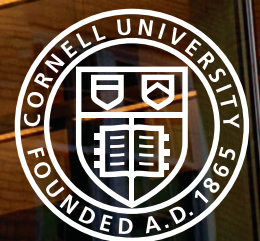


College of Human Ecology

Examining human life from a scientific, social and design perspective





Are you looking for an education where interests are linked by a sense of purpose?

Are you ready to consider the questions that shape our everyday circumstances?

Is community important to you?

The College of Human Ecology

IMPROVING LIVES BY EXPLORING AND SHAPING HUMAN CONNECTIONS TO NATURAL, SOCIAL, AND BUILT ENVIRONMENTS



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A great idea is timeless.

Cornell University has been described as the “first American university,” broad in scope, open and accessible to all. From the beginning, Cornell University developed a curriculum that transcended the restrictions of a classical education, just as it transcended social barriers of the time.

Today, Cornell University is a comprehensive research university that interweaves the main elements of an Ivy League education with the public service mission and responsibilities of a land grant institution through outreach and engagement. This makes Cornell University one of the most distinguished universities in the world.

Responding to Human Needs

Cornell University’s College of Human Ecology is devoted to the comprehensive study of the human experience from scientific, social and design perspectives. We view contemporary society through a wide-angle lens – exploring the human dimensions of social and natural sciences, design and the built environment, nutrition and health, public policy, society, family, and community – to address contemporary and emerging societal challenges.

Founded in 1900 to address the living challenges of families and communities in upstate New York, the College of Human Ecology has expanded its work to consider the richly diverse and ever-changing environments that influence the lives of individuals and communities across the country and around the world.

Our education lends itself to a range of career choices and directions, including those that have yet to be created. The paths our graduates choose are diverse, but they are linked by their focus on human issues.



Choosing Human Ecology

Our 1,250 Human Ecology undergraduates learn to understand and analyze the institutions and relationships that shape people's lives from a critical perspective. The resulting skills – analytical and critical thinking, the ability to employ multiple perspectives when problem solving and working with others, dexterity in a variety of academic disciplines, careful consideration of ethical principles – are forever lasting and relevant.

Students learn to appreciate the world as complex, multicultural and dynamic, and purposefully combine their passions and talents to effect change through Human Ecology's adaptable, contemporary and interdisciplinary academic programs. Blending the critical thinking of the liberal arts with the practical application of experience, the Human Ecology education facilitates learning through meaningful classroom, research, outreach and experiential opportunities. Our approach to counseling and advising helps students chart their journeys to a career at the forefront of psychology, medicine, law, business, nutrition, health, social and public policy, design, education and beyond.

How you prepare to face the challenges of this world and provide leadership is important.

Academic Majors

The College of Human Ecology's majors are organized around central themes that profoundly impact individuals and communities – development and the life course; economics and social well-being; design and technology; and human nutrition, health, and genomics.

Our pre-professional, applied majors build on a foundation in writing, humanities, mathematics, and the physical and social sciences – biology, chemistry, economics, psychology, and sociology. Students may choose among many paths toward their career goals by managing their major requirements and incorporating electives from within the College and across Cornell.

Our interdisciplinary majors draw upon and inform each other, resulting in a comprehensive education that encourages the understanding and use of multiple perspectives.

Design and Environmental Analysis combines innovative design thinking with insightful design research to understand how the built environment impacts our daily lives. The curriculum is organized around the themes of design strategy, sustainable futures, and health and well-being. Students leverage multidisciplinary work in human-centered design, environmental psychology, ergonomics, and facility strategy and management to tackle problems from a systems view.

Fashion Design and Management, unique within the Ivy League, is a major in fashion design, fashion design management and technical apparel. The major provides an in-depth study of the art of fashion design and the business of designing, marketing, and manufacturing apparel in a global production system. Students develop an understanding of fashion and the creative process, aesthetics, and technical skills and apply management and business principles to this specialized industry.

Fiber Science concentrates on the scientific study and application of the physical, chemical, biomedical and engineering properties of two-dimensional fibrous materials. Students learn how to develop fibers, how their properties can be controlled and how the principles of fiber science influence the design and fabrication of traditional and innovative products to better human lives.

Global and Public Health Sciences focuses on understanding and developing preventive solutions to health issues in domestic and international communities of varying sizes. Students learn how biomedical, social, behavioral, cultural, ethical, political, economic, and environmental contexts inform and influence interventions and their effectiveness. The major applies comprehensive, multidisciplinary perspectives to public health research, challenges and solutions.

Human Biology, Health, and Society, through its multidisciplinary approach, provides students with a strong background in human biology while preparing them to explore health issues from a social science perspective. Health and illness are considered within the context of how social, psychological, economic, cultural and policy decisions affect individuals, communities and populations. Human Biology, Health, and Society students may also fulfill the course requirements for membership in the American Dietetics Association or can pursue a minor in exercise science.

Human Development provides a strong foundation in the behavioral sciences while exploring the social, cultural, biological, and psychological development of humans across the life course. Students study the processes and mechanisms of growth and change throughout the life cycle and how experiences and social factors affect development and can choose to specialize in: Aging and Health; Cognitive Development; Human Developmental and Behavioral Neuroscience; Law, Psychology, and Human Development; or Social and Personality Development.

Nutritional Sciences is one of the world's premier academic programs dedicated to the study of human nutrition. With a foundation in biology and chemistry, complemented by the social sciences, students learn how nutrition affects the well-being of individuals, families, communities and nations. They examine the complex relationships among human health, nutrition, food and lifestyle patterns, and social and institutional environments. Nutritional Sciences students may also fulfill the course requirements for membership in the American Dietetics Association or can pursue a minor in exercise science.

Policy Analysis and Management students apply economics, sociology, government, and psychology to strategically and critically examine our society's values, laws, policies and programs. By studying the relationship between the public and private sectors and their interaction with neighborhoods, consumers, product developers and regulatory agencies, students learn to understand the impact of policy on communities, public health, education, crime, product markets, financial markets, and a variety of other stakeholders.

The background image shows the interior of the Human Ecology Building. It features large, multi-paned windows that let in bright light. A decorative, circular ceiling fixture with a grid-like pattern is visible. In the foreground, there are people sitting at tables, engaged in conversation. A red wall on the left side has the text 'HUMAN ECOLOGY BUILDING' printed on it.

HUMAN ECOLOGY BUILDING

Health, Law, Business, and Design: A Human Perspective

While the programs in the College of Human Ecology are focused on pre-professional preparation, there is no established pre-med, business or law major or one way to be creative in the College or at Cornell University. Any major allows students to prepare for professional and graduate school.

Students in Human Ecology preparing for health-related careers craft an education that focuses on prevention and wellness. Our students are confident in their preparation for medical school and for lives as health professionals because they are effective communicators who can incorporate multiple perspectives and critically consider the social, economic and environmental factors that play a role in human health.

Those considering law school can choose coursework and co-curricular experiences that emphasize strong analytical thinking, logical reasoning and effective communication. The Human Ecology curriculum is designed to help students understand the social aspects and human dimensions of the law and motivate them to use their education to effect positive change in the world.

Understanding the role of business in a global society and the factors that influence consumer behavior and decision making are essential in today's markets. Along with traditional skills, Human Ecology students are taught to analyze problems, see possibilities and develop solutions without losing sight of the human component.

Human Ecology students interested in design careers study the impact that design has on how we interact with materials and everyday objects and perform within spaces. Beyond problem solving, our students use planning, resource management, changing technologies and the strategic use of creativity to transform society.

Career Exploration

Human Ecology students are well prepared to enter the global job market, pursue graduate study or engage in community development efforts given their excellent foundation in the liberal arts, understanding of human behavior, and skills in communication, critical thinking, and problem solving. Students graduate with confidence in their education and experiences.

Our advising staff teaches students to thoughtfully plan for and pursue careers that resonate with their interests and values. We help students develop goals, which often evolve with new coursework and experiences. Our hope is to ensure that students and alumni can adapt to the inevitable changes that impact their professional lives.

Students bring their education into deeper focus and recognize its connection to the world through experiential learning. The College maintains its own Career Exploration Center that supports internship, externship and job searches by conducting résumé critiques, career-related workshops, and mock interviews. Students also leverage university career resources to support their career planning.

Recently, 37 percent of graduates pursued immediate employment in business, science and health, education, design, public service/government, and law/policy; 33 percent attended graduate school primarily in medicine/health, law and psychology. The remaining 30 percent pursued other endeavors, such as professional internships, service experiences and travel, or were pursuing graduate/professional school and employment at the time of the survey.*

*Cornell Career Services: Postgraduate Survey





In Their Own Words: Student, Faculty and Alumni Perspectives

Human Ecology provides its students a unique opportunity to explore their interests through an interdisciplinary approach to learning, research and pre-professional preparation. You might be surprised by some of the paths our students, as well as faculty, pursue as they examine human issues and themes that improve lives. We encourage you to be similarly creative as you consider how the College might influence your passion and aspirations.



Sharon Galperin
New Jersey

Major: Human Biology, Health, and Society
Minor: Health Policy

As a pre-med student, I knew that the sciences were vital to my career. However, I was also interested in learning about the broader scope of the medical system. Human Biology, Health, and Society (HBHS) allows me to look at medicine from the psychological, economic and sociological perspectives – as well as the biological – and use those frameworks to become a more well-rounded physician. I would like to eventually practice as an ob/gyn in an urban community.

The nutrition coursework of HBHS has broadened my knowledge of what it means to live a healthy lifestyle and made me more interested in preventative health. I have a more solid understanding of the societal, economic and biological influencers of eating.

I also now realize how intertwined all aspects of healthcare, and society in general, are. There are so many factors – anything from one's education, lifestyle, environment, income and perceptions

– that can influence health and the kind of healthcare people receive. There's certainly no one-size-fits-all solution in medicine.

My time volunteering at a nursing home has shown me that I love to connect and interact one-on-one with others. The residents of the nursing home had such vibrant stories to share. It shaped my interest in the aging process and inspired me to explore the psychology and sociology of aging in my coursework.

Human Ecology has taught me to be skeptical and critical of research. My courses have taught me how to strongly analyze and weigh research methods when looking at data and how to make conclusions based on research data. My research in folate and B12 nutrition has been incredibly meaningful because it has allowed me to extend my learning beyond the classroom and take ownership of a hands-on project. I've been able to build invaluable technical skills in biological research and grow my independence and confidence in my research abilities.

I chose Design and Environmental Analysis (DEA) because it allowed for a more balanced college experience and a breadth of experience in the classroom.

DEA students are interested in sculpting the human experience with space and the built environment. All the majors within the College seem disparate, but they are connected by a care for the human experience.

My freshmen year studio was rigorous with many weekends and late nights spent working with epoxy and wooden beams. I enjoyed the studio because of the diversity of projects. Turning the conceptual problem into a physical solution was incredibly satisfying.

My involvement with Cornell University Sustainable Design (CUSD), a student project team focusing on a range of design projects, has allowed me to grow as a designer and as a leader. I have not run into students with more passion and care for what they do than in CUSD.

My volunteer work at a food pantry in the traditionally disadvantaged Bayview District of San Francisco has shaped my interest in storytelling, showcasing people's stories and the importance of community. I hope my future work has a direct benefit to communities.

Furniture design has always had a special place in my heart. Long term, I hope to have my own studio designing furniture or some other commonplace physical objects. Short term, I want to improve my graphic design skills and enter the design industry through a creative agency of some sorts.



Troy Mock
California

Major: Design and Environmental Analysis

Minor: Architecture



Valerie Reyna
Professor, Human Development

I enjoy thinking about big questions – such as what makes decisions rational or healthy – in ways that cut across disciplines and feel encouraged to pursue those questions, wherever they might take me.

Many mechanisms exist to support research, which have allowed me to take risks in my research and venture into new fields. For example, Extension Fellowships have supported student participation in research-community partnerships that simultaneously test basic theory and deliver programs to reduce unhealthy risk-taking in teens.

I use functional magnetic resonance imaging (fMRI) as an indirect measure of neural activation associated with emotion, inhibition, reward processing, and other cognitive processes. My students and I have also used voxel-based morphometry, psychophysiological interactions and diffusion tensor imaging. By combining these techniques, we aim to better understand the mechanisms of decision-making at different stages of development and to use this understanding to improve well-being.

I have been part of the ISS Judgment, Decision Making, and Social Judgment Project that brought together faculty from human development, economics, law, psychology, and political science. That collaboration has changed the course of my research, extending my theoretical ideas to explain interactions among motivation, impulsivity and affective forecasting.

The College's emphasis on improving the human experience is very important to how I relate to my research and teaching. Fashion is a very powerful part of our lives, and I appreciate the opportunity to view it through the lens of Human Ecology.

I teach my students to be engaged with the larger context of the fashion industry. This includes classroom learning, but also the students' own experiences and observations, which makes for interesting dialogue. The talent of students and faculty colleagues provides an infectious energy that is derived from a diversity of ideas and perspectives.

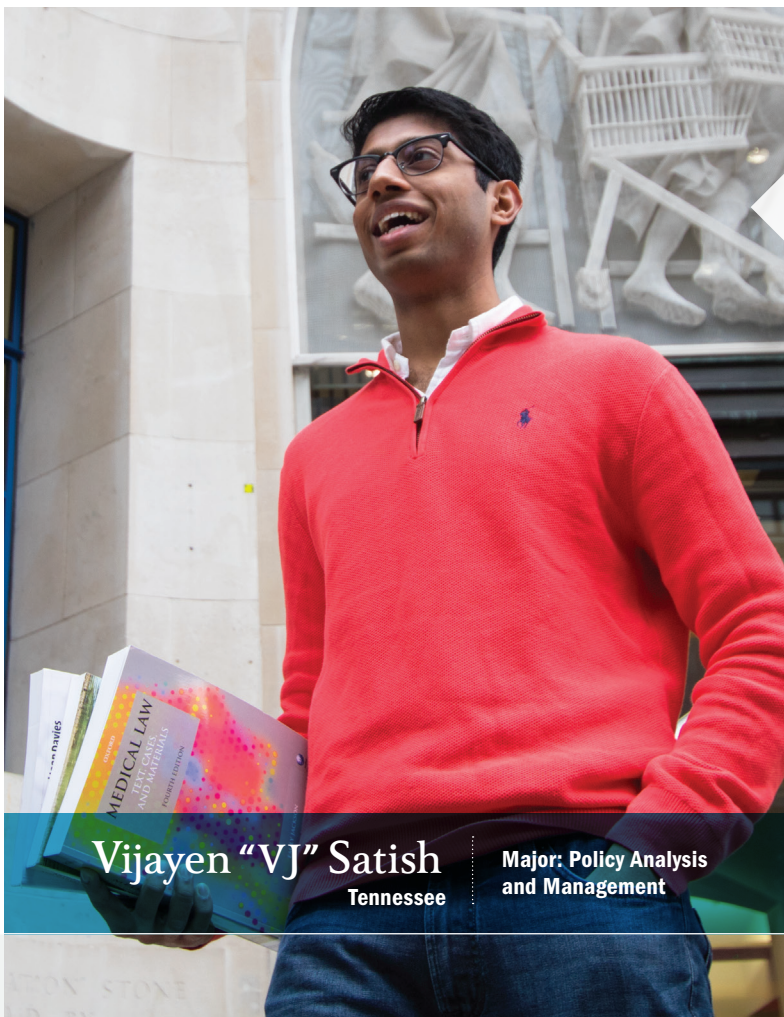
My research focuses on disruptive technologies and sustainability in the fashion supply chain, particularly as they relate to management issues in the industry. These areas will greatly alter many of the practices in the apparel/textile industry in the next 5-10 years. Companies are working to reduce toxins in their supply chains and make their production more transparent. Technology is making fashion information more accessible and enabling more consumer choice.

I am currently working on a sustainable fashion project with a team of student researchers from Design and Environmental Analysis, Fiber Science & Apparel Design and the College of Engineering. We are investigating the potential applications for recycled textile waste, which requires access to the advanced testing equipment and design technology that we have in Fiber Science & Apparel Design, as well as the production and assembly resources in the College's Fabrication and Woodshop spaces. Taking an idea from concept to actual production has been incredibly valuable for this project, and I am so proud of the work that has been produced using the talent and resources available in the College.



Tasha Lewis

Assistant Professor, Fiber Science & Apparel Design



Vijayen "VJ" Satish
Tennessee

Major: Policy Analysis
and Management

When I came across the Policy Analysis and Management (PAM) program, I saw that it offered a unique approach. Through a strong foundation in economics, statistics and public policy, PAM forces students to think qualitatively and quantitatively. Students will constantly ask the question "why?" As a pre-medical student, I view medicine differently than my peers studying biology or chemistry do. I wonder why certain populations get sick and others do not. Why do certain forms of healthcare administration work better than others? PAM teaches me how to ask meaningful questions and find the answers to them.

I specifically chose the College of Human Ecology because I knew that my interests would evolve, and I have learned that that is perfectly fine. The education I will acquire will put me in a strategic position in whatever path I choose because of the variety and foundation in my coursework.

The hidden value of the programs in Human Ecology comes from the people involved. In my first week, I attended a brunch with a few professors from my program and received a research position. That same week, I had my first meeting with my major advisor, who I later learned served as an economic advisor to President Obama. These stories are not unique to just me. My friends in all programs in Human Ecology have had similar experiences.

The College of Human Ecology provides a platform for personal investigation through multidisciplinary learning that connects study to practice, where human interaction is the core focus. I chose to study Fashion Design because the curriculum allows students to gain knowledge about the inner workings of the fashion industry, from textile manufacturing to store planning.

I have been able to tie all of my academic interests into projects that require me to draw on knowledge that goes beyond the fashion world. This focus has been strengthened by working intimately with professors who are able to offer feedback that I can reflect upon and use to further my research. I have been utterly shocked by the amazing facilities at our disposal along with the incredible technicians who help students problem solve so that we are able to create even our most fantastic ideas.

Studying abroad in London at Central Saint Martins and working for fashion brands in Italy and London have taught me valuable skills that I am able to apply to the work in my classes and for collections I have presented at the Cornell Fashion Collective's annual show.



David Wild
California

Major: Fashion Design and Management



Gaby Kubi
Virginia

Major: Human Development
Minor: Education

I knew I wanted to study something related to psychology, but real-world community engagement and having an impact through my studies were also important to me. I wanted to know why people think and grow the way they do, and a big part of this is understanding the different environments we find ourselves in – our schools, our families, the places we consume goods, the institutions we are voluntary or default members of, etc. I knew about the intersectionality that the College prides itself on, but I was surprised by the depth and breadth of this and how current the classes can be.

Last semester, I did field work at a local elementary school, helping out in a second grade classroom. It was so nice to get off campus and think about excellence in terms of things that actually matter, such as seeing the light in a child's eyes when they finally understand how to skip count or multiply. We forget sometimes that we're not just at this university to perform, but that we're also here to learn. It was good to be reminded of that, to help a new generation of students get excited about putting the process of education before the product, to play the part of role model, and to inspire kids.

I'd like to be a clinical psychologist working at a practice with other health professionals, like pediatricians and physical therapists, so families can get integrative care to treat their immediate maladies, as well as improve their health and lifestyle on a longer term. I'd also like to be a professor at a community college and get involved in advocacy work. Some issues that are close to my heart include stereotype threat, finding better assessment alternatives than standardized testing, and decreasing the stigma against mental illness, especially in the sphere of minority families.



My deep interest in the interaction between humans and the built environment informs my research. I focus on workplace spatial design's impact on occupants' environmental satisfaction, interaction and collaboration behavior (which influences individual and organizational productivity) and walking/sitting behavior (which has health consequences) and the human dimensions of sustainable buildings.

Design + Environmental Analysis's human-centered perspective, the emphasis on design thinking and design approaches, the close link between research and design, and the sense of support and trust in the department make this an ideal place.

What has been most compelling about teaching and conducting research in the College of Human Ecology is that I am helping students to connect the dots and synthesize information of critical issues to sustainability. This enables them to make unique contributions to the transformation of our building environment and society.

Students broaden their scope and grow into independent researchers through participating in the entire research process – from research planning to manuscript writing and co-authoring papers, to participating in international workshops and internships.



Ying Hua

Assistant Professor, Design + Environmental Analysis



Laura Tach
Assistant Professor, Policy Analysis and Management

Poverty is a complex and multidimensional social problem, so the tools needed to understand poverty and to develop policy must be multidimensional as well – incorporating different research methodologies, academic disciplines and stakeholders. This approach guides my research and teaching in poverty and anti-poverty policy.

In PAM 3250 – Neighborhoods and Housing Policy – we examine the dynamics of housing and housing markets and the public policies designed to regulate them. Students apply concepts to current events, their own lives and local settings; conduct capstone projects that analyze housing problems in Ithaca and propose policy solutions; and participate in a panel discussion with local homeless service providers and homeless youth.

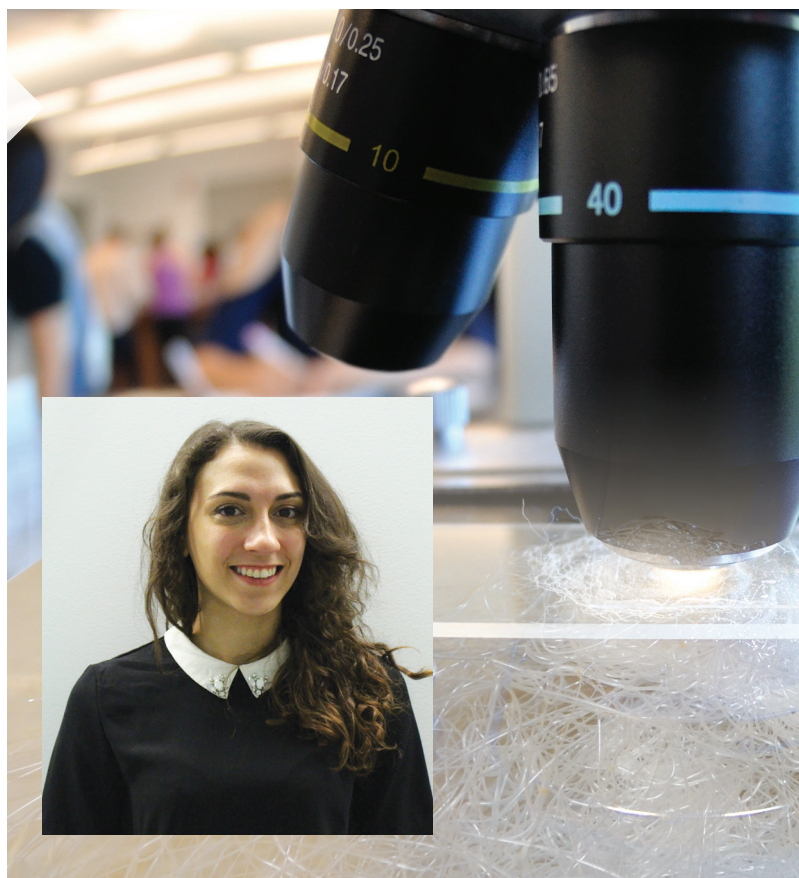
My research focuses on how public policy creates – and potentially disrupts – neighborhoods of concentrated poverty. Studying and living alongside low-income families in urban America, my work revealed the mixed and often contradictory effects these policies have for poor individuals and poor communities. I am currently co-leading a new initiative in the Bronfenbrenner Center for Translational Research. The Cornell Project 2Gen initiative serves as a hub for research, policy and practice focused on supporting vulnerable children and their parents to disrupt the intergenerational cycle of poverty.

I am a faculty mentor for the college’s Peer Partnership Program, which pairs first-year students from underrepresented backgrounds with senior undergraduates and faculty mentors. As a first generation college student myself, I know firsthand how important programs like this are for helping students develop the academic and social support systems critical for collegiate success.

I chose the College of Human Ecology because I was looking for a design program where I could integrate technology and research into the development of clothing that could do more for the wearer. As a transfer student from a traditional fashion design program, I choose the Fiber Science major so I could have a more technical understanding of the materials that go into our clothing and the chemistry behind them.

Through my Human Ecology background, I learned to approach problems from a multidisciplinary perspective – incorporating technical skills, fundamental science and human-centered design practices. I took core courses in my major (Structural Fabric Design, Fibers Fabrics & Finishes, Fiber Chemistry) and paired these with courses from other Human Ecology departments – such as Design and Environmental Analysis classes in ergonomics and accessibility. I also took courses outside the college, for example, I learned CS EE and CAD skills in classes in the College of Engineering.

After graduating from Cornell, I joined the Wyss Institute as a research fellow where my background in fiber science and functional apparel aligned well with the work I was doing. I have decided to continue this research, and I am now a first-year Materials Science PhD Student in the Biodesign Lab at the School of Engineering and Applied Sciences/Wyss Institute at Harvard University. My research is focused on developing responsive textiles and soft sensors for assistive robotic garments that can aid the wearer with mobility.



Vanessa Sanchez '16 Major: Fiber Science
New York



David Pelletier

Professor, Division of Nutritional Sciences

Sometimes a problem in the world fits perfectly with solutions that a single discipline can provide. But this is not the case for the majority of the world's problems, and it certainly is not the case for the problems I work on: those related to nutrition. Nutrition problems are the result of biological, behavioral, social, economic and political factors. These problems, and their proposed solutions, also touch upon deeply held personal and social values. Addressing them requires the development, integration and application of knowledge from many disciplines.

This is why I came to Cornell as a biological anthropologist 33 years ago. The Division of Nutritional Sciences is home to faculty who are experts in a range of biological sciences like molecular genetics, biochemistry, physiology and medicine, and nutrition, as well as biological and cultural anthropologists, psychologists, sociologists, economists, epidemiologists and public health specialists. We examine nutrition through our own discipline and engage in the real world to bring this knowledge to bear.

I have worked on domestic issues like community food security in New York's North Country, childhood obesity prevention in Tompkins County, the role of nutritional supplements in diets of low income consumers, and FDA's regulation of genetically engineered foods. My work has also focused on improving implementation of policies and programs to address

undernutrition in low-income countries. This international work involves collaboration with government agencies as well as international organizations such as UNICEF, WHO and USAID projects and The World Bank. Most recently I and other members of the "Cornell nutrition family" have created the Society for Implementation Science in Nutrition to develop, promote and support a multidisciplinary approach to nutrition problems worldwide.

"Engagement" is emphasized by Human Ecology in undergraduate education and even more so with the advent of Engaged Cornell, a University-wide community engagement initiative. For instance, the Global Health minor and the Global and Public Health Sciences major require that students complete a significant internship in a community or program setting in the U.S. or abroad. We have several internship partners in Tanzania, Zambia, India, Dominican Republic, the Skorton Health Center, Cornell Cooperative Extension in Tompkins County, and Cornell in Washington. Students then enroll in a capstone course that I am privileged to teach, where students work on teams to develop solutions to problems they observed in their internships.

I cannot think of a better place to do engaged research, outreach and education.

Undergraduate Research



The breadth of research happening across College departments allows our students to have meaningful research experiences.

More than 75 percent* of Human Ecology undergraduates participate, or plan to participate, in research as part of their studies. Research opportunities take shape through course work, community engagement and faculty research teams. Students engage in laboratory research; clinical, social and behavioral research with human participants; field-based studies; evaluation of programs, designs and materials; and analysis of socioeconomic trends using large data sets. Independent honors thesis opportunities are also available for students during their junior and senior years.

The College's Bronfenbrenner Center for Translational Research (BCTR) emphasizes translational research as a means to more closely link the College's missions of research and outreach by focusing on research that informs policy issues and debates, and engages community stakeholders at the local, state and national levels in more effective partnerships with College researchers.

In addition, a number of centers, institutes and programs administered by the College of Human Ecology and individual departments promote collaborative work and support our research. A partial list includes: Human Neuroscience Institute; Cornell Language Acquisition Lab; Cornell Population Center; Cornell Office for Research on Evaluation; Institute on Health Economics, Health Behaviors, and Disparities; Ecotecture; and Cornell Institute of Fashion and Fiber Innovation.

*2017 Cornell PULSE Survey

Examples of Research

Huiju Park, associate professor of Fiber Sciences & Apparel Design, has research expertise in functional apparel design. He participates in multidisciplinary research that focuses on thermal protection and comfort of protective clothing and sportswear, design and evaluation of auxiliary heating/cooling garments, mobility of protective clothing and injury risk, footwear design and evaluation, and smart clothing.

Rebecca Seguin, associate professor of Nutritional Sciences, engages in research that focuses on community-based nutrition and physical activity interventions and dissemination research, particularly targeting rural and limited resource audiences to help understand how people's social, food and physical activity environments influence health behaviors, overall quality of life and health outcomes, such as obesity.

Anthony Ong, professor of Human Development, focuses on the dynamic processes that underlie expressions of vulnerability and adaptation across the lifespan, which aims to advance understanding of human development and plasticity across multiple levels of analysis, including emotion-cognition interactions, sociocultural processes and neurobiological systems.

Maria Fitzpatrick, associate professor of Policy Analysis and Management, has expertise in the economics of education, public finance, and labor economics. Her main area of research is the economics of education and encompasses four broad themes that include early childhood education policies, higher education and teacher compensation, benefits and labor supply.

Rana Zadeh, assistant professor of Design + Environmental Analysis, focuses on the safety, quality and efficiency of healthcare – especially for those areas with the greatest need, such as acute settings, elderly care and end-of-life care. As an environmental design specialist, she closely collaborates with stakeholders, community members, practitioners and scientists to work toward solving complex real-life issues that require a multidisciplinary systems approach.

Courses of Note

Coursework in the College offers an inclusive and holistic approach to the preparation and issues that matter. Students see the relevance of the coursework in their own lives, and in broader communities, and customize their education to accommodate evolving interests without feeling confined by their requirements. Students often tell us that our courses were deeply impactful and life changing.

“NS 1150 Nutrition, Health, and Society inspired my interest in nutrition and taught me to be skeptical in science. NS 1220 Nutrition and the Life Cycle taught me practical skills in working in nutrition and opened me up to many of the societal issues that influence diet and nutrition.” ~ Sharon Galperin '18

“The FSAD 1350/60 Fibers Fabrics & Finishes/Fiber and Yarn Analysis Lab was very fun and hands-on and really tied fibers to the chemistry behind them. It's exciting to see how customizable fibers/textiles are for function and aesthetics. I was so excited to learn how to identify fibers through an experimental process.”
~ Vanessa Sanchez '16

“One of my favorite courses was PAM 3280 Fundamentals of Population Health because it changed my perspective on health, healthcare delivery and the determinants of health.” ~ Nader Hashweh '18

“PAM 2350 - The U.S. Health Care System is a right of passage in the College of Human Ecology. It is the ultimate combination of politics, economics, medicine and ethics imaginable. It encourages critical thinking and provides an unbiased approach to analyze health care policies.” ~ Panagiotis Sarris-Michopoulos '18

“My freshmen year DEA studio was rigorous; many weekends and late nights were spent in studio working with epoxy and wooden beams. Yet I enjoyed the studio because of the diversity of projects we worked on, from a reimagination of a famous painting, to a wood bridge that had to carry a brick 100 times its own weight. Turning the conceptual problem into a physical solution was incredibly satisfying.” ~Troy Mock '19

“HD 1170 Adolescence and Emerging Adulthood was one of my favorite classes. Professor Anthony Burrow was always engaging, and the subject really intrigued me. How do we develop during those formative years and what is the science behind that development?”
~ Riley Jameson '18

“I've enjoyed practically all of my courses thus far at Cornell, but my favorite course has been HD 2650 Psychology and Law. The material was so relevant and interesting. From racial profiling to eyewitness identification, the course reinforced my interest in law and highlighted the strengths and weaknesses of the way in which the criminal justice system operates.” ~ Sofia Ellam '19



Connect with Communities

We hope that you pursue more than just a degree, but that you add depth to your interests, be compelled by your work, grow in intellectual confidence and develop a point of view. Connecting with the Human Ecology and Cornell communities, as well as with those beyond campus, is an important way to accomplish this.

Applying your ideas, knowledge and creativity is a fundamental part of your undergraduate education and experience. You will work closely with faculty and staff mentors who will advise you as you shape your real-world opportunities, academic interests and career goals.

The Human Ecology community

Our community provides students with the feel of a smaller college, while they participate in a vibrant campus community with vast resources, support, and opportunities for academic, personal and professional growth. Our programs are world class and our College represents the world. You will meet diverse classmates and faculty from all 50 states and countries across the globe. Students enter the College as freshmen, or as transfer students, bringing a variety of backgrounds and experiences that enhance learning environments in and out of the classroom.

Students deepen their connection to the Human Ecology mission, experience and education through purposeful work with our counseling and advising staff. This group of professionals supports students through academic, professional and personal advising.

“I would describe my work with students around counseling and advising as developmental. I try to foster continuous dialogue about “why” we all do the things we do. This sometimes pushes students to think and reach beyond their comfort level and enroll in classes or participate in extracurriculars they had not envisioned themselves. The best part of my work with students is that I’m always learning from them, which allows me to continuously think about different ways of working with students.” ~ Verdene Lee; Academic, Personal and Career Development; Prehealth Advising; Multicultural Affairs

“I truly enjoy my role as a counselor and advisor in the College of Human Ecology. It is often our great pleasure and privilege to know students from the time that they are admitted to the time they graduate, and be a part of their experience here as it relates to their academic, career, personal and professional development. Because students have selected the College of Human Ecology as a result of our unique collection of majors and are driven by the desire to make life better for people, the relationships that we develop with students are organized around their shared goals, yet often run much deeper than that. I am inspired by the students my colleagues and I work with daily, and this makes my work a delight and an adventure of which I’m happy to be a part.” ~ Deanne Maxwell; Academic, Personal and Career Development; Prelaw Advising

Outreach and Engagement

Active outreach efforts are a long-standing tradition and focus in the College of Human Ecology. Our students have demonstrated a commitment to their greater communities before they arrive on campus and continue their involvement in meaningful ways once here.

Students contribute to our Ithaca and Tompkins County communities through a variety of opportunities in local schools, the Ithaca Youth Bureau, the Southside Community Center, the Ithaca Free Clinic, the Patient Care Advocacy Team (PCAT) at Cayuga Medical Center, local fire departments, rehabilitation and nursing homes, and various community-based organizations, to name a few. The Cornell Public Service Center is a great place to start when considering ways to get involved. Engagement in the Cornell community takes shape through a range of student organizations that span academic, personal and career interests.

Cornell Cooperative Extension puts knowledge to work in pursuit of economic vitality, ecological sustainability and social well-being, bringing local experience and research-based solutions together to help New York State families and communities thrive. To achieve this goal, the College of Human Ecology fosters opportunities for researchers, community-based organizations, Cornell Cooperative Extension associations and New York citizens to engage in partnerships which result in practical solutions to complex real world problems. Our students have been increasingly active participants and partners in this work.

Study Away Opportunities

Our academic majors offer the flexibility to spend a semester studying off campus. How this opportunity takes shape will vary depending on your goals.

Students use College and University resources to plan and prepare to travel the globe and return to campus with fresh perspectives that influence their educational and career goals, and impact their lives.

Our study abroad and exchange programs allow students to gain a global perspective while taking classes, participating in internships, conducting research and pursuing community development roles.

Human Ecology also offers a healthcare focused summer program, Practicing Medicine: Health Care Culture and Careers, in New York City that immerses students in medical culture and practice through clinical rotations and seminars. Additional options include the Capital Semester in Albany, NY and Cornell in Washington programs.



Next Steps

We hope you take a moment to catch your breath as you conduct your college search. Carefully consider the information before you – what you have learned about the institutions that have crossed your path, as well as what you have learned about yourself. Pay attention to your interests and know yourself well enough to make choices that are right for you.

- Start preparing by taking challenging courses, especially in math and sciences.
- Impact your community through engaged leadership and meaningful service.
- Use extracurricular and work opportunities to explore possibilities and test your interests.
- Believe that your interest in impacting human communities is enough on which to base your future.
- Go to human.cornell.edu to get to know us better.
- Visit campus and attend a Human Ecology information session.
- Get questions answered at askezra.cornell.edu.
- Ready to apply? Visit admissions.cornell.edu for admissions requirements, deadlines and more.





About Ithaca

Located in New York State's Finger Lakes region, Cornell's campus boasts a rich landscape and unique community in which to learn and live. Ithaca, New York, is a small city with a big-city outlook and is distinct for the diversity and erudition of its population, its commitment to the arts and civic life and the natural beauty of its environment. Home to Cornell University and Ithaca College, the city offers a college town atmosphere combined with a fusion of pastoral countryside and urban living, tree-lined residential neighborhoods and a lively downtown.

Ithaca has much to offer in the form of entertainment and leisure activities. There are restaurants to suit every taste, occasion and budget. Shoppers can choose from the weekend farmers market on the waterfront and specialty stores on the Downtown Commons, as well as big box options. Community and music festivals and a dynamic theater culture in the Ithaca and surrounding areas throughout the year present additional options.

Outdoor enthusiasts can hike miles of state and local park trails, bike the hilly terrain, sail or paddle on the lake, and go skiing, snowboarding and tubing on nearby mountains. Wine connoisseurs will appreciate the Finger Lakes wine trails, which provide access to one of the great wine-making regions in the United States.

For more information about visiting and staying in Ithaca, see visitithaca.com.

Diversity and inclusion are a part of Cornell University's heritage. We are a recognized employer and educator valuing AA/EEO, Protected Veterans, and Individuals with Disabilities.

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College of Human Ecology

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