education or business dealing with educational issues. Pam's interest in exploring new areas can be seen through her work with Head Start, Cooperative Extension, Human Ecology Ambassadors, the college Educational Policies Committee, and as a teaching assistant.*

---

## Human Ecology Majors

---

Many students come to human ecology undecided about which major best meets their needs. Since similar natural science, social science, and humanities courses provide the general background for most human ecology majors, students do have the opportunity to explore different areas. In addition, students are required to take courses in human ecology departments outside the major department. For students interested in nutritional sciences or in interior and product design, it is important to take the introductory courses as freshmen since these two majors have a more structured course sequence.

### Consumer Economics and Housing

Increasing concern with the welfare of the consumer in society is evident at all levels of government and in private industry. The Department of Consumer Economics and Housing (CEH) offers opportunities to study social and economic policies affecting individuals and families. The program encourages an understanding of economics and sociology as they relate to the consumption of privately and publicly supplied goods and services. Students who complete undergraduate work in this department are well prepared for a variety of consumer-related positions: in government, business, and continuing



education programs such as Cooperative Extension. The major also provides an excellent undergraduate foundation for further studies in law, economics, and business.

In addition to courses within the department, each option presents alternatives for the thorough development of a related interest.

### Consumer Economics

This option is concerned with the economic behavior and welfare of consumers in the private and public sectors of the economy: how consumers allocate their scarce resources, especially time and money. It requires an

understanding of the market economy, of consumers' rights and responsibilities, and of household production, consumption, and management. Graduates may work in government agencies providing consumer services, in business and industry, or in consumer-related community programs.

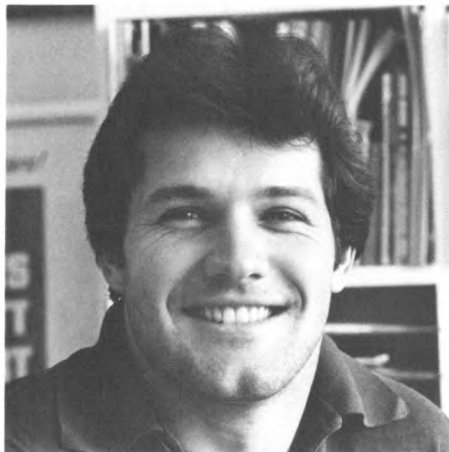
## Housing

Housing, a major societal problem, is studied through an interdisciplinary approach that includes sociology and economics. The sociological approach considers the interplay between housing demand and population trends, analyzing such contemporary issues as residential segregation and population mobility. The economics of housing familiarizes the student with the operations of the housing market, covering supply and demand, production and consumption, and finance. The role of federal, state, and local governments in designing and implementing housing policies is scrutinized. Careful analysis and evaluation of housing research are stressed.

## Design and Environmental Analysis

The Department of Design and Environmental Analysis (DEA) is concerned with creating, selecting, and





### **James Hofher '79**

*"Human ecology provides diversified study. You don't get bogged down in your major; if you have other interests, you can expand on those. The personal touch of the college impressed me; my faculty adviser was especially helpful and encouraging."*

*Jim transferred into human ecology as a consumer economics major interested in business. At Cornell he was involved in fraternity life, two campus honoraries, and was varsity football quarterback. This fall Jim will enter the Graduate School of Business and Public Administration with an assistantship in the football office.*

changing the quality of our near environment, emphasizing the interaction between environments and people: the needs of individuals, families, and other groups as they affect and are affected by the space, objects, and materials around them. 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 exploration of textiles and other materials and design concepts through analytical and creative problem-solving techniques. Students choose from four options: interior and product design, apparel design, textiles, and human-environment relations.

### **Interior and Product Design**

For students interested in the design of objects and the spaces in which they are used, the interior and product design sequence of courses is planned to help develop professional design skills. Many careers are available in the design field, particularly in the areas of interior space planning, consumer product design, and aspects of housing design and technology.

### **Apparel Design**

Emphasizing function as well as aesthetics, courses integrate knowledge





of design, cultural factors, and textiles to teach students to solve apparel design problems. Many students combine this option with textiles. In addition to careers in the textile and apparel industries, opportunities exist for designing apparel for special populations such as the handicapped, elderly, athletes, waitresses, and firefighters and other service personnel.

### **Textiles**

Students in the textiles option explore the chemical and physical structures and properties of textiles, textile products, and other materials and consider the requirements for using these materials in the near environment. Supporting courses are found in physical sciences, design, human and social factors, and consumer economics and housing. Many students combine this option with apparel design.

Careers are available in the fiber and textile industries, government, and education. Recent graduates are active in new product development and evaluation, research, technical marketing services, consumer information, and product safety.

### **Human-Environment Relations**

Students study the relationship between people and their settings to establish criteria for improving those settings

through analysis of existing and proposed environments. Careers include work 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 is concerned with the study of people and how they change and develop as individuals and as members of family groups at all stages of life. Within the Human Development and Family Studies (HDFS) Department there is strong interest in studying development, not only in the classroom and laboratory but also in the natural settings of home and community.

The department operates its own nursery school, infant day-care center, and a center for the study of family life and of child abuse. Students are encouraged to include some field study in their programs using the resources of a variety of community agencies: head-start programs, youth bureaus, family service centers, and parent education and youth programs in Cooperative Extension.



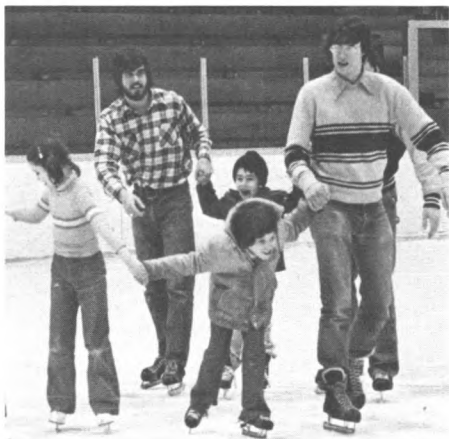
### Areas of Specialization

Many HDFS students concentrate their study in one or several areas in the department: adolescent development, atypical development, cognitive development (such as language acquisition), early childhood development, ecological and environmental effects on development, family studies, personality and social development, and public policy relevant to children and families. Other students combine their study in HDFS with a set of courses in a particular area outside the department to gain the necessary background for such careers as medicine, social work, law, or business.

### Careers

Graduating majors find jobs in a wide variety of positions that emphasize work with people, such as child-care worker, youth counselor, personnel supervisor, program director, research technician, Cooperative Extension agent, business manager, or urban housing coordinator. About a third of the graduates enter graduate schools for advanced study leading to careers in fields such as psychology, sociology, social work, law, health, and education.





## Human Service Studies

The curricula in the Department of Human Service Studies (HSS) prepare students for professional careers in human services. HSS graduates are working in schools, social and government agencies, Cooperative Extension, and community development programs that serve children, youth, the elderly, and families. The range of opportunities depends on the option selected within the department and the electives chosen to meet career goals.

HSS students take three core courses that together provide a knowledge base for understanding the community and community services, organizational behavior and group processes, program planning, and research analysis. Regardless of specific professional goals, students acquire an understanding of related professions, and the ways they can collaborate to improve the human condition.

Every student in the department is required to have a supervised field experience directly related to career goals. Two options are available in the department: community and family life education, and social work. The department also participates in the Interdepartmental Major in Social Planning and Public Policy.



## Community and Family Life Education

This option prepares participants to plan, implement, teach, and evaluate innovative educational programs in formal and informal settings.

Students from this option take positions with Cooperative Extension, schools, outreach programs (teen-age pregnancy centers, halfway houses, consumer and homemaking programs), local poverty programs, community centers, continuing education centers, and business and government agencies.

Course work includes both liberal education and professional preparation for the role of educator with integrated field-based learning designed to link theory with practice.

Building on basic courses taken early in the programs, students select an area of concentration that permits them to study the relationships between a particular subject area and individual, family, and community life. With careful planning, students often are able to meet the requirements of a second major closely related to the area of concentration thus widening the range of career objectives.

Department advisers help students develop plans for course work within areas of concentration that may include courses from basic disciplines or other departments, tutorials, fieldwork, and research. Areas of concentration include: human and family development;



**Patricia A. Carter '79**

*"The experience of returning to school after spending some time off has contributed much to my personal growth. I enjoyed the opportunity to relate academic experiences to problems in the community."*

*Pat entered human ecology as a transfer student. A design major in human-environment relations offered Pat the opportunity to combine a concern for people with an interest in art. Pat's volunteer work with Ithaca Neighborhood Housing Services confirmed her interest in a career dealing with housing policy as it affects low-income people.*

consumer educational and resource management; design and the near environment; nutrition, health, and mental health; educational gerontology; community organization and development; and human resource development.

Students who desire to teach home economics in schools select a sequence of courses that leads to a certificate of qualification for teaching grades kindergarten through twelve in New York and many other states. This is exchanged for a provisional certificate upon acceptance of a home economics teaching position.

Students planning an emphasis on adult and community education do not need to meet home economics teacher certification requirements (although by careful planning this may be accomplished).

Community and family life education students try to improve the quality of life for individuals, families, and communities through a wide range of educational programs focused on families, human development, and decision making.

Each student spends part of a semester in the senior year, or the preceding summer, in a supervised field setting. The student and the faculty adviser plan the internship to fit the student's specific interests and career goals. An effort is made to provide students with a variety of opportunities



including work with different economic, intellectual, and age groups; formal and informal settings; traditional and innovative programs.

Students live in the community in which their internships take place and their work is guided by the staff of the local agency, school, or business and is supervised by college faculty. Occasionally, two placements can be arranged to suit student career goals. For students desiring home economics teacher certification, one placement must be in a school setting.

### **Social Work**

The undergraduate program in social work at Cornell has three major goals: to prepare students for positions in the field that do not require advanced degrees, to prepare students for graduate education in social work, and to contribute to the enrichment of a general college education by helping students understand social welfare needs, services, and issues. The curriculum is based on the biological and social sciences, the humanities, and the three core courses in the department.

Introductory courses in social work are taken as prerequisites for the social work practice courses. A grade of C+ or better in the introductory courses is required to continue in the option. Social Work Practice is a yearlong methods course that includes fieldwork. Students are in

agency placements within fifty miles of Ithaca on Tuesdays and Thursdays, and in seminar on Mondays and Wednesdays. Satisfactory work in the field placement and a grade of B— or better is required in the first semester for a student to continue in the second semester.

The social work program is accredited by the Council on Social Work Education. Students who complete all requirements are eligible to apply for advanced standing in graduate schools of social work or for beginning-level employment as professional social workers.

### **Interdepartmental Major in Social Planning and Public Policy**

The legislative trend in the United States to move public policy development from the federal to state and local levels has emphasized the need for trained personnel in social planning and public policy. The interdepartmental major (ID), sponsored jointly by the Departments of Human Service Studies and Consumer Economics and Housing, is designed to meet this need.

Students increase their knowledge of the historical development and current issues in social planning and public policy; the ways policies and plans are formed, implemented, evaluated, and

changed; social systems, from the structure and functioning of contemporary society to the dynamics of individual and group behavior; and values that help foster and maintain some policies and plans rather than others.

Students electing this major have opportunities to improve their skills in policy analysis, evaluative research, developing information systems, engaging consumers in the planning and policymaking process, and budgeting.

Two options are available in the ID major; either option prepares a student for graduate or professional study.

**Social Planning** prepares graduates for careers in planning the organization and delivery of human services. Social planners are employed in county, regional, and state planning agencies and assist public and private health and social agencies in the design, development, and evaluation of regional and local programs.

**Public Policy** is for students interested in the evaluation of public policy alternatives and their effects on consumers and households. Graduates may build careers as researchers or policy analysts in planning departments or other public and private agencies at the local, regional, state, or federal level in housing, welfare, income and employment, health, education, food, or consumer affairs.



## Nutritional Sciences

The nutritional sciences (NS) major involves the scientific study of the interrelationships of food, nutrition, and health. Since this broad field accommodates many perspectives ranging from nutrient metabolism to global food problems, the curriculum encompasses all aspects of nutrition from the biochemical to the social.

Students in nutritional sciences take a common core of courses in nutrition, biology, chemistry, social sciences, communications, and the humanities during their first two years. They then select a concentrated program of study in one of five emphases: consumer food science, consumer food and nutrition, community nutrition, clinical nutrition, or nutritional biochemistry. Beginning in their junior year, outstanding students may participate in the honors program, which entails an independent research and thesis project.

It is possible to specialize in dietetics in any of the five emphases by carefully choosing electives to meet the academic requirements of the American Dietetic Association. An internship or graduate study is also required in order to become eligible for ADA membership.



### **Consumer Food Science**

This emphasis provides a background in basic and applied sciences to aid students in understanding how composition and treatment of food affect food quality, safety, acceptability, and nutritive value. Students completing this emphasis may pursue graduate programs or find entry-level jobs in food analysis, quality control, or product development in government or industrial laboratories.

### **Consumer Food and Nutrition**

Students in this emphasis prepare to apply the nutritional and food sciences to consumers' concerns about food quality,



safety, cost, and nutritive value. Course work in communications, economics, government, public policy, and marketing is added to the nutritional sciences core. Students may enter jobs in food and nutrition education, communications, consumer services, or public policy in the government or private sector, or pursue advanced studies.

### **Community Nutrition**

This emphasis provides a strong background in basic and nutritional sciences with supporting courses in the social sciences, to help students understand the ways in which nutrition knowledge is or can be brought to bear

on the nutritional problems of various communities and groups in the population. Practical experience through supervised field study is strongly recommended. Students may continue with graduate study or find entry-level positions in community nutrition or nutrition education.

### **Clinical Nutrition**

This emphasis builds on the basic science core to give a solid foundation in the theoretical and applied dimensions of human nutrition. Courses in biochemistry, physiology, and the biological aspects of human nutrition are important components of the program. Students are prepared for advanced study in dietetics, nutrition, or medicine and entry-level positions in human nutrition programs.

### **Nutritional Biochemistry**

This emphasis offers a basic science-oriented curriculum for students interested in pursuing advanced studies in the nutritional and biomedical sciences. Courses and laboratory work in chemistry, biochemistry, and physiology are stressed to build an understanding of nutrient action at the subcellular level.

## Individual Curriculum

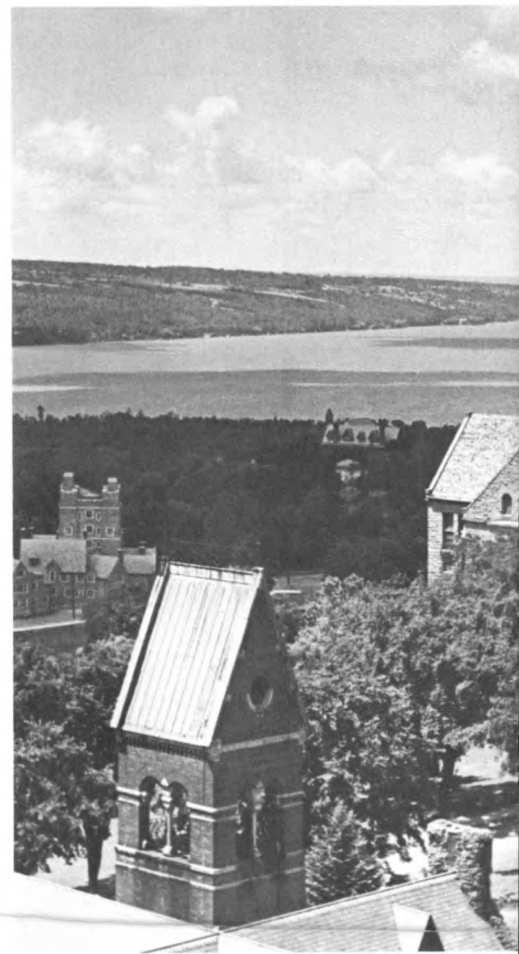
Students in the college who find that none of the major curricula meet their educational objectives may wish to investigate designing their own program. An individual curriculum must be within the focus of the college and must be better suited to your objectives than is an existing major. The individual program must include at least forty credits in human ecology courses and may not exceed the normal number of credits allowed in the endowed divisions of Cornell. You plan this curriculum in conjunction with faculty members after your arrival on campus. It must then be approved by the assistant dean of the college.

### Typical Freshman Program in Human Ecology, One Semester

	<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	<u>1</u>
Total	16

### Number of Students in Each Program, 1978 - 79

<i>Women</i>	<i>Men</i>	<i>Program</i>	<i>Total</i>
95	16	Consumer Economics and Housing	111
153	11	Design and Environmental Analysis	164
228	42	Human Development and Family Studies	270
153	25	Human Service Studies	178
27	8	Interdepartmental Program in Social Planning and Public Policy	35
286	30	Nutritional Sciences	316
18	0	Individualized Curriculum	18
26	6	Undecided	<u>32</u>
986	138		1,124







## Graduation Requirements

To receive the Bachelor of Science degree in Human Ecology from Cornell, a

student must successfully complete courses totaling 120 credits, plus 2 credits of physical education. The credits must be distributed as shown below.

---

### Graduation Requirements: 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, government, genetics and development, Geological Sciences 101, and Astronomy 102.

**2. Communication, analysis, and the humanities**

*15 credits*

- A. Freshman Seminars (6 credits)
- B. Additional credits (9 credits) selected from art, communication arts, comparative literature, drawing, English, foreign languages (ancient or modern), history, history of architecture, history of art, mathematics, music, philosophy, statistics, and theatre arts; Natural Resources 407, Religion, Ethics, and the Environment; DEA 101, Design I Fundamentals; DEA 115, Drawing; and HSS 292, Research Design and Analysis

**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. Requirements for the major (number of credits varies from 0 to 15)
- B. Electives (number of credits varies from 26 to 41) include at least 20 credits in courses in the state divisions, and up to 21 credits in the endowed divisions

**5. Physical education**

*2 credits*

---

---

## Beyond the Classroom

---

At Cornell, many students become involved in projects that reach beyond the campus and classroom. The practical application of what is learned in the college is a vital part of human ecology.

### Field Study

Field study provides opportunities for students to learn by carrying out responsibilities in organizations outside the University and by attending group seminars to reflect on that activity. Students are helped to develop a sophisticated framework for thinking about social systems and to draw on a variety of disciplines to solve human problems. This process of integrating theory and practice distinguishes field study from work experience and provides the rationale for granting academic credit.

Each department in the college offers field study opportunities that emphasize professional exploration or training related to the major. Most of the fieldwork is done in Ithaca and can involve varying amounts of time over a semester.

The Field Study Office offers interdepartmental field-related courses with an interdisciplinary problem-solving approach to social issues. Because field study requires successful use of communication, information gathering, and critical thinking skills, two



preparatory courses offer training in these specialized skills. Data Gathering in the Field is a one-credit workshop series offering training and practice in such areas as analyzing nonverbal communication, investigatory interviewing, participant observation, and active listening. Preparation for Fieldwork is a three-credit campus-based course that covers the above skills and enables students to apply these skills to the solution of real problems of current importance. Using two month-long case studies, groups of students work cooperatively to gather complex and often conflicting information, analyze solutions, and present testimony to a

panel of experts in the field. The course is intended to prepare students to become competent field learners whether as field students, professionals in the work world, or active citizens in the community.

The Field Study Office offers two intensive off-campus field study courses. Students may elect to participate in the interdisciplinary fifteen-credit course, Organizations in the Delivery of Goods and Human Services. Located in New York City, this full-semester course is designed to give students, through experience, an in-depth understanding of the function and structure of contemporary urban organizations and the forces that influence the delivery of goods and human services. Each week students work three and a half days in a public agency or private firm and attend a day-long seminar taught by field faculty in the City.

The interaction among students from all majors encourages students to think critically about economic, political, and social issues from a human ecological point of view. Students investigate careers and develop contacts useful in later job searches.

Examples of field placements include marketing and consumer services assistant with a national pattern company, assistant in quality control of apparel at a large retailer, day-care assistant, counselor in a county medical center, marketing research assistant with a stock

brokerage firm, legislative liaison for a labor union, educator in energy conservation with Cooperative Extension, developer of nutrition programs for day-care providers, consumer relations specialist for a national appliance manufacturer, teaching assistant at a residential treatment center for severely disturbed children.

During the summer students have another option: Fieldwork in the Network of Human Services. This six-week, six-credit course involves students in a variety of human service agencies in upstate New York. Each week students work four days in their placement agencies and attend a day-long seminar in Ithaca that explores the ecology of organizations and investigates the factors affecting the delivery of services.



### **Randy Wong '79**

*"Fieldwork provided great experience in working with kids of different ages downtown and in the Cornell Nursery School. It gave me a chance to integrate course work with actual experiences."*

*At Cornell Randy has been active in sports, playing varsity lacrosse and acting as an intramural referee. He has been a Human Ecology Ambassador and an orientation counselor. As a human development and family studies major, Randy has concentrated in early childhood development. He will study early childhood education in graduate school.*

---

## After Cornell

---

Forty-five percent of our graduates take jobs immediately after graduation. Almost half of these find work in business and industry with education as the second largest employer. They work in day-care centers, social agencies, neighborhood centers, food laboratories, television stations, photographers' studios, retail stores, banks, government regulatory agencies, and high schools. They are hired as research aides, admissions and financial aid counselors, art directors, case workers, marketing directors, educators, management trainees, 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 work, continuing Cornell's mission to extend the benefits of research and knowledge to the people of New York State.

Three fields of increasing interest to human ecology graduates are law, medicine, and business.

### Law

The academic programs in the College of Human Ecology serve as background for law school, but we encourage students to consider what they want to study during their undergraduate years as well as how

to get into law school. The majority of human ecology graduates who have enrolled in law school have majored in the departments of Consumer Economics and Housing or Human Development and Family Studies (areas that relate more closely to a specific type of law such as consumer affairs, housing, or child and family law), but study in any department can be followed by law school.

### Medicine

Over the past several years, interest in medical school by human ecology students has increased as students have discovered the relationship between programs in the college and health careers.

The nutritional sciences curriculum includes emphases based on the physical and biological sciences. By including several other science courses as electives (such as physics), students majoring in nutritional sciences can meet the requirements for medical school. A student interested in food and nutrition as dimensions of human health might wish to prepare for medical school through this program.

The Department of Human Development and Family Studies is based in the social sciences. However, the program is flexible enough to allow students to take the necessary medical

school prerequisites through the general distribution requirements and electives. If a student is interested in examining the psychological-social-physical development of people, the HDFS program could fulfill his or her vocational goals.

The College of Human Ecology participates in the Cornell Medical School Dual Registration Program that enables students to save one year in their pursuit of the bachelor and M.D. degrees *if* they are accepted into the Cornell Medical College in New York City. It is a highly selective program and admission to Cornell University as an undergraduate does not imply admission to Cornell Medical College.

## Business

In the past few years many human ecology graduates have found jobs in business and industry. They typically begin as management trainees, especially in the areas of consumer affairs and marketing. Students enter business from all majors in human ecology. Firms that have hired recent graduates include Chase Manhattan Bank, Marine Midland Bank, Proctor and Gamble, Sears Roebuck, Gimbels, Abraham and Strauss, Hyatt Corporation, Random House, IBM, Colgate-Palmolive, Corning Glass Works, New York State Electric and Gas, and J. C. Penney.



Graduate study in business-related fields such as business and hospital administration, marketing, accounting and finance, and public relations is another route to the business world.

## Graduate Study

For the past few years, about 26 percent of the human ecology graduates have continued with further study immediately. Besides law, medicine, and business, graduates have continued in fields such as dietetics, education, psychology, social work, architecture, and urban planning. Some attend graduate programs in human ecology fields.

### 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, Human Development and Family Studies, Human Service Studies, and Nutrition. Students interested in graduate study should request additional information from the Office of Graduate Education, Cornell University, N116 Martha Van Rensselaer Hall, Ithaca, New York 14853. Applications are available from Admissions Office, Cornell University, Sage Graduate Center, Ithaca, New York 14853.

---

## Take a Closer Look

---

One way to find out more about the college is by visiting, so we invite you to the campus to learn more about human ecology and Cornell. Small group conferences, limited to five applicants and their families, are held all year. They are conducted by admissions counselors on Monday and Friday at 10:30 a.m. and 3:00 p.m. A group session also will be held at 10:00 a.m. on one Saturday each month in the fall. 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.

Whether the conference you attend is group or individual, it is designed to provide you with information about the college and University. A conference is not required and you will not be evaluated during your visit.

We think you can also obtain valuable insight by talking with human ecology students. The Human Ecology Ambassadors are undergraduates 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 examination periods.

In addition, if you are interested in meeting a faculty member in a specific department in the college, we will try to arrange an appointment.

Appointments for all conferences should be made at least one week in advance by writing the Appointment Secretary, Human Ecology Admissions, 172 Martha Van Rensselaer Hall, Cornell University, Ithaca, New York 14853.



---

## Specifics about Freshman Admission

---

### Application Procedures

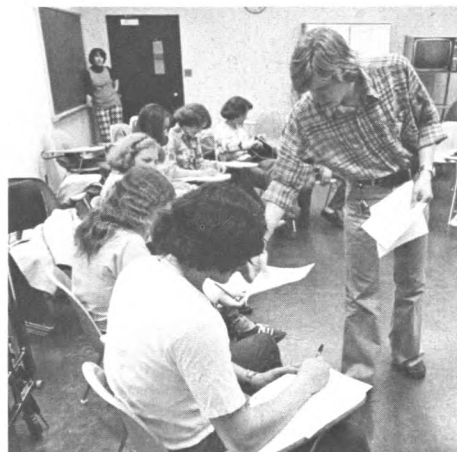
Application blanks for fall 1980 admission will be available in August 1979. To receive one, write to Office of Admissions, Cornell University, 410 Thurston Avenue, Ithaca, New York 14850.

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.

The College of Human Ecology makes decisions concerning freshmen on a rolling basis with notification beginning by March 1 and ending by April 15.

As part of the State University of New York, the college selects students 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 is competitive and selective. The types of students sought, the criteria for admission, and the selection procedures followed are established by the faculty of the college.



Selection of students is the responsibility of the Committee on Admissions, which is composed of eight faculty members (including the admissions staff), and two students.

It is the policy of Cornell University actively to support equality of educational and employment opportunity. No person shall be denied admission to any educational program or activity or be denied employment on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, color, creed, religion, national or ethnic origin, sex, age, or handicap. The University is committed to the maintenance of affirmative action pro-



### **Martina Vanlieshout '80**

*"I really like being in the small, personal College of Human Ecology and yet still having the broad experiences and opportunities of Cornell. Human ecology is very people-oriented, and I want to continue this approach when I enter the work world."*

*Martina's interest in people is demonstrated through her work as a peer adviser, orientation counselor, and Human Ecology Ambassador. A community nutrition major, she is considering a dietetic internship and careers that combine nutrition with education, communications, or consumer affairs.*

grams which will assure the continuation of such equality of opportunity.

Cornell University is committed to assisting those handicapped students who have special needs. A brochure describing services for the handicapped student may be obtained by writing to the Office of the Dean of Students, Cornell University, 103 Barnes Hall, Ithaca, New York 14853. Other questions or requests for special assistance may also be directed to that office.

## **Admission Requirements**

### **Subject Requirements**

Completion (passing grade) of sixteen academic units: three in college preparatory mathematics; one in biology, chemistry, or physics; and four in English. The remaining units should be in social studies, foreign language, and additional science and mathematics. (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

### **Profile: Secondary School Class Rank for Freshman Applicants and Entering Students, Fall 1978**

<i>Tenths</i>	<i>Percentage of Applicants</i>	<i>Percentage of Entering Students</i>
Top	39	61
2	23	19
3	11	5
4	7	2
5	3	1
6	2	1
7-10	2	—

13 percent of applicants and 11 percent of the entering students were from secondary schools that do not provide class rank.

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.

---

**Profile: SAT Scores of Freshman Applicants and Entering Students, Fall 1978**

	<b>Verbal Scores</b>		<b>Mathematical Scores</b>	
	<i>Percentage of Applicants</i>	<i>Percentage of Entering Students</i>	<i>Percentage of Applicants</i>	<i>Percentage of Entering Students</i>
Above 700	1	1	3	4
650–699	6	8	8	10
600–649	12	13	23	31
550–599	20	27	21	24
500–549	24	25	21	19
450–499	20	15	12	5
400–449	10	6	7	2
Below 400	5	3	3	3
No SAT taken	2	2	2	2
Verbal mean, entering students: 543				
Mathematical mean, entering students: 580				

---

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

<b>Fall 1978</b>			<i>Percentage Accepted</i>	<i>Entered</i>
	<i>Applied</i>	<i>Accepted</i>		
New York State	448	245	55	188
Out of State	148	77	52	49
Total	596	322	54	237

---

**Class Rank**

Eighty percent of last year's freshman class ranked in the top 20 percent of their high school class, and 11 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.

Mature students (at least twenty-four years old) who have never taken the SAT or ACT may request a waiver by writing to the Director of Admissions in the College of Human Ecology.

College Entrance Examination Board (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.)

Forty-nine percent of last year's entering students had SAT verbal scores of 550 or more, and 69 percent had SAT mathematical scores of 550 or more.

### **More than Academics**

Your academic credentials are the first consideration for admission, but that's not all the Committee on Admission considers. We want to know about your interest in the human ecology program and the areas you would like to study here. Sometimes applicants have had course work or employment that relate to human ecology; if you have, please tell us about it. Our committee is also interested in your school and community activities, particularly those where you have actually participated, held leadership positions, and initiated projects.

Students often ask about submitting letters of recommendation. They are not required but are helpful to the Admissions Committee if they provide substantive information about you and your interests. Letters should be sent to Human Ecology Admissions, Cornell University, 172 Martha Van Rensselaer Hall, Ithaca, New York 14853.

## **Advanced Placement and Credit**

Entering freshmen may qualify for advanced placement or credit or both on the recommendation of the appropriate departments of instruction at Cornell. Examinations sponsored by the College Entrance Examination Board (CEEB) Advanced Placement Program, the College-Level Examination Program (CLEP) and the United States Armed Forces Institute are considered. Human Ecology students should send their scores to the College Registrar, 146 Martha Van Rensselaer Hall, College of Human Ecology, Cornell University, Ithaca, New York 14853.

In certain subjects students may also qualify for advanced placement or credit or both on the basis of department examinations given at Cornell during orientation week. A schedule of these examinations appears in the orientation calendar that is mailed to entering students in late summer.

Students may reject advanced placement and repeat a course, thereby relinquishing the advanced credits.

Entering freshmen who have completed college courses for which they wish to receive credit toward their Cornell degree should send college transcripts and course descriptions to the Registrar in Human Ecology. The College of Human

Ecology awards credit for courses completed through Syracuse University's Project Advance and similar programs as long as courses are listed on a college or university transcript.

Cornell University departments that award advanced placement and credit on the basis of CEEB Advanced Placement, CLEP, or departmental examinations include the following: biological sciences, chemistry, classics, economics, English, German literature, history, history of art, mathematics, modern languages, music, Near Eastern studies, physics, psychology, romance studies (French and Spanish literature), and sociology. Requirements vary by department.

**Entering transfer students** who have received Advanced Placement (AP) credit at their former institution will receive credit toward their degree in Human Ecology. Credit for CLEP and the Armed Forces Institute examinations will be considered.

---

## Special Opportunities

---

### Minority Education

The College of Human Ecology encourages minority students to consider our programs and to apply for admission. We actively seek to increase the number of students who can be successful here, and we provide support services to help ensure success through the college's Office of Special Educational Projects and the University's Learning Skills Center.

In 1965, the University's 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 Avenue, Ithaca, New York 14850.

### 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.

Income eligibility guidelines are available on request. Write to Human Ecology Admissions, Cornell University, 172 Martha Van Rensselaer Hall, Ithaca, New York 14853.

## Opportunities for Mature Students

Are you twenty-four or older and interested in preparation for a career; personal and intellectual development; an occupational change? Your application to human ecology will be considered on an individual basis: your qualifications will receive careful attention, you will be able to take as few as six credit hours and have your tuition prorated, and you will be able to work with faculty and counselors to plan an appropriate program that meets your goals.

In the fall of 1978, twenty students who had interrupted their education entered the College of Human Ecology. Currently there are approximately sixty such students enrolled. Some are attending full-time; others, because of family responsibilities, commuting, or other reasons, attend part-time, at least until they become acclimated and are able to assume a full-time schedule.

Prospective applicants who have interrupted their formal education should indicate this fact on their applications. Some of the information requested on the University application is irrelevant, and the admissions staff is most willing to discuss alternative ways of presenting relevant information to the admissions committee. Mature students (at least twenty-four years old) who have never



taken the SAT or ACT may request a waiver by writing to the Director of Admissions. Although the college has no formal part-time program, a student over the age of twenty-four may take a minimum of six credits per term and may be eligible for prorated tuition. Applications for prorated tuition are available from the Bursar's Office, Cornell University, 260 Day Hall, Ithaca, New York 14853.

The Cornell University Continuing Education Information Center offers counseling and informational services to mature students from all over campus. Students considering a return to school are encouraged to contact this office.



## 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. Currently, 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 (TOEFL) and the College Entrance Examination 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 to 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 to 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 a 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 14850. 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 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.

## Empire State Students

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.



### Kristin Hauge '80

*"I've enjoyed the opportunity to take charge of my education by creating my own curriculum. I want to work with media that is human-service oriented, helping solve social and organizational problems."*

*Kristin's independent major combines human ecology courses with communication arts. As cofounder and coeditor of the Human Ecology Exchange, she gained organizational and publishing experience. Future plans may include producing educational or consumer information materials such as public service announcements.*

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. 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.

## Reapplication

We encourage students who are not accepted as freshmen to reapply as transfers if they continue to be interested in our programs. Records of applicants are kept for three years. We suggest that you consider attending a two-year college and reapply for transfer at the junior level. In any case, you should complete at least a year of college-level work before reapplying for admission. The human ecology admissions staff is happy to work with students in planning a program that will transfer easily. When ready to reapply, students should contact the Office of Admissions, Cornell University, 410 Thurston Avenue, Ithaca, New York 14850.



## 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 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.

---

## Cost of a Human Ecology Education

---

Tuition and fees in the College of Human Ecology are \$2,216 per academic year for New York State residents and \$3,668 for out-of-state residents. The costs for room, board, books, and personal expenses (entertainment, clothing and laundry, etc.) will probably add \$3,164 to your annual expenses. Transportation to and from Ithaca and the registration fee are additional.

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 each term, and emergency surgical care.

Your fees also help support these student activities: student organizations, lectures by outside speakers, 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, and playing fields.

Only you can estimate your personal expenses, such as transportation to and from home, clothing, recreation, and miscellaneous items. The amount given in the table is approximate.

---

	<i>New York State Residents</i>	<i>Out-of-State Residents</i>
Tuition	\$2,216	\$3,668
Registration fee (new students)	50	50
Books and supplies*	244	244
Room and board	2,300	2,300
Personal expenses	570	570
Total	\$5,380	\$6,832
	<i>plus travel</i>	<i>plus travel</i>

---

\*Upperclass students in the Department of Design and Environmental Analysis are allowed an additional \$150.

---

## Fees

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

A \$50 fee is required of every student on acceptance for admission to the University. When the student first registers, it is used to cover matriculation costs. The fee does not apply to the first term's tuition.

If you plan to live in a University dormitory, you will pay a \$100 security deposit.

Special fees are charged the student in certain circumstances. The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice.

## Financial Aid

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

Cornell tries to ensure that well-qualified students are not prevented from entering the University because of lack of money. By using University, state, and federal funds, Cornell has developed a comprehensive financial aid program to supplement parental and student resources. Financial need is Cornell's primary consideration in awarding assistance.

The University offers a combination of gift (scholarship and grant) and self-help (loan and job) assistance. The combination depends largely on the amount of demonstrated financial need and includes Cornell scholarships, EOP grants, COSEP scholarships, state scholarships and grants, loans, and employment.

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 financial aid at Cornell is based on need, it is necessary to file the Financial



Aid Form (FAF) 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 any other 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.

---

## **Admissions and Financial Aid Deadlines for Freshmen**

---

**August:** Application blanks will be available in August 1979 for students entering in 1980. United States residents should write to the Office of Admissions, Cornell University, 410 Thurston Avenue, Ithaca, New York 14850. 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.

### **College Administration**

Jerome M. Ziegler, Dean

Bertha A. Lewis, Associate Dean for Research and Graduate Education; Assistant Director of the Cornell University Agricultural Experiment Station

Lucinda A. Noble, Associate Dean; Director of Cooperative Extension

William H. Gauger, Assistant Dean for Student Services

Nancy Meltzer, Assistant Dean for Administrative Services

Lynne Wiley, Director, Placement Office

Clarence H. Reed, Director of Special Educational Projects

Timothy K. Stanton, Director of Field Study Office

Joyce McAllister, Registrar

### **Admissions Staff**

Brenda Bricker, Director

Peter D. Holmes, Counselor

Steven W. Leigh, Counselor

David L. Liberatore, Counselor

### **Admissions Office**

Cornell University  
172 Martha Van Rensselaer Hall  
Ithaca, New York 14853  
607/256-5471

# Index

---

- Academic calendar, inside back cover
  - ACT scores, 27, 31
  - Admission requirements, 26
  - Advanced placement and credit, 28
  - Apparel design, 10
  - Application procedures, 25
  - Areas of concentration, 4
  - Business careers, 23
  - Campus visits, 24
  - Careers after Cornell, 22
  - Class rank, 26
  - Classes, 7
  - Clinical nutrition, 17
  - Community and family life education, 13
  - Community nutrition, 17
  - Conferences, admission, 24
  - Consumer economics, 8
  - Consumer economics and housing, 8
  - Consumer food and nutrition, 17
  - Consumer food science, 17
  - Deadlines, 35
  - Delayed enrollment, 32
  - Design and environmental analysis, 9
  - Empire State students, 31
  - EOP, 29, 34
  - Expenses, 33
  - Field study, 20
  - Financial aid, 34
  - Freshman program, 18
  - Graduate programs, 23
  - Graduation requirements, 19
  - Housing, 8
  - Housing and dining, 6
  - Human development and family studies, 12
  - Human-environment relations, 11
  - Human service studies, 13
  - Individual curriculum, 18
  - Interdepartmental major in social planning and public policy, 15
  - In the classroom, 7
  - Interior and product design, 10
  - International students, 30
  - Law school, 22
  - Letters of recommendation, 28
  - Majors, 8
  - Mature students, 27, 30
  - Medicine, 22
  - Minority education, 29
  - Nutritional biochemistry, 17
  - Nutritional sciences, 16
  - Public policy, 15
  - Readmission, 32
  - Reapplication, 32
  - SAT scores, 27
  - Social planning, 15
  - Social work, 15
  - Subject requirements for admission, 26
  - Textiles, 11
  - Transfer students, 1, 28.
  - Tuition and fees, 33
- 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.

Office of University Publications  
878 25M BP