

# Cornell University Announcements



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# Human Ecology at Cornell

New York State College of Human  
Ecology

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

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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. The transfer booklet also describes the human ecology programs for mature students and those interested in visiting the college for one or two semesters.

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

Volume 72 of the Cornell University Announcements consists of fifteen catalogs, of which this is number 11, dated August 15, 1980. Issued in July, and once in March, April, June, and October. Published by Cornell University, Sheldon Court, 420 College Avenue, Ithaca, New York 14850. Second-class postage paid at Ithaca, New York.



# Human Ecology at Cornell

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Human Ecology is a small college of about twelve hundred students who benefit from all the resources of a great and diverse university. These include a university faculty of more than fifteen hundred; 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; 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
- early childhood development
- ecological and environmental effects on development
- family studies
- foods
- 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

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# Life on the Cornell Campus

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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.

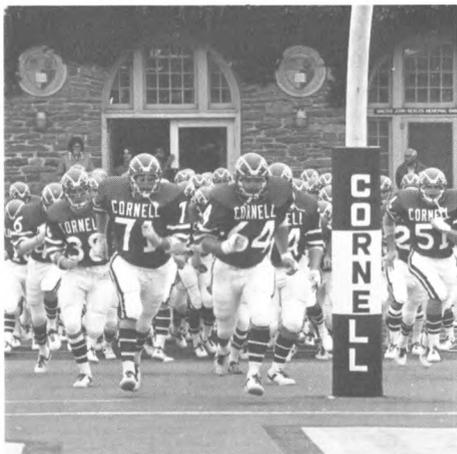
Diversity also has been a traditional part of the Cornell idea. Cornell was founded as "an institution where any person can find instruction in any study." This commitment continues and expresses itself in a diversity of studies, of faculty, and of students. Today, along with the pursuit of excellence in traditionally defined subjects at Cornell, there is an acute awareness of current problems. Students and faculty members 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 throughout the University who represent an unusual variety of interests, races, and nationalities. Students from various colleges attend classes together, as well as special lectures by visiting scholars,



politicians, and contemporary artistic and scientific leaders. Students from throughout the University participate 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 often focuses on 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, more than 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 want. 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 \$1,100 to \$1,600 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 an on-campus grocery store 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 freshman seminar or language courses to several hundred in popular introductory courses.

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 for 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 majors 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



## Laurel Chin '80

*"I'm from metropolitan New York and am used to the variety of a city. In a smaller and personalized way, human ecology provides this diversity in the academic, social and personal environments."*

*Laurel majored in the textile science option of design and environmental analysis. She plans to begin a management training program with a large retailer and eventually enter textile development. Laurel is a member of the gymnastics club and the Textiles Council.*



Policy. Most majors have options that allow specialization beyond the broader subject. The University offers nearly forty-seven hundred courses. With the help of your adviser you should have no trouble finding courses that meet your goals or career objectives.

## **Counseling and Advising in Human Ecology**

There are many persons in human ecology who assist students with various concerns during their years in the college. Academic and career planning is facilitated by faculty advisers and the student-services staff. Counselors are available to discuss student concerns, whether personal, academic, financial, or career. They also advise students who need time to explore before declaring a major. In addition to the professional helpers, various student groups offer peer counseling and advising to facilitate adjustment to college and academic life.

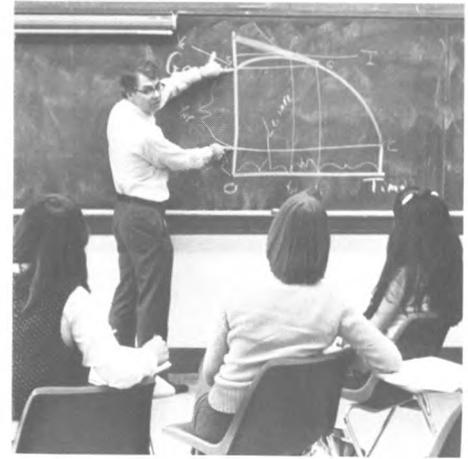
# Human Ecology Majors

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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. Students who are interested in nutritional sciences or in interior and product design should 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 including business management, public relations, communications, and many other areas.

### 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,



### **Dan Predmore '80**

*"I've enjoyed my experience at Cornell. The opportunity to be involved in varsity athletics and be part of the University community has been really stimulating. My major in design and environmental analysis emphasizes a human, problem-solving approach to design."*

*Dan plans to work in industrial design and eventually pursue a master's degree in architecture. This summer, as part of a design class project, he will construct a children's playground for a nursery school. At Cornell, he distinguished himself as a member of the varsity cross-country and track teams.*

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 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. Laboratory and studio facilities permit exploration of design concepts, textiles, and other materials through analytical and creative problem-solving techniques. The relationship between humans and their surroundings is explored through a combination of academic courses, field experience, and applied research. 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 consumer products and the spaces where they are used, the interior and product design sequence of courses is planned to develop professional design skills. Students may design interiors for offices, residences, retail stores, or health care or educational institutions. They may



design almost any consumer product found within these interiors — from the lighting to the furnishings. 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. Some students combine this option with textiles. In addition to careers in the textile and apparel industries, and in consumer education, 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. They study performance properties related to comfort, appearance, and wear. Supporting courses are found in physical sciences, design, human factors, and consumer economics. Some students

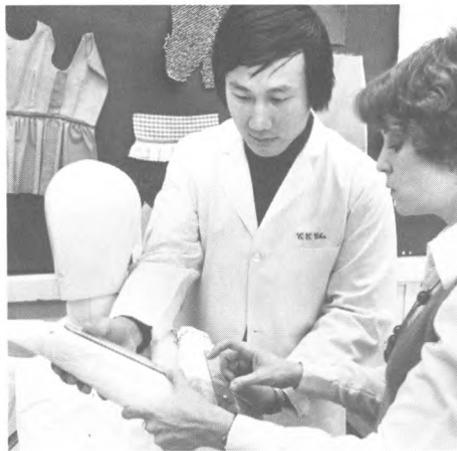


combine this option with apparel design.

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

### **Human-Environment Relations**

Human-environment relations is an applied environmental psychology program concerned with the innovative planning, design, and management of complex settings such as housing, schools, offices, and hospitals. Using a



variety of behavioral science methods and concepts, students plan and execute research on topics such as crowding and territoriality, stress and adaptation, environmental change, and human performance and capabilities. Students in other DEA options may take courses in human-environment relations to explore these concepts and to apply them to their particular areas of interest.

The human-environment relations option is especially appropriate for students with interests in psychology, sociology, and planning as well as architecture and design. Many avenues for employment exist, including positions in facility planning and management

departments in large public and private organizations and institutions, in consulting firms, and in government agencies.

## **Human Development and Family Studies**

The Department of Human Development and Family Studies (HDFS) is concerned with the study of people and how they change during their lives. Some changes are caused by inner growth and development. Other changes mark the individual's response to outside factors (school environments, peer groups, family).

HDFS students learn how the human mind develops by studying such basics as how infants learn to grasp toys; how children learn to talk, to interact with others, and to reason; and they study concerns of adolescence and youth, including peer pressure and delinquency.

The program also focuses on the effects of family life on individuals, and individuals on family life. For instance, what happens to husband-wife relationships when children arrive or leave? When elderly parents join the household? What effects do mentally retarded or emotionally disturbed children have on families? And what does society do to help when problems arise? Understanding both inner (psychological)

forces and external environmental (sociological) pressures provides a special depth of understanding of human problems.

### **Curriculum**

This relationship between people and their environments throughout life is studied through theories of human development and family sociology. Students take a set of three core courses in HDFS in their first two years along with others designed to provide a broad background in liberal arts. After adding more advanced courses in three basic areas of the department (cognitive development, social and personality development, and family), field experience, and statistics, each student develops his or her own area of specialization.

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. The department operates its own nursery school and a center for the study of family life and child abuse.

### **Areas of Specialization**

Many students choose to focus on one of the following areas within HDFS:



- Development through the life span (infancy, early childhood, adolescence, or adult development and aging)
- Atypical development (includes study of mental retardation, emotional disorders)
- Cognitive development (such as language acquisition, memory, learning)
- Personality and social development
- Family studies
- Public policy relevant to children and families

Others combine their study in HDFS with courses outside the department to gain appropriate background for careers in such fields as medicine, social work, law, or business.

### **Careers**

The size, scope, and flexibility of the department's programs of instruction, public service, and research provide diverse opportunities leading toward careers requiring only a bachelor's degree or graduate study. Data gathered from HDFS graduates indicate that approximately 40 percent accept employment immediately after graduation in a variety of positions such as 4-H program assistant, youth worker, child-protective caseworker, management trainee, research technician, child-care worker, and vocational counselor. An additional 40 percent continue their



education in fields such as psychology, sociology, social work, law, health, education, and public or business administration.

## 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 programs, 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; consumer education 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



**Susan Scanlan '81**

*"As a nutrition major, I find it exciting that the college attracts visiting scholars and lecturers of international reputation in my field of interest. The curriculum provides a strong foundation in the sciences based on applicability to human environments."*

*Susan complemented her major with communication arts courses and started a nutrition newsletter. She is considering a dietetic internship and careers that combine nutrition with education and communication. Susan's summer experiences include an internship in a government agency in Washington, D.C.*

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 members. Occasionally, two placements can be arranged to suit student career goals. For students who want 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 practice courses in social work. 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 seminars 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 program in social work 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 of 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. The program also leads to graduate study in public policy and public administration.

## 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 concerns, 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: foods, consumer food and nutrition, community nutrition, clinical nutrition, or nutritional biochemistry.

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.

Nutritional sciences majors learn how to interpret basic data from the laboratory and from the social sciences and come to understand the practical side of their field of study. Some students test their ideas by conducting an independent research project through the honors program. On-the-job experience in the community also can be arranged by the division's field-study program.

### Foods

The foods emphasis concentrates on basic and applied science courses,

including laboratories in the physiochemical aspects of food and experimental methods. With backgrounds in how the composition and treatment of food affect its quality, safety, acceptability, and nutritive value, students often find jobs in development and evaluation of consumer food products.

### Consumer Food 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 governmental or industrial jobs in food and nutrition education, communications, consumer services, or public policy.

### **Community Nutrition**

This emphasis gives students skills to help people translate nutritional knowledge into action. It provides a strong background in basic and nutritional sciences but also includes supporting courses in the social sciences and communications. Practical experience through supervised field study is strongly recommended and is an asset to finding entry-level positions in



nutrition education, community agencies, or field research.

### **Clinical Nutrition**

Students in clinical nutrition build on the basic science core to gain 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 basic science-oriented curriculum prepares students to pursue 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 want to design their own programs. 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.



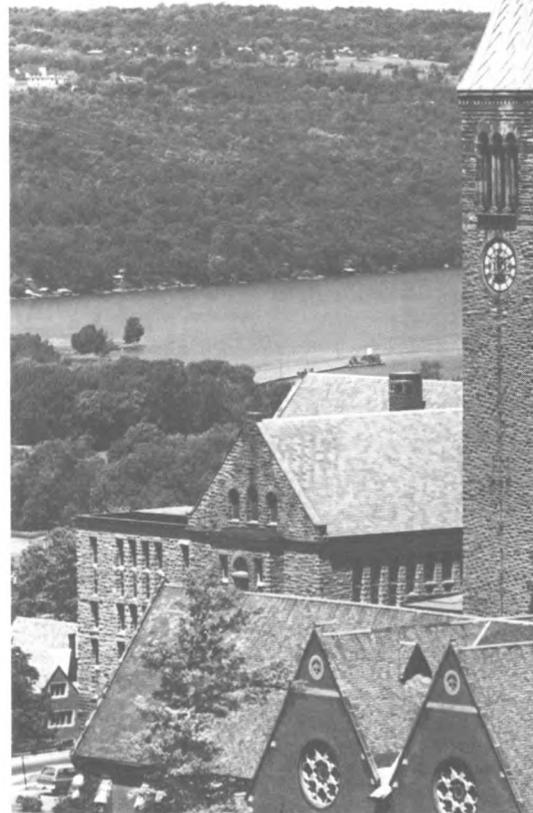
### Typical Freshman Program in Human Ecology, One Semester

	<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	1
Total	16

### Number of Students in Each Program, 1979-80

Consumer Economics and Housing	125
Design and Environmental Analysis	149
Human Development and Family Studies	305
Human Service Studies	149
Interdepartmental Program in Social Planning and Public Policy	43
Nutritional Sciences	338
Individualized Curriculum	26
Undecided	31
	1,166*

\*Eight students are currently studying in absentia.



# 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.

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## 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

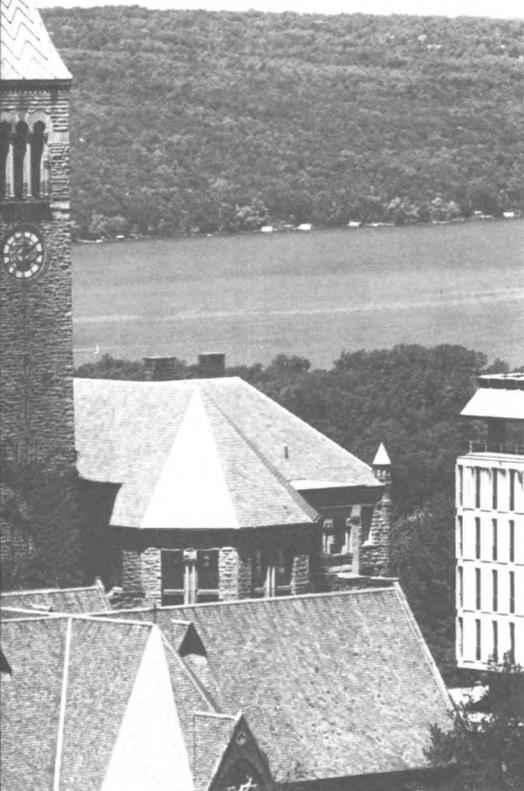
*41 credits*

- 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*

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# Beyond the Classroom

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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 Human Ecology Field Study Office offers interdepartmental field-related courses in Ithaca, New York City, and other urban and rural settings around the country. These courses have an interdisciplinary approach to social issues.



Because field study requires successful use of communication, information gathering, and critical thinking skills, two prefield preparation courses offer training in these specialized skills. Orientation to Field Study is a one-credit workshop series providing training and practice in such areas as analyzing nonverbal communication, investigatory interviewing, participant observation, and active listening. Preparation for Fieldwork: Perspectives in Human Ecology is a four-credit campus-based course that covers the above skills and enables students to apply them to the solution of real problems of current importance. Using two month-long case studies, groups of students cooperate to gather complex and often conflicting information, analyze solutions, and present testimony to a panel of experts in the field. Students are prepared to be competent field learners, whether as field students, professionals in the work world, or active citizens in the community.

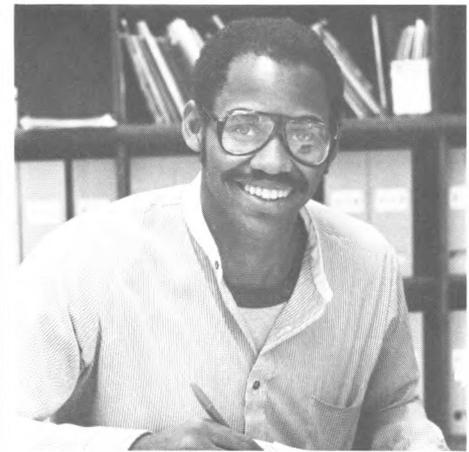
The Field Study Office offers three intensive off-campus field-study courses. Students may participate in the interdisciplinary fifteen-credit course, Ecology of Urban Organizations. Held in New York City, this full-semester course is designed to give students, through experience, an in-depth understanding 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 the perspective of human ecology. 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.

Field Experience in Community Problem Solving, a nine-credit course, enables students to work in interdepartmental teams solving problems or completing projects presented by Ithaca area agencies, groups, and organizations.



### **Carl Francis '81**

*"Human ecology has given me good preparation for entering the work world. My major in consumer economics will offer me many career options. I feel good about the individual attention in this college, the friendliness of students, and the accessibility of faculty and counselors."*

*This summer, Carl will be an IBM intern in the marketing division and then will pursue a career in business. He is a member of several honorary societies and is an All-American, All-Ivy sprinter.*

Sponsored Field Learning Internships, which can be taken for variable credit, provide academic supervision for students participating in organized internship programs away from Ithaca (New York State Assembly Internship Program, Washington Center for Learning Alternatives, for example).

During the summer, students have another option: Field Experience in Organizations that Deliver Goods and Human Services. This eight-week, eight-credit course involves students in a variety of private companies and human service agencies in upstate New York and New York City. 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.



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# After Cornell

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In Human Ecology we understand that entering students may not yet have defined their career and vocational goals. Most majors are flexible enough for students to change their major during their first few semesters in the college as their interests continue to change and develop. Counselors and faculty advisers are available to counsel students from their first days on campus, as part of a developmental process that culminates in job placement or graduate or professional school entrance.

Last year's class was successful in obtaining employment in a variety of business, educational, governmental, and nonprofit settings. Consumer economics and housing majors found positions in banking, retailing, economics, insurance, and consumer affairs. Design and environmental analysis majors obtained employment in the fields of interior design, graphic arts, fashion design, textile science, and sales. Graduates of the Departments of Human Development and Family Studies and of Human Service Studies pursued careers in education, social work, human services, counseling, child care, youth development, mental health, community services, and program planning. Nutritional sciences graduates found positions in research and development, dietetics, nutrition education, food service, and business. A majority of all human ecology graduates (particularly those in design and



environmental analysis and consumer economics and housing) enter positions in business or private industry. Students also found employment in nonprofit agencies, government bureaus, and educational institutions. Graduates in human service studies accounted for the greatest number of placements in the field of education, choosing equally to enter positions in business and industry. Nutritional sciences graduates reported a high percentage of employment in the nonprofit sector. Almost all the social planning and public policy majors and students in individual curricula entered positions in private industry.



### **Marguerite Bertrand '81**

*"Human ecology has offered me flexibility, diversity, and the chance to take charge of my own education by designing my own curriculum. Through faculty support and field study, I was able to explore an interest in human development and organizational behavior."*

*Marguerite transferred here with a background in sociology. She has combined her interest in human development with work in organizational behavior in the School of Industrial and Labor Relations at Cornell. In her work as a research assistant she has explored the topic of women and work.*

## **Business**

In the past few years increasing numbers of human ecology graduates have found jobs in business and industry. They enter a wide variety of positions, especially in areas of consumer affairs, public relations, publications, product development, product testing, design, and marketing. Firms that have hired recent graduates include Chase Manhattan Bank, Marine Midland Bank, Proctor and Gamble, Sears Roebuck, Gimbels, General Foods, Abraham and Straus, Hyatt Corporation, Random House, IBM, Colgate-Palmolive, Corning Glass Works, New York State Electric and Gas, and J. C. Penney.

## **Graduate and Professional Study**

For the past few years, one fourth of the human ecology graduates have continued with further study immediately. 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. Besides business, both medicine and law are of increasing interest to human ecology students.

## **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). Students in nutritional sciences who are studying food nutrition policy and regulatory issues may be interested in a legal career. 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 want 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 interrelated psychological, social, and physical development of people, the HDFS program could fulfill his or her vocational goals.

The College of Human Ecology participates in the Cornell Medical College dual-registration program, which 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.

The largest number of human ecology graduates who pursue graduate study enter specialities in the field of education. These programs include special education, home economics education, early childhood education, counseling, and educational administration. Dietetics graduate programs attract many human ecology students. Others pursue



additional education in psychology, social work, architecture, health, and public administration or 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 Services Studies, and Nutrition. Students interested in graduate study should request additional information from the Office of Graduate Education, College of Human Ecology, Cornell University, N116



Martha Van Rensselaer Hall, Ithaca, New York 14853. Applications are available from Graduate School Admissions Office, Cornell University, Sage Graduate Center, Ithaca, New York 14853.

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# Take a Closer Look

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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 on two Saturdays each month in the fall. From May 1 until February 1, individual conferences 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. For the convenience of high school student visitors, informal hosting programs are available on most New York State public school vacation days.

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 recommended (but not required) and you will not be evaluated during your visit.

We think you can 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.

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, NY 14853.

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# Specifics about Freshman Admission

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## Application Procedures

Application blanks for fall 1981 admission will be available in August 1980. To receive one, write to the 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.

## Early Decision Plan

An early decision plan is available for a limited number of highly qualified high school seniors whose first preference is human ecology. In addition to the regular application for admission, each applicant who wants an early decision must submit an Early Decision Request form by November 1, in which the applicant agrees to withdraw all other applications if accepted to Cornell. This form is included in all applications distributed by late October.

Early decision candidates are notified of the University's decision, including financial aid, by the middle of late December. Those not selected at that time but who seem qualified for further consideration



are notified that action on their applications has been postponed.

## Regular Admission

The College of Human Ecology considers applicants for admission as applications are completed. Decisions are communicated to applicants beginning March 1 and ending April 15. This process makes it very important for applicants to complete their applications as early as possible to avoid the increased competition of late review.

As part of the State University of New York, the college selects students from



### **Chris Woiwode '82**

*"Fieldwork made my human service studies curriculum come alive. I worked with young children in the central school and developed an art program for inmates at a local correctional facility."*

*Chris has combined a major in human service studies with human development and family studies and wants to work with autistic children. He is a resident adviser and human ecology ambassador and participates in varsity football and baseball.*

private and public high schools and colleges throughout the state. We try to serve all of New York State; there are no quotas on individual secondary schools or counties. We welcome applications from out of state.

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 Selection Committee composed of faculty members and the admissions staff.

It is the policy of Cornell University to actively 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 programs that 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 Equal Opportunity, Cornell

University, 217 Day 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 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

**Profile: Secondary School Class Rank for Freshman Applicants and Entering Students, Fall 1980**

<i>Tenths</i>	<i>Percentage of Entering Students</i>
Top	54
2	24
3	4
4	7
5	4
6	5
7-10	0

Twenty-six percent of the entering students were from secondary schools that do not provide class rank.

**How many students are accepted? Fall 1980**

<i>Applied</i>	<i>Accepted</i>	<i>Percentage Accepted</i>	<i>Entered</i>
892	366	41	250

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.

**Class Rank**

Sixty-eight percent of last year's freshman class ranked in the top 20 percent of their high school class, and 26 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.)

The median SAT verbal score for the

freshman class entering fall 1980 was 560; the median mathematical score was 600.

**More than Academics**

Your academic credentials are the first consideration for admission, but that's not all the Selection Committee 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. Your application essays are read carefully by the Selection Committee and contribute to its evaluation.

Students often ask about submitting letters of recommendation. They are not required but are helpful to the Selection 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 would like 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.

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# Special Opportunities

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## 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 Committee on Special Education Projects (COSEP) 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. COSEP also sponsors many cultural and ethnic activities for minority students and the entire student body. If you want to learn more about this program and what it may offer you, write 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 credits 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 1979, twenty-three students who had interrupted their education entered the College of Human Ecology. Currently there are approximately seventy 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 selection 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 Cornell's Division of Extramural Courses, 105 Day Hall. All rules of the extramural division apply, including that registrations will be accepted on a space-available basis and only on written approval of the course instructor.

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

Such students will be charged 25 percent of the standard extramural tuition per credit. 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.





### **Patti Iafrate '81**

*"Human ecology is people oriented. We study the ways people interact with their environments. My major in human development and family studies focuses on individual growth. It offers an excellent background for teaching, and its flexibility has allowed me to pursue a certification program in elementary education through a nearby college."*

*Patti is a human ecology ambassador, student adviser, and orientation counselor. She is a member of Omicron Nu and a volunteer in the Big Brother-Big Sister Program. Patti plans to teach school and pursue a master's degree.*

## **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. The admissions staff is happy to help plan 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 want to reenter at a later date must apply for readmission. Submit a request for readmission to the Director of 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 want to delay enrollment for a semester or a year may request to do so by writing to the Director of Admission explaining the reason(s) for the delay. Each request is considered individually. If deferment is granted, the student pays a \$50 fee that indicates his or her intent to matriculate, and the college guarantees the student a place in the entering class requested.

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# Cost of a Human Ecology Education

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Tuition and fees in the College of Human Ecology are \$2,470 per academic year for New York State residents and \$4,090 for out-of-state residents. The costs for room, board, books, and personal expenses (entertainment, clothing and laundry, etc.) will probably add to the year's 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 Health Center, including routine laboratory and x-ray examinations for diagnosis and treatment when prescribed by University physicians, physiotherapy services, and counseling services at the center and in the Mental Health Section. Also included is after-hours and overnight care at the center.

Your fees also help support 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.

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## Costs 1980-81

	New York State Residents	Out-of-State Residents
Tuition	\$2,470	\$4,090
Registration fee (new students)	50	50
Books and supplies*	260	260
Room and board	2,500	2,500
Personal expenses	630	630
Total	\$5,910	\$7,530

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

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## Fees

An application fee of \$30 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 applicants for financial aid should submit it 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, college financial aid offices, and the University Office of Financial Aid, 203 Day Hall. This form 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 University 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 the Office of Financial Aid, Cornell University, 203 Day Hall, Ithaca, New York 14853.

# Admissions and Financial Aid Deadlines for Freshmen

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**August:** Application forms will be available in August 1980 for students entering in 1981. 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.

**November 1:** Early Decision deadline. Applications for early decision and financial aid must be postmarked by November 1.

**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. Early-decision applicants are notified in mid-December.

**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. Acceptance is 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  
Nancy Saltford, Associate Dean  
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  
Nevart Yaghlian, Director  
of Counseling  
Joyce McAllister, Registrar

## Admissions Staff

Brenda H. Bricker, Director  
Andrea J. Carlson, Assistant Director  
Peter D. Holmes, Assistant Director

## Admissions Office

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

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