A large, dark silhouette of a classical building with a prominent dome and columns, representing Cornell University.

# **Cornell University Announcements**

## **ILR at Cornell**

New York State School of  
Industrial and Labor Relations

**ILR at Cornell** is addressed to the prospective undergraduate applicant.

Information about the School's graduate program is contained in a separate announcement, *Graduate Study at the New York State School of Industrial and Labor Relations*.

Resident students should refer to the *ILR Student Handbook* for current information on curriculum requirements, academic standards, and other educational policies. Current ILR courses are contained in *Cornell University: Description of Courses*.

This booklet was prepared by the Office of Resident Instruction, New York State School of Industrial and Labor Relations at Cornell University.

The Office of Resident Instruction is responsible for counseling, general administration of faculty educational policies, class scheduling, and record keeping. The professional staff includes the director, who is also assistant dean for student affairs, and three counselors who advise students on academic and non-academic matters and serve as the School's committee on admissions.

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

Inquiries for further information about the School may be addressed to

Director of Resident Instruction  
New York State School of Industrial and  
Labor Relations  
Cornell University  
Room 101 Ives Hall  
Ithaca, New York 14853

Telephone: 607/256-2062

#### **Cornell University Announcements**

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# **ILR** **at** **Cornell**

New York State  
School of Industrial and  
Labor Relations

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



# What Is Industrial & Labor Relations?

Industrial and labor relations is the study of the world of work. ILR includes the employer-employee relationship in the broadest sense, including the political, social, and economic forces affecting the relationship. It encompasses the union official at the collective bargaining table, the economic and technological changes that create or destroy jobs, many kinds of training and development programs, the legalities of hiring and firing procedures, and the psychology of incentive and ambition.

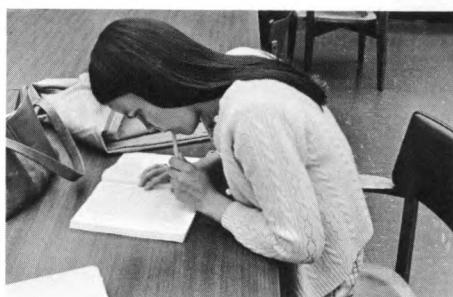
You may find ILR a rewarding field of study if you are interested in world and national affairs, and particularly in the problems of modern industrial society. As an ILR student, you would study the social sciences—economics, history, sociology, psychology, and government. You would also take courses in law, management, manpower problems, collective bargaining, statistics, and protective labor legislation.

Your interest in ILR would be the common thread uniting all these fields. For example, in studying sociology you would explore the relationship of industry and the economy to other social institutions in American society, such as unions, the political system, and the American value systems.

Researchers in the ILR field cover a wide range of subjects from civil rights to crime and social insurance. Some seek answers to problems of alcoholism and stress on the job faced by many workers. Others investigate the role of industry in urban affairs.

ILR graduates can look forward to careers in industry, education, government service, and labor unions or labor organizations. Many take advanced degrees in ILR or related fields, such as law or business and public administration. They become personnel directors, union officials, lawyers, government consultants, professors, economists, and research directors.

The New York State School of Industrial and Labor Relations grew out of the turmoil and labor strife that beset American society during much of this century. When it was founded, and still today, the ILR School was a place where people could discover and teach ways to deal with the pressing problems of our times.





# **What Is Cornell Like?**

Cornell University, as its founder intended it to be, is a place where anyone can find instruction in any subject. Men and women from all over the world come here to study the sciences, liberal arts, law, architecture, agriculture, business and public administration, veterinary medicine, engineering, hotel administration, human ecology, and industrial and labor relations.

The University has turned the small city of Ithaca, New York into an international center visited by world-famous educators who come here to lecture and to learn. Nearly 17,000 undergraduate and graduate students attend the University's Ithaca campus.

In addition to regular semesters for full-time students, the University schedules special workshops and institutes that may last for a day, a week, or a month. These gatherings may bring contingents of energy physicists to the campus, famous chefs, filmmakers, religious groups, or labor leaders from many countries.

Life at Cornell is characterized by the excitement that exchange of ideas can bring. It is also enriched by more than one hundred years of collegiate tradition. Set on a tree-covered hill overlooking Cayuga Lake, the campus is flanked by deep gorges and waterfalls. It boasts every style of architecture from the ornate chapter to the ultramodern museum of art.

The University is an amalgam of individual units: the schools and colleges. Each one of these has its own area of the campus, most of them built around a quadrangle and marked by a special atmosphere. Yet each one is a part of Cornell, drawing from and contributing to the University's stature and distinction.

Living arrangements are flexible at Cornell. Some students prefer to live and dine on campus, and be just a few minutes away from the library, classes, an evening lecture, concert, or film. Many live in "Collegetown," a section of Ithaca that is adjacent to the campus and is full of apartments and restaurants frequented by Cornellians.

Academic life is augmented by a busy schedule of cultural activities and athletic events. Cornell supports one of the largest intercollegiate athletic programs for men and women in the country and belongs to the Ivy League.



# **ILR at Cornell**

The ILR School at Cornell is a small college within a great university, and it tries to maintain the small-college atmosphere you would expect from an enrollment of about six hundred undergraduates and approximately one hundred graduate students.

ILR's home is a unified complex of classroom buildings, library, and administrative and faculty offices clustered around two courtyards. Daily classroom activities and other school events provide many opportunities for getting to know fellow ILR students and faculty. At the same time, ILR students are members of the larger Cornell community and participate in its programs.

Half of the typical freshman ILR class come from the greater New York City area. Another 30 percent live in other parts of New York State. Students from other states and a few from foreign countries make up the rest of the class. Enrollment of women has been increasing in recent years, and the current ratio of men to women in the School is about three to one.

If you enroll in the ILR School at Cornell, you may take a substantial amount of your course work in the other six undergraduate colleges and schools of the University, including the College of Arts and Sciences. You will have access to all Cornell libraries and other facilities. You may choose to live with students from other colleges in the Cornell residence halls or with fellow ILR students. You may participate in extracurricular activities within the School, such as student government, publications, or student-faculty committees, as well as join in all-University programs like sports, dramatics, or political clubs. You will be a Cornellian, but you will also identify with your own school.





## History and Purpose

The ILR School grew out of the turmoil and labor strife that beset the American economy at the close of World War II. A new kind of school was needed—a place where people could discover and teach ways to deal with the pressing problems of the times. Cornell, with its reputation as a great university and its history of extension activities that spread research results to the public, was considered the ideal home for such a school.

Today, the members of the ILR faculty reflect a broad range of scholarly interests and backgrounds. Some have been union officials, others have held management positions in industry, while a number have served on government boards and committees.

The ILR School became the first institution of its kind in the country in 1944, when it was authorized by an act of the New York State Legislature. In part, that law states, "The object of such school shall be to improve industrial and labor conditions in the state through the provision of instruction, the conduct of research, and the dissemination of information in all aspects of industrial, labor, and public relations affecting employers and employees." It is still the only college in the country that offers a four-year program leading exclusively to the Bachelor of Science degree in the field. Students in the graduate program earn master's and doctoral degrees.

The School became a part of Cornell University on November 5, 1945, with

the admission of the first group of resident students. After the creation of the State University of New York (SUNY) in 1948, the ILR School, as one of the four state-supported units at Cornell, became an integral part of SUNY as well.

The ILR School operates in four areas: (1) undergraduate and graduate resident instruction, (2) extension and public service, (3) research, and (4) publications. It provides instruction to young people on campus who are preparing for careers in the field, as well as to men and women already engaged in industrial relations activities and the general public through its Extension and Public Service Division.

The School's Conference Center, part of the extension division, initiates and hosts conferences covering the full scope of ILR. Thus, the center is another means of providing continuing education and information to practitioners and scholars concerned with ILR.

The Research Division develops materials for resident and extension teaching and originates studies in the ILR field. The Publications Division publishes and distributes the research results.

## Preparing for a Career

Students are encouraged to plan for their careers throughout their four years in the School. You will have many opportunities to find out what various jobs in the field



of industrial and labor relations are like through experiences on campus and off campus.

On campus, faculty members often invite practitioners in the field to be guest lecturers in their classes, and the School's Undergraduate Student Government and other student organizations frequently sponsor visits to the campus by leading professionals as guest lecturers and for seminars.

Opportunities to view and participate in the ILR field in the working world are numerous. For example, several courses require students to perform field study on location in industry, labor organizations, and government. The School's Alumni Association also sponsors a program that offers students field experience in these same areas during the four-week winter intersession.

Many students combine their studies with practical experience by serving as interns with such organizations as the Labor Committee of the New York State Assembly, the New York City Office of Collective Bargaining, and congressional committees in Washington. Support for these internships is frequently available, either from the sponsoring organization or from the School.

## Career Opportunities

By your senior year, you will be ready to make a decision about your career. If you are like most students, you will face a major determination—immediate employment or graduate study.

### Graduate School Opportunities

Each year, many graduates of the ILR School enter such law schools as Harvard, Chicago, Columbia, NYU, Cornell, Michigan, and the University of California at Berkeley.

Graduate programs in business administration also attract an increasing number of the School's graduates to Stanford, Chicago, Dartmouth, Harvard, the Wharton School, and Cornell.

Other students continue to study for a graduate degree in industrial and labor relations, either at the ILR School at Cornell or at schools like Wisconsin, Illinois, Michigan State, and Minnesota. Still others undertake graduate study in psychology, sociology, economics, and history.

A career counselor in the Office of Resident Instruction helps ILR undergraduates plan for graduate study.

### Employment Opportunities

Most ILR graduates who choose a job rather than graduate school will begin work as industrial relations assistants, personnel trainees, and labor relations



specialists with such companies as IBM, Xerox, Corning Glass, Continental Group, Eaton, and many others in the "Fortune 500" list.

Government agencies such as the National Labor Relations Board and the Department of Labor hire graduates as field examiners, labor economists, and personnel specialists. Some jobs are also available with labor unions in such areas as organizing, compensation, research, and education. The American Federation of State, County, and Municipal Employees, the Amalgamated Clothing and Textile Workers Union, and the Service Employees International Union have hired ILR School graduates in recent years.

The School's Placement Office helps students organize their search for a job, brings prospective employers to recruit on campus, and maintains a placement service for alumni.

## Career Goals

Whether you choose to pursue your career through graduate study or select immediate employment, you will find many exciting paths open to you as a graduate of the ILR School. Earlier graduates of the School have become top executives in large corporations and major labor unions, heads of government commissions and agencies, and even members of congress. Others are professors at such schools as Harvard, MIT, and the University of Michigan and attorneys specializing in the practice of labor law.

## Program of Instruction

Instruction at the ILR School is divided into two terms, or semesters, during the school year. The fall semester usually begins in early September and continues until just before Christmas; the spring semester begins in late January and ends in late May, with a one-week spring vacation midway through the term.

Each term, you will register for as many as six courses, with a total of about fifteen credits. As a freshman, you will take one or more courses that meet three times a

## **Required Courses**

<b>Course or Subject</b>	<b>Credits</b>	<b>College</b>	<b>Term</b>
<i>Freshman year</i>			
Freshman Seminars	6	A&S*	Fall and spring
Introductory Economics	6	A&S	Fall and spring
Introduction to Psychology	4	A&S	Fall
History of Industrial Relations in the United States	6	ILR	Fall and spring
Development of Economic Institutions	3	ILR	Spring
Society, Industry, and the Individual	6	ILR	Fall and spring
Physical education	0		Fall and spring
<i>Sophomore year</i>			
Labor Relations Law and Legislation	3	ILR	Fall
Economics of Wages and Employment	3	ILR	Fall
Statistics	6	ILR	Fall and spring
Collective Bargaining	3	ILR	Spring**
Physical education	0		Fall and spring
<i>Junior year</i>			
Economic Security	3	ILR	Fall
Manpower Organization and Management	3	ILR	Spring

\*College of Arts and Sciences.

\*\*May be postponed to the fall of the junior year.

week in small groups of fifteen to thirty students. You will also attend one or two large lecture classes twice a week, with as many as three hundred other students; once a week, you'll meet with ten to twenty lecture classmates in a regular discussion section.

As a junior and senior, when most of your courses are electives (nonrequired courses), your classes rarely have more than thirty students, and are sometimes smaller.

To earn your Cornell Bachelor of Science degree in ILR, you need to complete successfully 120 credits. Normally, this requires eight terms, although some students finish their studies in a shorter time.

### **Required Courses (52 credits)**

The current ILR curriculum prescribes the courses and subjects listed in the table above to be taken in the terms indicated during your freshman, sophomore, and junior years. In your senior year, all your courses will be electives.

### **Elective Courses (68 credits)**

A minimum of 30 credits of your elective courses must be selected from the courses offered by the ILR School. The remaining 38 credits may be selected from the courses of any other college at Cornell, but a student who takes more than 33 credits in the endowed colleges (the College of Architecture, Art, and Planning; the College of Arts and Sciences; the Graduate School of Business and Public Administration; the College of Engineering; and the School of Hotel Administration) will be billed for the additional tuition at the current cost per credit.

The number of credits that may be taken in the endowed colleges at no additional cost to the student may be changed at any time by official action of the ILR School.

### **Departments of Instruction**

Courses in the ILR School are organized into six departments:

*Collective Bargaining, Labor Law, and Labor History* studies the history of the labor movement and collective bargaining in the United States, as well as the role of government in labor relations.

*Economic and Social Statistics* includes the principles of statistical reasoning, statistical methods, and the application of statistical tools of analysis.

*International and Comparative Labor Relations* is concerned with industrial and labor relations developments in other countries, both industrialized and less developed.

*Labor Economics and Income Security* deals with analysis of the labor force, labor markets, wages and related terms of employment, income distribution, unemployment, health and safety in industry, and retirement.

*Manpower Studies* develops a knowledge of historical and legislative foundations of the manpower, or personnel, function within work organizations.

*Organizational Behavior* investigates human behavior in organizations through psychology and sociology. Courses treat individual human behavior, organizations in society, and industrial society.

A full list of required and elective courses is available from the School's Office of Resident Instruction.

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.

## **Study Options**

Several study options are open to you as an ILR undergraduate, making it possible to tailor a program to your own specific needs.

One such option is the five-year ILR master's degree. With early planning, you could earn your M.S. degree in the fifth year.

Using another option, some ILR students arrange for dual registration in Cornell's Graduate School of Business and Public Administration (B&PA), earning their bachelor's degree in ILR and a master's degree in B&PA after five years of study.

Some students elect to spend a junior semester in New York City, with a chance to observe actual labor problem solving, or as much as a year of study at a foreign university. Others opt for internships that give them practical field experience, such as a summer in New York City's Office of Collective Bargaining or a term doing research for the New York State Senate Committee on Labor in Albany.

A number of ILR courses deal directly with today's problems and involve field-work in the Ithaca area, elsewhere in New York State, and even in foreign countries. These courses take some students to the state legislature in Albany or to community action groups. Others may work in prisons or mental institutions.

The ILR program allows you to receive course credit for individually directed studies, where you conduct your own research under a faculty tutor.

The ILR curriculum is considered very demanding, and rumor persists that the ILR faculty are "tough" graders. Nevertheless, nearly 80 percent of all students entering ILR as freshmen complete Bachelor of Science degrees in the School. Of those students who leave the School before graduation, fewer than 10 percent do so because of academic failure.

## **Counseling and Advising**

As an entering freshman, you will be assigned to a counselor in the Office of Resident Instruction for orientation, academic advising, and counseling throughout your first year. (Transfer students are assigned to counselors for their first term only.)

At the end of your first year (or term), you will be assigned to a faculty adviser. All teaching faculty members serve as advisers, and students' preferences for advisers are followed whenever possible.

## **Library**

Many freshmen joke that "ILR" really stands for "I Love Reading." You will find that learning your way around the

School's Martin P. Catherwood Library and the major libraries on campus—with combined holdings of more than four million volumes—will help you adjust to course demands.

The Catherwood Library serves as an undergraduate college library, a graduate research library, a public information center, and a center for the collection and organization of documentary materials. It has the most extensive collection of ILR materials of any university library in the world: more than 100,000 volumes and upwards of 90,000 pamphlets.

Through the Labor-Management Documentation Center, the Library maintains extensive files of collective bargaining agreements, pension plans, arbitration awards, labor legislation, legal documents, and other published and unpublished information. This unit of the Library now has nearly 9 million original documents, all available to students.

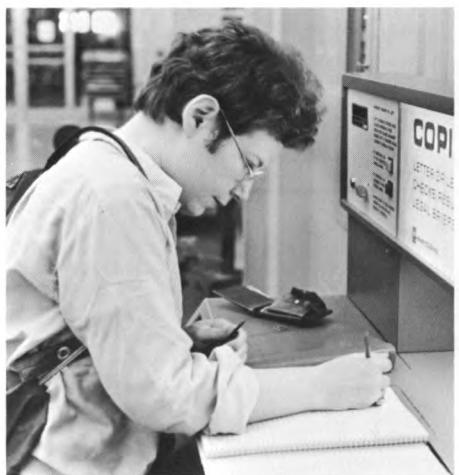
## Admissions

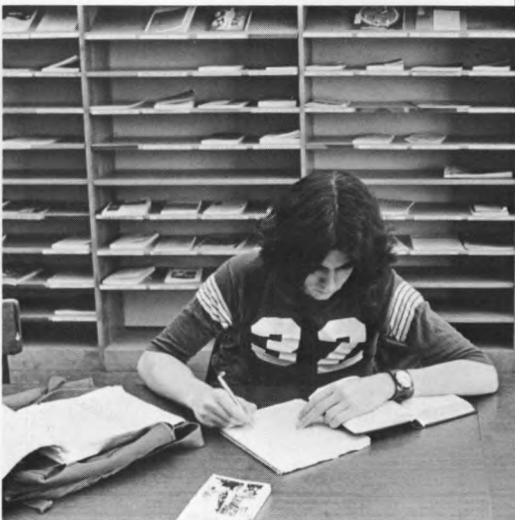
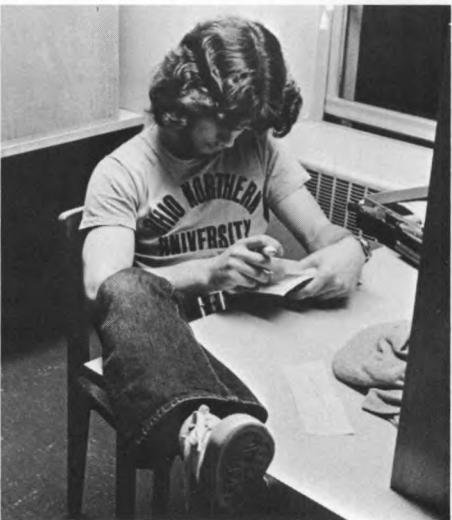
Students are admitted to the ILR School as freshmen, as transfer students, or as visiting or special students. All applicants, however, follow the admissions procedures outlined in the *Cornell University Guide for Candidates*. When you request an application form from the University Office of Admissions, you will also receive the guide and an application for financial aid.

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 School has places for roughly two hundred new students each year, but as many as six hundred apply. The selection process is therefore competitive, which imposes disappointment on a number of students who meet the basic requirements for admission.

An interview with members of the Selection Committee will tell you more about the School's specialized curriculum and the career opportunities for which





it prepares you. It will also give you a chance to ask specific questions.

The Selection Committee considers the interview an important part of the admissions procedure, but waives the requirement when distance makes travel to the campus difficult. The committee sets the interview dates and notifies the applicants individually after all application materials have been submitted.

Of course, the Selection Committee will meet with prospective applicants at other times by appointment. These informational visits are welcomed, but do not take the place of an interview.

You will be asked to submit a five-hundred-word essay describing your interest in the ILR field and how that interest developed. Any work experience you have had, either full- or part-time, will be considered in the selection process.

The chart on page 18 gives further details on admissions requirements and procedures.

### Freshmen

Most of the School's applicants are high school seniors applying for admission as freshmen. They will have completed sixteen units of secondary school work.

#### *Advanced Placement*

Some high school students spend all or part of their senior year doing college-level work at a community college. Upon admission to the ILR School, these freshmen may receive advanced placement and credit for their college-level

work over and above those credits used to meet the ILR entrance requirement of sixteen units of high school course work.

High school students who graduate at midyear and pursue a college program for the rest of that year are usually considered freshman candidates, and are also eligible for advanced placement.

In addition, advanced placement and/or credit is granted by some departments at Cornell on the basis of scores on appropriate College Entrance Examination Board (CEEB) tests or examinations by the department.

Further details on advanced placement are outlined in the booklet *Advanced Placement of Freshmen*, available from the Office of Admissions.

### Transfer Students

Students who have successfully completed a minimum of twelve credit hours of college work apply to the ILR School as transfer students. The School allows up to sixty hours of transfer credit for course work completed at or above "C" level at other accredited colleges. Transfer students are required to take sixty credits at the ILR School, usually completed in four terms.

The Selection Committee makes its final review of transfer applications after receiving the final grades of the applicant's current term of enrollment and transcripts of all previous college study.



Admission preference is given to qualified graduates of two-year SUNY colleges, although applicants who have completed a minimum of two terms of residence at either a two-year or a four-year college are also considered. The School rarely admits students who have completed only a single term at another institution.

### **Visiting Students**

Juniors or seniors from other four-year institutions are considered for admission as visiting students for one or two terms of concentrated ILR study. Visiting students need a sound "B" average and a strong background in the social sciences, preferably in combination with ILR-related work experience.

### **Special Students**

The School welcomes applications from practitioners in the field of ILR who wish to become special students for a term or a year. Work experience with labor organizations, industry, or government is seriously considered, as well as academic competence, in determining special student admission.

A special student's program usually consists of four regular courses per term.

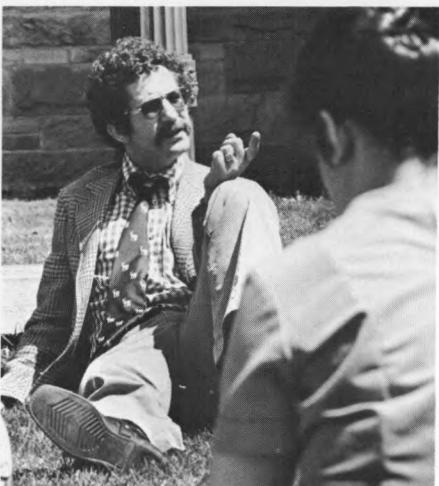
The credit earned may be applied toward satisfaction of degree requirements, should the student's academic performance warrant his or her subsequent admission to degree candidacy.

### **Foreign Students**

All foreign students, except Canadians, are initially admitted to the School as special students. In rare instances, when foreign students have spent at least a year at an American university, they may be considered transfer students. The Office of International Students at Cornell can provide further information.

### **Minority Students**

Cornell University administers a variety of special opportunity programs designed to provide financial assistance and other forms of assistance to (1) minority students and (2) low-income students meeting program guidelines. The emphasis of these special programs is to aid in increasing representation of students from minority groups present in New York State who historically have been underrepresented in higher education. However, participation is also available to those residing outside New York State. For details, prospective students should consult the *Guide for Candidates* which accompanies each undergraduate application or will be sent upon request by the Office of Admissions.



Since its inception in 1964, the Cornell Committee on Special Education Projects (COSEP) program has provided educational opportunities for disadvantaged students. A booklet describing these opportunities is available from the COSEP Office.

## Costs

A typical annual budget for the academic year 1976-77 for a New York State resident studying at ILR is about \$4,500, broken down as follows:

Tuition and fees	\$1,800
Room and board	1,900
Personal expenses	500
Books	200
Travel	100
Total	\$4,500

It is difficult to fix a specific amount because of the varying costs for residence halls, food service, clothing, and entertainment. Increases for the academic year 1977-78 are probable.

Out-of-state students pay annual tuition and fees of \$2,800, resulting in a total budget of approximately \$5,500 per year.

Many students offset their expenses by working during summers and by finding part-time employment on or off campus during some, if not all, of their four undergraduate years.

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

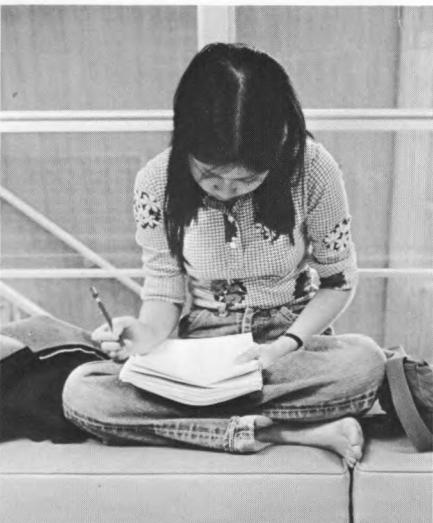
## Financial Aid

New York State residents may be eligible for the New York State Tuition Assistance Program, Regents Scholarships, and Guaranteed Loans.

Information about the Tuition Assistance Program and Regents Scholarships is available from your high school principal or from the Higher Education Services Corporation (HESC), 99 Washington Avenue, Albany, New York 12210.

Information about New York State Guaranteed Loans is available from your local bank.

Financial aid in the form of grants, loans, and work programs is made available to ILR students by the School and the University. Most of the freshman fi-



nancial aids and the loan program are administered through the Cornell Office of Financial Aid which serves all of the undergraduate colleges. You will receive a financial aid application with your application for admission.

### **Freshman Scholarships**

The ILR School has several scholarships available to entering freshmen:

The Gulf Oil Corporation Honors Scholarship Program (Your application for financial aid is an automatic application for this scholarship.)

The Father William J. Kelly, O.M.I.

Memorial Scholarship, restricted to children of employees of the electrical industry

The Martin T. Lacey Memorial Scholarship, limited to children of members of local unions affiliated with the New York City Central Labor Council

The Ed. S. Miller Scholarship, limited to members or children of members of the Hotel and Restaurant Employees and Bartenders International Union, AFL-CIO

The Michael J. Quill Scholarship, restricted to children of members of Local Union No. 100 of the Transport Workers Union of America, AFL-CIO

The United Transportation Union Scholarship, open to children, grandchildren, or legal wards of members of the United Transportation Union or its Ladies Auxiliary

### **Unrestricted Aids, Grants, and Prizes**

After a student has been in residence for a full term, he or she is eligible for a number of unrestricted aids, grants, and prizes administered by the School. Most are based on financial need.

#### *Grants-in-Aid*

The Alcoa Foundation Scholarship

The Daniel Alpern Memorial Endowment Scholarship Fund

The Lawrence A. DeLucia Grant Fund

The Frank J. Doft Memorial Fund

The Barnett P. Goldstein Memorial Scholarship  
The Louis Hollander Scholarship Fund  
The Industrial and Labor Relations Scholarships  
International Student Textbook Fund  
The Bernard P. Lampert ILR Alumni Scholarship Fund  
The Theodore S. Lisberger Memorial Scholarship  
Nonresident Tuition Scholarships  
The Eric Polisar Memorial Fund  
The Michael J. Quill Grant Fund  
The Marian Donahue Tolles Memorial Endowment Scholarship Fund  
The New York State Two-Year College Transfer Scholarship  
The John F. Wegman Foundation Scholarship in Industrial and Labor Relations

#### *Prizes*

The Daniel Alpern Memorial Prize  
The James Campbell Memorial Award  
The Frank J. Doft Memorial Prize  
The Irving M. Ives Awards  
The Felix Kaufman-Sophie L. Seidenberg Memorial Award in American Ideals  
The Saul Wallen Prize

#### *Internships*

Funds are frequently available, either through the School or the sponsoring organization, for the following internships:

The New York State Senate Committee on Labor  
The New York State Assembly Intern Program  
The New York State Assembly Labor Committee  
The SUNY Office of Faculty-Staff Relations  
The Wayne Finger Lakes (BOCES) Internship in Public Sector Collective Bargaining  
The Saul Wallen/Municipal Labor Committee Internship in Public Employee Relations  
The Saul Wallen Internship in Dispute Settlement Services  
The Clem Miller Scholarship Endowment (U.S. House of Representatives)  
The Bureau of National Affairs Summer Internship  
The National Labor Relations Board Internships



# ILR Application & Admission

<b>Freshmen</b>	
<b>Entrance</b>	Fall term only*
<b>Application Deadline</b>	January 15
<b>Admission Requirements</b>	16 units of high school course work, including 4 units of English; 500-word essay; SATs plus CEEB Achievement Tests in English and math (level I or II) or ACT
<b>Selection Committee Interview</b>	Required (waived when distance makes travel difficult); December and March; on campus and in New York City; School schedules interviews and notifies applicants on individual basis
<b>Notification Date</b>	April 15 (on or about); no early decisions

*\*A few exceptionally well-qualified freshman applicants may be admitted in the spring term if application is completed by November 1.*

**Transfer Students**

Fall and spring terms

March 15 for fall entrance; November 1 for spring entrance

12 college credit hours; overall "B" average with "A" or "B" grades in social sciences; 500-word essay; SATs or ACT; transcripts and recommendations from all colleges attended

Recommended but not required; May for fall admission; December for spring admission; School schedules interviews and notifies applicants on individual basis at least one month in advance

Upon receipt of applicant's final grades for current term or last term completed; early decision, upon receipt of midterm grades or instructor evaluation of course work in progress

**Visiting Students**

Fall and spring terms

March 15 for fall entrance; November 1 for spring entrance

Junior or senior standing; "B" average with strong social science background; 500-word essay; SATs or ACT; transcripts and recommendations from all colleges attended

Same as transfer students

Same as transfer students

**Special Students**

Fall and spring terms

March 15 for fall entrance; November 1 for spring entrance

ILR work experience; 500-word essay; SATs or ACT (recommended); evidence of academic competence

Required; School schedules interviews and notifies applicants on individual basis

Before June 15 for fall term; before January 1 for spring term

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