

# Cornell University Announcements

## college of Human Ecology





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# **Human Ecology at Cornell**

New York State College of Human  
Ecology

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

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## **Cornell University Announcements**

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## Human Ecology at Cornell

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

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

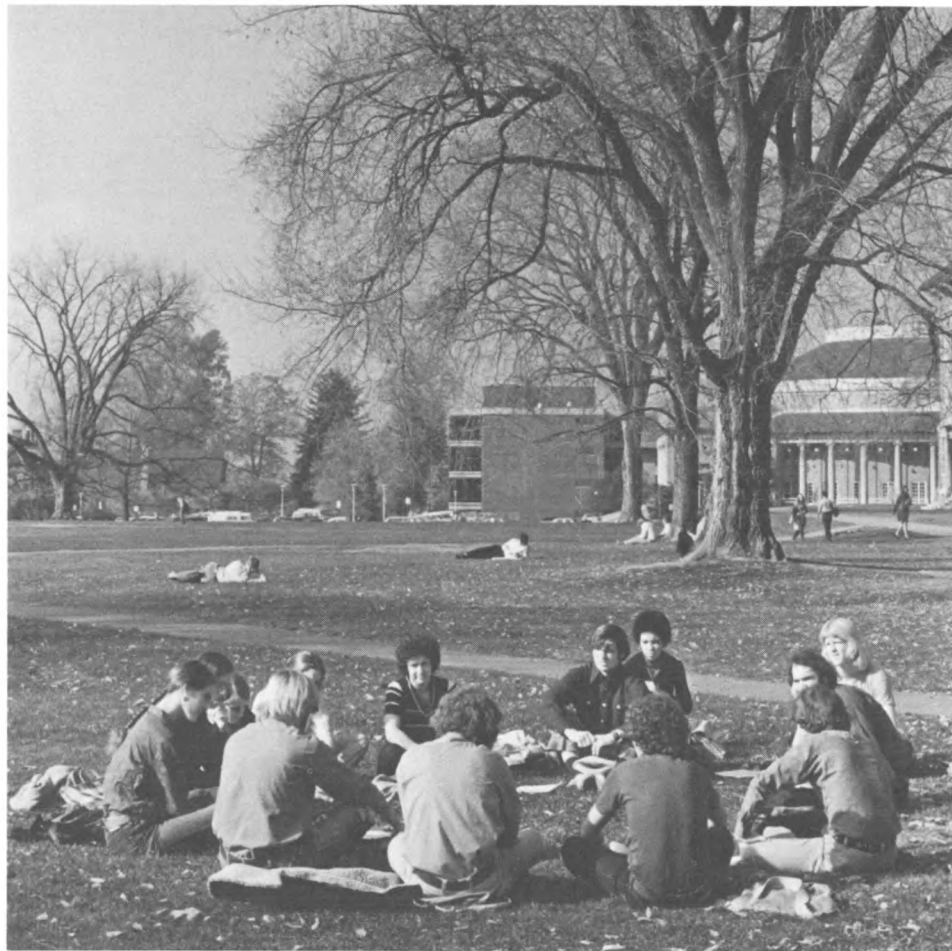
It's not only what our students study that makes us unique but also the range of commitment of the students who come here. Involvement at intellectual, social, and community levels is built into their education. This means that human ecology equips its students to make positive changes that affect both people and institutions, while doing work they enjoy.

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.

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-one areas of concentration.

- Adult and community education
- Apparel design
- Atypical development
- Clinical nutrition
- Cognitive development
- Community nutrition
- Consumer economics
- Consumer food and nutrition
- Consumer food science
- Development through the life span
- Family studies
- Home economics education
- Housing
- Human and social factors related to human environments
- Individual curriculum
- Interior and product design
- Nutritional biochemistry
- Personality and social development
- Social planning and public policy
- 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 in many segments of the University are exploring such problems, and their efforts are taking shape in new fields, programs, and centers. As times and needs change, the University will continue to be responsive to new challenges.

Life at Cornell includes the opportunity to develop friendships with students in the other colleges who represent an unusual variety of interests, races, and nationalities. Students from all colleges frequently attend classes together as well



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

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

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

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 eighteen women's teams. In addition, over half the students at Cornell participate in intramurals.

## Housing and Dining

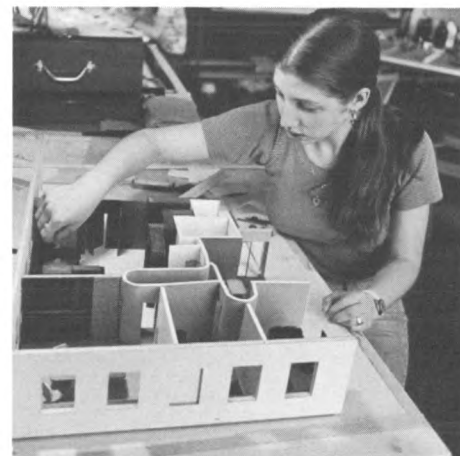
Living arrangements at Cornell are flexible and students are permitted to live wherever they wish. Cornell students are not required to live on campus; however, about 5,000 undergraduates and 500 graduates do. On campus, students may choose to live in residence halls (either coeducational dorms or ones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

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

Dining arrangements are as flexible as those for housing. Cornell has an unusually high quality co-op dining plan with eight different options. There are

campus dining rooms, cafeterias, snack bars, pubs, and two on-campus grocery stores to supplement or sustain one's diet. Off campus, similar variety is available in restaurants, dining rooms in sororities and fraternities, and 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 which describes in detail all the dining facilities and various contract plans.





## In the Classroom

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

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

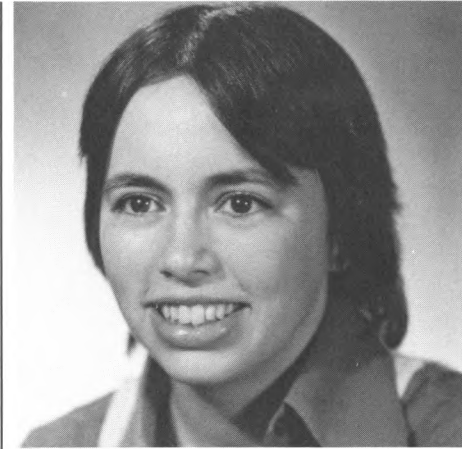
The lecture system is an equally important instructional method and Cornell has traditionally had famous lecturers on its faculty. Many large courses have lectures on two days each week and a discussion or laboratory session for the third weekly meeting. As you advance beyond the freshman year, your classes will tend to become smaller.

Human ecology students are encouraged to do fieldwork, and certain majors require it. You might work in a business or a community agency, participate in seminars, go on field trips, or attend community or professional

meetings. These experiences help students apply classroom learning and theory to actual situations.

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

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



**Sue Hartwell '78**

*"For me, coming to Cornell has been the best decision I could have made. I really enjoyed being in a small college atmosphere within a much larger university. It's the best of both worlds. I've felt like I've had a place where I belong and where I've been known."*

*At Cornell, Sue has pursued her academic interest in human development and family studies and her athletic interests in intercollegiate lacrosse and field hockey. As a national director of Volunteers for Youth in 1978, Sue will be combining both these interests.*

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## 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. For students interested in nutritional sciences or in interior and product design, it is important to take the introductory courses as freshmen since these two majors have a more structured course sequence.

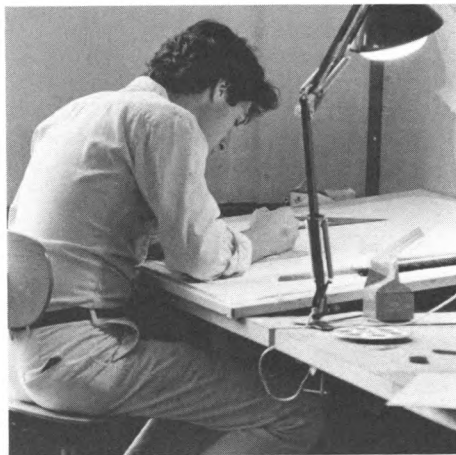
## Community Service Education

The curricula in the Department of Community Service Education (CSE) prepare students for professional careers in human services. CSE graduates are working in schools, social agencies, Cooperative Extension, and community development agencies that serve children, youth, the elderly, and families. The range of opportunities depends on the major option and the electives chosen to meet career objectives.

CSE 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 way 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 objectives. Three options are available in the department: home economics education, social work, and adult and community education.



### Home Economics Education

This option prepares students to teach innovative home economics programs. At the undergraduate level, it emphasizes human development, the family, decision making, and the role of community services. Building on basic courses, students select an area of concentration from among six: consumer education and resource management; housing, design, and furnishings; family development and management; human nutrition and food; textiles, clothing, furnishings, and design; and family and community health. Student teaching for half a semester in the senior year is an important part of this option and graduates receive a certificate of qualification for teaching grades K-12 for much of New York State and other states. This is exchanged for a provisional certificate when you take a home economics teaching job.

### 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.



### Pat Warner '79

*"I think it's a valuable experience to have a job on campus. It has given me the opportunity to meet and interact with students from all over campus in a nonclassroom setting."*

*An interest in an applied math/science program led to Pat's concentration in the food area of the Division of Nutritional Sciences. After graduation, she plans to work in the food industry. Eventually, she'd like a career in college teaching. Pat also works for Cornell Dining and is a Human Ecology Ambassador.*

The social work curriculum is based on the biological and social sciences, the humanities, and the three core courses in the department.

Introductory courses in social work are taken as prerequisites for the social work practice courses. A grade of C+ or better in the introductory courses is required to continue in the option.

Social Work Practice is a year-long methods course that includes fieldwork. Students are in agency placements within fifty miles of Ithaca on Tuesdays and Thursdays, and in seminar Mondays and Wednesdays. Satisfactory work in the field placement and a grade of B- or better is required in the first semester for a student to continue in the second semester.

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

### **Adult and Community Education**

Adult and community education takes many forms and is effected through various agencies and institutions. The work may be remedial, helping individuals gain skills not acquired earlier; it may be vocational with emphasis on developing, changing, or



renewing work skills; it may be developmental, focusing on the changing needs that accompany changing personal situations; or it may be instrumental, providing a community, organization, or individual with the means to change behavior.

Students who pursue this option gain competence to work as professionals in community service settings in the following areas: planning, implementing, and evaluating community service organizations; using the knowledge of human behavior to effect behavioral change; making effective use of a wide range of educational processes and techniques; and developing and implementing strategies for community change.

Graduates of this program work in such community organizations as local youth programs, united funds, and Cooperative Extension; continuing education divisions of schools and community colleges; in businesses such as utility companies; and in governmental agencies such as community health departments.

Students choose one of the following areas of concentration: community health and nutrition, community planning and development, consumer economics education, family resource management, gerontology, parents and youth. Each student spends part of a senior semester or the preceding summer working in a supervised field setting.





### Donald Liff '78

*"My field study placement with the Better Business Bureau in New York City was the most rewarding experience of my Cornell career. I was able to apply my course work at Cornell to a business organization, and, as a result, reassess my goals and direction of study in my senior year."*

*Don has focused his studies in textiles and taken marketing and business management electives, combining his interests in textiles, design, and business. He will enter Cornell's Graduate School of Business and Public Administration in the fall.*

## Consumer Economics and Housing

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

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

### Consumer Economics

This option is concerned with the economic behavior and welfare of consumers in the private and public sectors of the economy: how consumers allocate their scarce resources,

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

### Housing

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





## 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 Community Service Education and Consumer Economics and Housing, is designed to meet this need.

Students increase their knowledge of the historical development and current issues in social planning and public policy; the ways policies and plans are formed, implemented, evaluated, and changed; social systems, from the structure and functioning of contemporary society to the dynamics of individual and group behavior; and values that help foster and maintain some policies and plans rather than others.

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

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

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

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

## 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. Excellent laboratory and studio facilities permit exploration of textiles and other materials and design concepts through analytical and creative problem-solving techniques. Students choose from four options: interior and product design, apparel design, textiles, and human and social factors.

### **Interior and Product Design**

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

### **Apparel Design**

Emphasizing function as well as aesthetics, courses integrate knowledge of design, cultural factors, and textiles to teach students to solve apparel design problems. Many students combine this option with textiles. In addition to careers in the textile and apparel industries, opportunities exist for designing apparel for special populations such as the handicapped, elderly, athletes,



waitresses, and firefighters and other service personnel.

### **Textiles**

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

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

### **Human and Social Factors**

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

## Human Development and Family Studies

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

The department operates its own nursery school and maintains various on-campus and mobile research laboratories. Students are encouraged to include some field study in their programs using the facilities and resources of a variety of community agencies: infant care centers, head-start programs, youth bureaus, family service centers, and parent education and youth programs in Cooperative Extension.

HDFS students usually include in their studies a solid foundation in the liberal arts and sciences; several courses in social sciences such as psychology, sociology, and anthropology; and a specific area of concentration within the department, choosing from cognitive development, personality and social development, atypical development, family studies, or a stage of development through the life span.



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

## Nutritional Sciences

Nutritional sciences (NS) involves the scientific study of the interrelationships of food, nutrition, and health. Nutrition is approached as it applies to the individual and to the world's population and all aspects of nutrition are studied, from the biochemical to the social. Students may study one of five emphases: community nutrition, consumer food science, consumer food and nutrition, clinical nutrition, and nutritional biochemistry. Students wishing to specialize in dietetics, available through any of the undergraduate emphases, must meet the requirements of the American Dietetic



### **Jo Bard '79**

*"The biggest problem I had was adjusting to school again, feeling I was equal to people just out of high school. I felt they knew what they were doing more than I did. Now I feel confident. It's like a job. You know what you have to do and you do it."*

*After four years away from school working as a key punch operator, Jo entered human ecology and is majoring in consumer economics. Carrying a full academic course load, Jo is also a single parent raising her eight-year-old daughter and working 12 to 20 hours per week.*

Association in addition to the requirements for the major, and course work at Cornell must be followed by an internship or graduate study in order to be certified by the ADA. All students take core courses in chemistry, biology, mathematics or statistics, and the social sciences. Outstanding students may participate in an honors program beginning in the junior year.

### **Consumer Food Science**

Students electing this emphasis are provided with a background in basic and applied sciences to aid understanding of how treatment and composition of food affect food quality, safety, acceptability, and nutritive value. Students completing this emphasis may pursue graduate programs in food science or may enter positions in food analysis, quality control, or product development in government or industrial laboratories.

### **Consumer Food and Nutrition**

Course work in food science, nutrition, communications, economics, and public policy supplements a basic science-oriented curriculum. Study enables students to identify factors influencing the quality, safety, cost, and nutritive value of the food supply and consumer food choices. Students completing this emphasis are prepared for entry-level positions in educational

and public relation programs in government or industry or for advanced study.

### **Community Nutrition**

Designed for students whose interests are directed toward public service professions, this emphasis provides a strong background in basic and nutritional sciences with supporting work in the social sciences. Practical experience through supervised field study is strongly recommended. Students may continue study in graduate school or enter beginning-level positions in community nutrition or nutrition education.

### **Clinical Nutrition**

This emphasis builds on the basic science core to give a solid foundation in theoretical applied dimensions of human nutrition. Designed for students interested in advanced studies and careers in human nutrition and medicine, this emphasis stresses course and laboratory work in the natural and biological sciences and in the biological aspects of human nutrition.

### **Nutritional Biochemistry**

Study in this area involves a basic science-oriented curriculum for students interested in advanced professional studies in the nutritional and biomedical

sciences. Courses and laboratory work in chemical, biochemical, and physiological areas assist in an understanding of nutrient action at the subcellular level.

## Individual Curriculum

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

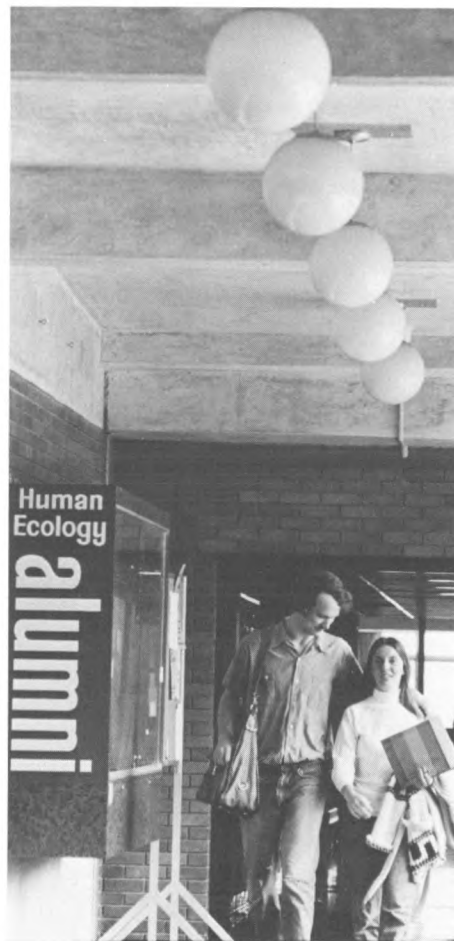
### Number of Students in Each Program, 1977 - 78

<i>Women</i>	<i>Men</i>	<i>Program</i>	<i>Total</i>
158	22	Community Service Education	180
100	20	Consumer Economics and Housing	120
156	12	Design and Environmental Analysis	168
241	38	Human Development and Family Studies	279
283	21	Nutritional Sciences	304
18	6	Interdepartmental Program in Social Planning and Public Policy	24
20	0	Individualized Curriculum	20
25	5	Undecided	30
1,001	124		1,125



### 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



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 follows:

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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, geology 101, and astronomy 102.

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

*15 credits*

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

##### **3. Human ecology**

*40 credits*

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

##### **4. Additional credits**

*41 credits*

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

##### **5. Physical education**

*2 credits*

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## Beyond the Classroom

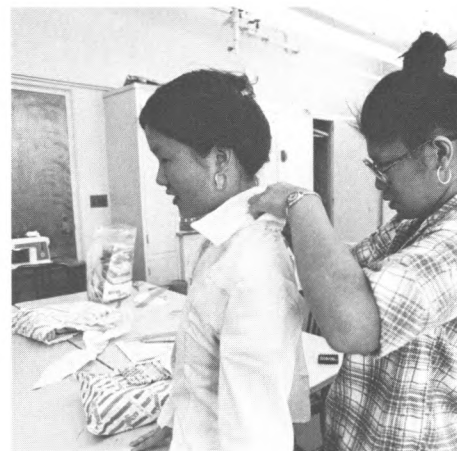
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At Cornell, many students become involved in projects that reach beyond the campus and classroom. The practical application of what is learned in the College is a vital part of human ecology.

### 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 integrated disciplines to solve human problems. This process of integrating theory and practice distinguishes field study from work experience and provides the rationale for granting field study credit.

Each department in the College offers field study opportunities within scheduled courses and through individually arranged field study courses that emphasize professional exploration or training related to the major. The Field Study Office offers interdepartmental field-related courses with an interdisciplinary problem-solving approach to social issues. There is a campus-based course designed to prepare students to become competent field learners, whether as field students,



professionals in the work world, or active citizens in the community. It develops students' problem-defining and problem-solving skills and those required to gather data in the field and integrate theory with practice.

An additional source of practical experience for human ecology students is the interdisciplinary fifteen-credit course, Organizations in the Delivery of Goods and Human Services, offered by the Field Study Office. In this course, students can participate in an intensive fourteen-week experience in metropolitan New York, work about four days each week in either a public agency or private concern and attend full-day seminars



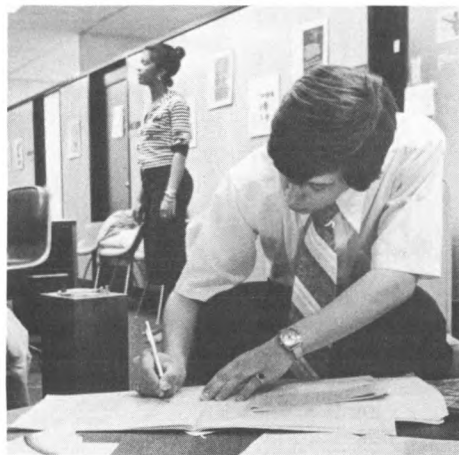
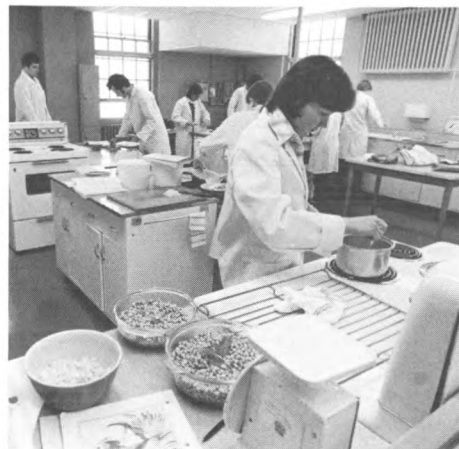
### **Terry Lee '78**

*"What I got most out of while at Cornell is my interaction with people. I've met people with different attitudes and different views that I've never encountered before. It made me more aware of things that were happening in other people's lives."*

*Terry transferred from another college at Cornell because he was interested in social work. Through his academic program he worked at the Probation Department and with Family Court. He is also a linebacker and cocaptain of Cornell's Big Red Football Team.*

taught by field study faculty in the city. The interaction among students from all majors is a worthwhile experience that encourages students to think critically about economic, political, and social issues from a human ecological point of view. Students investigate careers and develop contacts useful in later job searches.

Examples of past field placements include reviewer of nutritional advertising with the National Advertising council of the Better Business Bureau, developer of nutritional seminars for low-income clients, marketing and consumer-services assistant with a national pattern company, consumer education assistant with a stock brokerage firm, assistant in quality control of apparel at a large retailer, investigatory researcher with Consumers Union on issues related to food policy, day care assistant, counselor in a county medical center, and a researcher determining needs of elderly tenants in public housing.



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## After Cornell

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

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

### Law

The academic programs in the College of Human Ecology serve as background for law school, but we encourage students to consider what they want to study during their undergraduate years as well as how to get into law school. The majority of human ecology graduates who have

enrolled in law school have majored in the department of Consumer Economics and Housing or Human Development and Family Studies (areas that relate more closely to a specific type of law such as consumer affairs, housing, or child and family law), but study in any department within the College 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 Division of Nutritional Sciences offers a curriculum emphasizing a base of physical and biological sciences. With the inclusion of physics as an elective, a nutritional sciences major can meet the requirements for medical school. A person interested in food and nutrition as it relates to human health might wish to prepare for medical school through this program.

The Department of Human Development and Family Studies is based in the social sciences. However, the program is flexible enough to allow students to take the necessary medical school prerequisites through the general distribution requirements and electives. If

a student is interested in examining the psychological-social-physical development of people, the HDFS program could fulfill his or her vocational goals.

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

## Business

In the past few years many human ecology graduates have found jobs in business and industry. They typically begin as management trainees, especially in the areas of consumer affairs and marketing. Students enter business from all majors in human ecology but most often from consumer economics and housing or human development and family studies. Firms that have hired recent graduates include Chase Manhattan, Marine Midland, Proctor and Gamble, Sears Roebuck, Gimbels, Abraham and Strauss, Hyatt Corporation, and Random House.



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

## Graduate Programs in Human Ecology

The New York State College of Human Ecology offers graduate degrees in the fields of Consumer Economics and Housing, Design and Environmental Analysis, Education, Human Development and Family Studies, Human Service Studies, and Nutrition. Students

interested in graduate study should request additional information from the Office of Graduate Education, Cornell University, N116 MVR, Ithaca, New York 14853. Applications are available from 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 at 10:00 a.m. on one Saturday each month in the fall. From May 1 until February 1, individual conferences with counselors may be scheduled, as time permits, on Tuesday, Wednesday, and Thursday from 10:00 a.m. until noon and 2:00 until 4:00 p.m.

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

We think you can also obtain valuable insight by talking with human ecology students. The Human Ecology Ambassadors are undergraduates in the College who meet with prospective applicants to provide a student's view of Cornell. Ambassadors generally are available during group sessions and give regular tours of the College after those sessions. Tours are scheduled at 11:15 a.m. and 3:45 p.m. on Monday and Friday, and at 12:30 p.m. on Tuesday, Wednesday, and Thursday, except during



University vacations and final exam periods.

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

Appointments for all conferences should be made at least one week in advance by writing to Appointment Secretary, Human Ecology Admissions, N102 Van Rensselaer Hall, Cornell University, Ithaca, New York 14853.

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## **Specifics about Freshman Admission**

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### **Application Procedures**

Application blanks for fall 1979 admission will be available in August 1978. To receive one, write to Office of Admissions, Cornell University, 410 Thurston Avenue, Ithaca, New York 14853.

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

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

Admission to the New York State College of Human Ecology is competitive and selective. The types of students sought, the criteria for admission, and the selection procedures followed are established by the faculty of the College. Selection of students is the responsibility of the Committee on Admissions, which is composed of ten faculty members (four from Academic Services and six from

other departments in the College) and two students.

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

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

### **Freshmen with Advanced Standing**

Some students who graduate from secondary school in January enroll in a local college for a semester prior to enrollment in human ecology. They are considered for admission in the fall as freshman candidates with the possibility of receiving advanced standing. A copy



of the college transcript and course descriptions are required before credit can be awarded.

## Admission Requirements

### Subject Requirements

Completion (passing grade) of sixteen academic units: three in college preparatory math; one in biology, chemistry, or physics; and four in English. The remaining units should be in social studies, foreign language, and additional science and math. (A high school diploma is not required.)

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

requirements for human ecology. A college-level course taken elsewhere or at Cornell will satisfy the requirement and count as credit toward the degree.

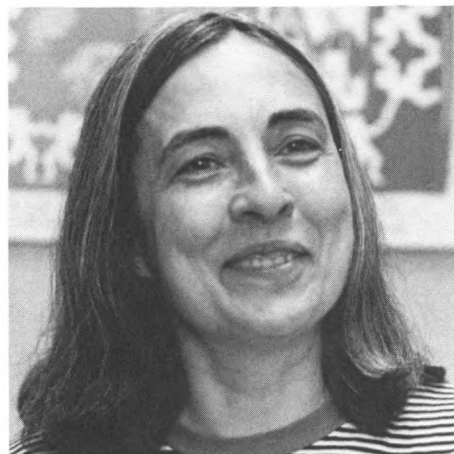
### Class Rank

Seventy-eight percent of last year's freshman class ranked in the top 20 percent of their high school class and 15 percent came from high schools that do not rank their students.

### Standardized Tests

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

College Entrance Examinations 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.)



**Neva James '81**

*"The thing I appreciate in coming to school at this age is that I savor every minute of it—from walking to school to sitting in classes. When I graduated from high school I was very competitive. Now I have a different idea of what success is."*

*With a variety of work and life experiences, Neva returned to school supported and encouraged by her family and friends. Majoring in consumer economics, she would like to include a semester's internship doing research and lobbying in Washington, D.C.*

**Profile: Secondary School Class Rank for  
Freshman Applicants and Entering  
Students, Fall 1977**

<i>Decile</i>	<i>Percentage of Applicants</i>	<i>Percentage of Entering Students</i>
Top	41	57
2	21	21
3	10	3
4	5	1
5	3	2
6	2	1
7-10	1	—

17 percent of applicants and 15 percent of the entering students were from secondary schools that do not provide class rank.

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

**More than Academics**

Your academic credentials are the first consideration for admission, but that's not all the Committee on Admission considers. We want to know about your interest in the human ecology program and the areas you would like to study here. Sometimes applicants have had





course work or employment that relate to human ecology; if you have, please tell us about it. Our committee is also interested in your school and community activities, particularly those where you have actually participated, held leadership positions, and initiated projects.

Students often ask about submitting letters of recommendation. They are not required but are helpful to the Admissions Committee if they provide substantive information about you and your interests. Letters should be sent to Human Ecology Admissions, Cornell University, N101 MVR, Ithaca, New York 14853.

### Profile: SAT Scores of Freshman Applicants and Entering Students, Fall 1977

	Verbal Scores		Math Scores	
	Percentage of Applicants	Percentage of Entering Students	Percentage of Applicants	Percentage of Entering Students
Above 700	3	3	5	7
650-699	6	7	10	13
600-649	12	16	21	28
550-599	18	25	23	24
500-549	24	24	16	14
450-499	17	12	10	5
400-449	9	5	5	1
Below 400	5	2	3	4
No SAT taken	6	6	7	4

Verbal mean, entering students: 552

Math mean, entering students: 585

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

	Applied	Accepted	Percentage Accepted	Entered
<b>1977 Fall</b>				
New York State	477	277	58	208
Out of State	181	64	35	39
Total	658	341	52	247

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

### EOP

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

Academic eligibility for the program includes a total SAT score of 1,000 or

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

Income eligibility guidelines are available on request. Write to Human Ecology Admissions, Cornell University, N101 Van Rensselaer Hall, Ithaca, New York 14853.

### Opportunities for Mature Students

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

In the fall of 1977, twenty-six students who had interrupted their education entered the College of Human Ecology. Currently there are approximately sixty

such students enrolled. Some are attending full-time; others, because of family responsibilities, commuting, or other reasons, attend part-time, at least until they become acclimated and are able to assume a full-time schedule.

Prospective applicants who have interrupted their formal education should indicate this fact on their applications. Some of the information requested on the University application is irrelevant, and the admissions staff is most willing to discuss alternative ways of presenting relevant information to the admissions committee. 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.

## 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.

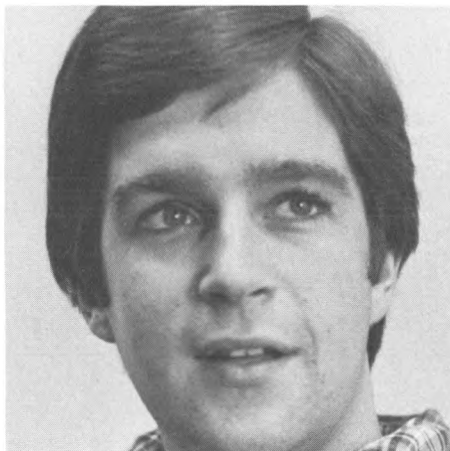


Entrance requirements are the same for all students; however, foreign students must furnish evidence of their competency in English unless it is their native language.

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



### Ken Leman '79

*"People's attitudes made it easier to adjust to being a transfer student. There's sort of a common purpose that many students in the school seem to share because of their interest in human services. Generally, I've found both students and faculty are friendly and cooperative."*

*Ken transferred to human ecology after completing two years at another four-year school. At Cornell he intends to fulfill the requirements for social work. He is hoping his field placement will be in a hospital or mental health facility.*

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 14853. If you are applying from your homeland, or if you are in Canada or the United States on a nonimmigrant visa, request application materials from International Student Office, Cornell University, 200 Barnes Hall, Ithaca, New York 14853. This office will help you with any questions or problems you have before or during your stay at Cornell.

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

## Empire State Students

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

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.



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# Cost of a Human Ecology Education

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Tuition and fees in the College of Human Ecology are \$2,025 per academic year for New York State residents and \$3,350 for out-of-state residents. The costs for room, board, books and personal expenses (clothing, transportation to and from Ithaca, entertainment, etc.) will probably add \$2,980 to your annual expenses.

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

Your fees also cover costs of these student activities: student organizations, lectures by outside speakers, parties, exhibits, and other special activities that often take place in one of the three University Unions. (Some of these activities charge a reduced fee for students.) Use of most physical education facilities is included: three indoor pools, gymnasiums, tennis and squash courts, 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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	<i>New York State Residents</i>	<i>Out-of-State Residents</i>
Tuition	\$2,025	\$3,350
Registration fee (new students)	50	50
Books and supplies	230	230
Room	1,050	1,050
Board	1,040	1,040
Personal expenses	<u>530</u>	<u>530</u>
Total	\$4,925	\$6,250

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## Fees

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

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

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

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

## Financial Aid

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

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

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

A financial aid application is included in every admission application package and freshmen should apply for financial aid at the same time they apply for admission to the College. The financial aid application form must be completed and returned by the January 15 deadline. Since financial aid at Cornell is based on

need, it is necessary to file the Financial Aid Form with the College Scholarship Service in order to be considered for financial assistance. The Financial Aid Form is available from secondary school guidance offices and should be filed with the College Scholarship Service no later than January 1. Subsequent procedures are explained on the initial application form.

Most awards include some combination of scholarship, loan, and part-time employment made on a one-year basis. Students must reapply each year. We encourage you to apply for any other aid, such as the federal Basic Educational Opportunity Grant and the Tuition Assistance Program (for New York State residents) for which you may be eligible. Applications are available in your guidance office or from the Cornell Office of Financial Aid, 203 Day Hall.

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

Aid decisions for entering freshmen are made in mid-April. Some admissions decisions begin to go out March 1, but



students must wait until April to hear about financial aid. Should you have any additional questions about financial aid, write to Office of Financial Aid, Cornell University, 203 Day Hall, Ithaca, New York 14853.

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## Reapplication, Readmission, and Delayed Enrollment

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### Reapplication

The records of applicants who were not accepted are kept for three years. We encourage students who wish to reapply to consider attending a two-year college and apply for transfer at the junior level. We recommend students complete at least one full year of college work before reapplying for admission. When ready to reapply, students should write the Office of Admissions, Cornell University, 410 Thurston Avenue, Ithaca, New York 14853.

### Readmission

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

### Delayed Enrollment

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



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## Admissions and Financial Aid Deadlines for Freshmen

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**August:** Application blanks will be available in August 1978 for students entering in 1979. United States residents should write to the Office of Admissions, Cornell University, 410 Thurston Avenue, Ithaca, New York 14853. International students should write to the Office of International Students, Cornell University, 200 Barnes Hall, Ithaca, New York 14853.

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

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

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

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

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

## College Administration

Jerome M. Ziegler  
Dean of the College

Bertha A. Lewis  
Associate Dean for Research and  
Graduate Education

William H. Gauger  
Assistant Dean for Undergraduate  
Education

Lucinda A. Noble  
Associate Dean

Joyce McAllister  
College Registrar

Irving Lazar  
Chairman, Community Service Education

E. Scott Maynes  
Chairman, Consumer Economics and  
Housing

Rose E. Steidl  
Chairman, Design and Environmental  
Analysis

Phil Schoggen  
Chairman, Human Development and  
Family Studies

Malden C. Nesheim  
Director, Nutritional Sciences

Barbara Morse  
Chairman, Academic Services

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# **Cornell Academic Calendar 1978-79**

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Registration

Wednesday, Thursday, Friday  
August 30 and 31,  
September 1

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35

Fall term instruction begins

Monday, September 4

Thanksgiving recess:

Instruction suspended, 1:10 p.m.

Wednesday, November 22

Instruction resumed

Monday, November 27

Fall term instruction ends, 1:10 p.m.

Saturday, December 9

Final examinations begin

Friday, December 15

Final examinations end

Saturday, December 23

Registration, new and rejoining students

Thursday, January 18

Registration, continuing students

Friday, January 19

Spring term instruction begins

Monday, January 22

Spring recess:

Instruction suspended, 1:10 p.m.

Saturday, March 17

Instruction resumed

Monday, March 26

Spring term instruction ends, 1:10 p.m.

Saturday, May 5

Final examinations begin

Monday, May 14

Final examinations end

Tuesday, May 22

Commencement Day

Monday, May 28

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

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

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