THE CORNELL UNIVERSITY MISSION

 Cornell is a private, Ivy League university and the land-grant university for New York State. Cornell’s mission is to discover, preserve, and disseminate knowledge; produce creative work; and promote a culture of broad inquiry throughout and beyond the Cornell community. Cornell also aims, through public service, to enhance the lives and livelihoods of its students, the people of New York, and others around the world.

Cornell’s faculty, students, alumni, and staff strive toward these objectives in a context of freedom with responsibility. We foster initiative, integrity, and excellence, in an environment of collegiality, civility, and responsible stewardship. As the land-grant university for New York, we apply the results of our endeavors in service to our alumni, the community, the state, the nation, and the world.

VOICES
STORIES OF INSIGHT AND EXPERIENCE

Read Cornell’s Voices publication, a collection of essays by faculty, staff, students, and alumni that broadly paints a picture of life at Cornell for the families of new students. The articles of personal reflection include a bit of advice, a brief presentation of institutional roles, and a deeper understanding of Cornell’s ethos and traditions. Articles are accompanied with links, references, and information on university resources.

Voices is available online at: dos.cornell.edu/VOICES.cfm
I am pleased to welcome you to the Cornell community. We value families as our most important partners in supporting students’ growth and development, and we look forward to working with you while your student is at Cornell.

Sending a child off to college signals the beginning of a transformation in family relationships. You have been actively involved in your student’s education, but while parental support is also critical in college, it takes a different form. Your student is learning to govern his or her own life and explore different beliefs and values. For many parents, stepping back and watching this exploration can be a challenge. Families should continue to play an important role in offering support and guidance. Listening, raising questions, and identifying sources of information are concrete ways to help your student learn how to make decisions and make the best use of Cornell’s resources.

We appreciate how much growing up students do while in college. A great deal of emotional and social development takes place during their years at Cornell. Of course, as students learn to make decisions for themselves, they may make mistakes and will certainly face the normal ups and downs of the undergraduate experience. We strive to create a supportive community environment in which students have the opportunity to learn from their mistakes. With each successive year at Cornell, we see students acquire increased mastery over their academic and personal lives.

Cornell embraces the tradition of freedom with responsibility aptly stated by Carl Becker, former Cornell professor emeritus of history and university historian:

If there be any intangible possession which distinguishes this university, it is the tradition of freedom united with responsibility—freedom to do what one chooses, responsibility for what one chooses to do.

Learning how to find answers to their own questions is one of the most important skills students can gain at Cornell. Whether your student is coming to college for the first time or is a transfer student, this guide identifies many of the resources and support services that you can encourage your student to use. The guide also outlines some common situations, such as changing majors or even colleges at Cornell, so you can understand these developments should they arise. In addition, you may find the educational records and student privacy section helpful in understanding our principles and legal obligations to treat your children as a young adults.

We hope this guide, the wealth of information outlined on Cornell’s website specifically for parents at parents.cornell.edu, and our Voices publication will help you direct your students to the appropriate services at Cornell. I hope to see you at New Student Orientation in August. Having sent two children to Cornell, I appreciate what an exciting and challenging experience this can be. Enjoy this time as your students become Cornellians and adults! I look forward to getting to know you and your students and stand ready to help as needed.

Cordially,

Kent Lovering Hubbell ’67
Robert W. and Elizabeth C. Staley Dean of Students
**THE FIRST-YEAR EXPERIENCE AT CORNELL**

The First-Year Experience (FYE) at Cornell provides an orientation to the university, eases the transition to university life, and helps students flourish during their crucial first year. The FYE is based upon a set of goals for a shared experience for new undergraduate students at Cornell. The goals are divided into six categories: academic/intellectual; community principles; diversity and inclusiveness; ethical judgment and action; health, well-being, and developmental; and Cornell traditions and history.

**The North Campus Living–Learning Community**

All first-year students live together on North Campus as part of a living–learning community that fosters academic and intellectual learning, personal development, holistic well-being, and a sense of belonging and connectedness. Faculty-in-Residence (faculty members who live in the residences) and Faculty Fellows play pivotal roles, allowing students to make meaningful connections with faculty members, inspiring learning outside the classroom, making the residence halls a space for learning as well as living, deepening students’ intellectual experiences, and reinforcing the centrality of intellectual life at the university. Also central are the live-in, professional Residence Hall Directors (RHDs), who, with the help of their student Resident Advisors (RAs), create a vibrant, healthy living environment.

**New Student Orientation**

607.255.5808 • 3058 S. Balch Hall • dos.cornell.edu/residential-new-student-programs/orientation

The First-Year Experience starts with a four-day New Student Orientation in late August, which is designed to make the transition to Cornell as seamless as possible and introduce students to Cornell’s academic, intellectual, cultural, co-curricular, and social opportunities. Students begin to acclimate to their new home and make new friends through small-group sessions with student Orientation Leaders, floor meetings with student Resident Advisors, college sessions, and a host of social activities.

Through both university and college-specific programs, new students are introduced to Cornell’s academic and intellectual offerings, academic expectations, and resources and services to support their academic goals and enhance their academic skills. New students exercise their intellectual curiosity and interact with faculty members outside the classroom through the Explore! Series and many other intellectual offerings.

Students are introduced to the university’s values, including Cornell’s commitment to diversity and inclusion, integrity, and civic responsibility. During the orientation program *Tapestry of Possibilities: Diversity at Cornell*, an on-campus, student theater troupe performs thought-provoking and engaging material on race, ethnicity, gender, sexual orientation, class, religion, and other topics. The performances are followed by small-group discussions, moderated by Cornell faculty members and administrators. During an orientation program about academic integrity, students are introduced to the importance of academic honesty and respect for intellectual ideas.

The program *Real Students, Reel Stories* introduces students to the concept of Cornell as a caring community, to the importance of asking for help when needed, and to the multitude of campus resources to support students’ holistic well-being and life pursuits. Through video stories in which Cornell students and alumni share their challenges and triumphs, new students learn how to navigate their first year and thrive.
The Carol Tatkon Center—An Intellectual, Support, and Resource Center for First-Year Students
607.253.4282 • 3058 S. Balch Hall • dos.cornell.edu/residential-new-student-programs/tatkon-center-first-year-students

The Carol Tatkon Center, located in South Balch Hall, is a vital support and resource center for new students. Its mission is to serve first-year and transfer students, and its location, at the base of North Campus, makes it easy to stop by for help or as a good late-night study spot close to the residence halls.

The Center (frequently referred to as the ‘Tat’) was created to connect the academic heart of the university with the residential center of student life on north campus. It serves as a gateway to all the possibilities Cornell offers. Through the center, students connect with resources that foster and shape their academic pursuits, career interests, interpersonal relationships, and personal values. The center is open over 70 hours each week and is staffed at all times by friendly, upper-level students who provide practical advice and an experienced perspective, and whose motto is “Ask Us Anything!”

Regularly scheduled programming and services include:

- Writing Walk-in Service
- Weekly Let’s Talk drop-in counselling with a Gannett counselor
- Reading Strategies Lab, one-on-one help
- Study Skills Workshops presented by the Learning Strategies Center
- Weekly math study groups
- Informal programs with faculty and undergraduate students engaged in research
- Browsing library for pleasure reading
- Onsite laptop-lending service and Net-Print
- Comfortable study spaces
- Art exhibitions
- Carol’s Café, where students can meet with TAs or student groups over coffee

A Note Regarding Transfer Students

The First-Year Experience is for all new students on campus, regardless of their class year. It starts with dozens of events during Orientation just for transfer students. These events are designed not to repeat a student’s orientation experience from a previous institution, but to introduce transfer students to the diverse and rich offerings at Cornell and to allow them to connect with other upper-level students. Throughout the first year, regardless of where a transfer student is living, there are many opportunities to continue learning about all that Cornell has to offer. Programs range from coffeehouses at the Carol Tatkon Center, where students can meet faculty members and learn about different courses, majors, and research opportunities, to intimate receptions with visiting guest lecturers in the apartments of the West Campus House Professor–Deans.

Residential and New Student Programs, Office of the Dean of Students
607.255.5533 • 1501 Clara Dickson Hall • dos.cornell.edu/residential-new-student-programs

Residential and New Student Programs (RNSP) provides a safe, inclusive, and purposeful living and learning environment focused on fostering students’ personal development, critical thinking, intellectual engagement, and social responsibility. RNSP includes new student orientation in August and January, the Carol Tatkon Center, and twenty-one undergraduate residential communities for students across North Campus and Collegetown. Sixteen full-time, live-in professional staff members and over 130 student resident advisors (RAs) work within the residence halls to establish a vibrant, healthy living environment where students can achieve academically, socially, and interpersonally. The Carol Tatkon Center, located in South Balch Hall is an intellectual, support, and resource center for new students that is staffed over 70 hours per week by upperlevel students who can answer any questions students might have.
WHAT TO EXPECT IN THE FIRST YEAR

Family Relationship Changes
Your relationship with your student will undergo many changes during the college years. Particularly during the first year of college, many students teeter back and forth between a continuing need to rely on families and a desire for a new independence. Although confusing and frustrating for families and students alike, this is a very normal part of the process of development that will continue throughout young adulthood. You are likely to experience an adjustment every time your student comes home and every time he or she leaves again. Most students become accustomed to having complete autonomy at school, and some have trouble returning to “family rules” during vacation visits. Meanwhile, you may have become accustomed to peace and quiet, and may be taken aback by the influx of friends, loud music, and phone calls when your student is home—only to be lonely all over again when he or she returns to school.

Student Challenges
Most new college students are living away from home for the first time and must learn to manage their free time, course work, and basic living requirements, such as getting adequate rest and nourishment. It is typical for them to feel lonely and to experience emotional ups and downs during their first weeks at college. They are likely to miss their family and high school friends and the feelings of security and support that those relationships offered. They may look around and imagine that everyone else is happier, smarter, and better adjusted. It takes time for students to feel completely comfortable in their new surroundings.

Learning to Live with Roommates
Learning to live with one or more roommates is also a part of many new students’ experiences. It is not uncommon for roommates to have minor differences. Students are encouraged to work out those differences by talking with each other. Students will often need to make adjustments and reach compromises together. Residence hall staff members are also prepared to help assist students in this process if necessary.
Support and Reassurance

Remember that your student is likely to need your support and reassurance most when he or she is feeling lonely, scared, or vulnerable. It is much easier to share successes with new acquaintances than to discuss problems with them. Consequently, you may not hear about everything going well, but it is very likely that you will get a call when your student needs to express his or her worries about roommate difficulties, looming prelim exams (Cornell’s midterms) and other course work, or a disappointing grade. As painful as it may be for you not to be able to fix it for your student, it is helpful to remember that most often what he or she needs is for you simply to listen and to remind your student of the variety of resources on campus.

Choosing or Changing Majors

Deciding on a college major is an important task and one that many students struggle with during their first two years on campus. It is not uncommon for a student who once seemed sure of his or her choice of major to change majors several times. It may be difficult for you to watch your formerly decisive and focused student become uncertain and confused about whether his or her interests and abilities are best addressed by the major course of study chosen. This is a time of great change and exploration for students and choosing a major is part of the process.

The college or school in which the student is enrolled at Cornell determines the process of choosing or changing majors. Please encourage your student to seek all of the advice available if the choice of a major seems difficult. Urge him or her to talk to advisors, departmental directors of undergraduate studies, faculty members in a variety of disciplines, other students, and staff members in any of the academic and career counseling/student services offices.

Assistance for Students

Listen to what your student says and also be mindful of what he or she does not tell you. If you ever feel that your student is in serious danger or in need of special assistance, call upon the many support services available on campus to help him or her. (See pages 15–17 and 32–33.)

Recommended Reading

These publications can be bought in bookstores, online, or at The Cornell Store.

Don’t Tell Me What to Do, Just Send Money: The Essential Parenting Guide to the College Years by Helen E. Johnson and Christine Schelhas-Miller

You’re On Your Own (But I’m Here if You Need Me): Mentoring Your Child During the College Years by Marjorie Savage

Letting Go: A Parent’s Guide to Understanding the College Years by Karen Coburn and Madge Treeger

I’ll Miss You Too: An Off-to-College Guide for Parents and Students by Margo E. Woodacre Bane and Steffany Bane

By enrolling at Cornell, your student is embarking on an exciting journey of self-discovery that will continue for many years to come. This is also a time of learning and growth for the whole family. As your student prepares to come to Cornell, you may be surprised to discover that you and other family members have mixed feelings about this upcoming transition. Of course, you are excited about the opportunities that await your student at Cornell, but you may also have concerns about how he or she will adjust to college life.
ACADEMICS: EXPECTATIONS AND INTEGRITY

The academic transition from high school to Cornell can often be daunting for new students. Many families are concerned about how their student will adjust to the increased academic expectations of college-level work. While it is true that your student is highly talented academically, the same can be said of all other Cornell students. Your student will soon be studying with students from across the country and the world who were equally outstanding in their secondary or preparatory schools. It is therefore unrealistic to expect that your student will continue to be at the top of the class in every course.

The adjustment to the university’s academic demands is a major one, and it may take a semester or two before your student feels comfortable with those demands. Many new students (and their families!) find it difficult to alter their expectations of themselves and goals for academic achievement. Try to express your interest in your student’s academic progress without applying too much pressure about, or being critical of, grade performance. The good news is that most students do learn to balance the many demands on their time and energy after an initial period of trial and error. Throughout it all, it is important for you to reassure your student that you have confidence in his or her ability to handle the academic challenges and everyday problems that lie ahead.

Integrity is a fundamental value of the Cornell community, and Cornell takes academic integrity very seriously. As Cornell’s Code of Academic Integrity states, “Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded on the concept of honesty with respect to the intellectual efforts of oneself and others.” Thus, students are expected to do and take responsibility for their own work and to acknowledge their use of others’ work.

New students must understand that academic integrity is more rigorous in college than in high school—closer to the norms of the academic professions—and in some ways more problematic. For example, new students sometimes think that they need to footnote only direct quotations. In fact, they also need to footnote ideas they use from any source. A complicating factor is that some courses emphasize cooperative learning. What does this imply about doing one’s own work? The implications may vary from course to course and from situation to situation. Students need to be sure they understand the rules in any given course. When in doubt, they should ask their instructor. Certainly, though, when students are permitted to help each other or receive help from parents, they must acknowledge the assistance.

If your son or daughter asks you for help with a paper or other academic exercise, please consider the implications of such assistance. It might violate course rules and the Code of Academic Integrity. Whether or not it constitutes academic dishonesty, helping your student at this stage in her or his academic career may not be appropriate. After all, students are at Cornell to learn how to be intellectual adults by acquiring skills in independent critical and analytical thought. Helping them to foster those skills is a wise investment.

We urge you to discuss with your student the importance of ethical conduct and academic integrity and to encourage him or her to learn Cornell’s requirements for academic integrity. When your student arrives on campus in August, he or she will be required to attend an orientation program about academic integrity. All new students are also given a copy of The Essential Guide to Academic Integrity at Cornell, which contains Cornell’s Code of Academic Integrity, as well as educational materials designed to help new students learn the requirements and key concepts of academic integrity. This booklet can be found online at dos.cornell.edu/residential-new-student-programs/academic-initiatives.
ADVISING IN THE UNDERGRADUATE COLLEGES OF CORNELL

The relationship between advisor and advisee at a university is best described as a professional consultation, in which the student and the academic advisor take joint responsibility for the success of the relationship. As in any professional consultation, students have the right to seek other advice if they are not getting what they need; however, students need to remember that they share responsibility for developing this advisor/advisee relationship. The advisor and advisee will not necessarily build a personal friendship, nor will the academic advisor necessarily be equipped or prepared to give advice on personal problems. The goal for the student in an academic advising relationship should be to obtain useful advice about educational interests and to design an appropriate program of study to enhance and develop those interests.

Student’s Responsibilities

- Take the initiative to make an appointment with the advisor and then keep that appointment or notify the advisor if the student needs to cancel or reschedule it.
- Take an active role in preparing for, and participating in, the advising session.
- Read the relevant sections of Courses of Study and the materials distributed by the college office of undergraduate instruction.
- Think about specific questions for the advisor.
- Explore referrals from the advisor if a broader range or depth of advising is required.
- Take the initiative to change an academic advisor if the relationship with the assigned advisor is not productive.
- Take responsibility to ensure progress toward the degree. Each student is responsible for meeting the specific requirements for acceptance into a major area of study and for completing the requirements for graduation.

Academic Advisor’s Responsibilities

- Be knowledgeable about the structure of the curriculum in his or her college and be able to refer elsewhere when necessary. Although Cornell faculty members are all highly trained and knowledgeable in their specific disciplines, they are not always able to give advice on other disciplines at the university. Most do, however, know where to look or to send students for additional advice when necessary.
- Help students select courses and formulate an academic plan of study. Although the advisor may discuss graduation requirements with the student, in the end, the student is responsible for knowing and accomplishing what is necessary to earn a degree.
- Help students think about their undergraduate education in the context of their long-range goals.

Pages 8–14 outline the seven undergraduate colleges’ approaches to advising and include relevant contact information.

Each of the seven undergraduate colleges within the university organizes its academic advising system to support its particular educational mission and to provide a variety of advising opportunities for students. Certain underlying principles and assumptions about academic advising, however, may provide useful background for you when your student speaks with you about his or her Cornell experience.
Cornell remains committed to creating and applying “knowledge with a public purpose.” The College of Agriculture and Life Sciences (CALS) is proud to be the flagship land-grant college at Cornell that focuses on the areas of food and energy systems, economic and community vitality, environmental sciences, and life sciences. Whether in New York, across the United States, or around the world, CALS students and faculty and staff members are working to create sustainable improvement in the lives of people in this generation and the next.

CALS Student Services offers a supportive environment of one-stop college services that provide critical tools, resources, and information to assist CALS students throughout their college experience and beyond. Its dedicated staff members provide individualized attention related to career development, study abroad and international opportunities, academic progression, advising, and diversity programs.

Students may utilize the resources and staff of the Student Services office when seeking advice, consultation, and support for a variety of reasons, including academic and course concerns, college procedures, graduation requirements, personal and family issues, stress management, and time management. Academic advising is tailored to the interests of students by major, with each student being assigned a faculty advisor.

Friendly and knowledgeable staff and faculty members will help guide your student toward success in CALS and at Cornell.
In the College of Architecture, Art, and Planning (AAP), we teach and practice architecture, fine arts, and city and regional planning as creative and powerful forces with the potential to improve the world. We prepare our students to address the complex problems of the 21st century through the application of the art and science of design. Providing rigorous theoretical training and studio experiences, we encourage imagination, technical creativity, critical thinking, a sense of history, and the development of a social, ethical, and artistic perspective. We advocate for the rights of all communities and all individuals to participate in the planning of their futures, as we prepare our graduates for their role as world citizens in a diverse yet inclusive society.

AAP assists new students with their adjustment to the university by offering guidance from the Office of Academic Services, as well as department faculty and staff members. Academic Services staff members help new AAP students with a variety of issues including time-management and organizational skills, pre-enrollment and course choices, and personal questions. The Office of Academic Services also handles all matters concerning student records, such as transfer and AP credit, as well as graduation requirements.

Over the summer, new students are assigned a faculty advisor in their department. These advisors share professional advice regarding academic issues, including future course selection, graduate studies, and current trends and research within a given field. Incoming AAP students can also gather information about student living, recreational activities, and university resources from upper-level students in the college.

With the aid of academic services staff members, faculty advisors, department staff, and student ambassadors, new students develop the tools necessary for a smooth transition into college life and for establishing close relationships among the members of the AAP community.
During the three trimesters of the academic year in 1868–1869, the liberal arts curriculum at Cornell consisted of approximately 120 regular courses. This year, Arts and Sciences alone will offer more than 2,000 courses.
Engineers have always been problem solvers, but today’s emphasis on collaborative work transcends traditional departmental boundaries and brings together the best minds from across the disciplines with profound results. Cornell engineering students, immersed in this atmosphere of discovery, learn from and work with faculty members who are pioneering new knowledge at the forefront of engineering sciences. Participation in this research-enhanced environment opens a world of possibilities for students and produces critical thinkers and creative leaders. Grounded in more than a century of invention and excellence, Cornell Engineering is committed to making a real difference in human health, quality of life, and a better understanding of our physical world.

The College of Engineering has a multi-tiered system for academic advising. With the assistance of an assigned faculty advisor and student peer advisors, new students begin their engineering education with the Common Curriculum. New students are enrolled in the First-Year Engineering Seminar, which provides frequent contact with faculty advisors and a small-group setting for exploring the curriculum, aspects of various engineering careers, engineering research, and study and examination skills. Students will be assigned a new faculty advisor when they enter a major program, typically before the spring semester of their sophomore year. Students may also receive advising and assistance from the offices of Engineering Advising, Diversity Programs in Engineering, the Associate Dean for Undergraduate Programs, and the Assistant Dean for Engineering Student Services.

The Engineering Family Guide web pages can be found at engineering.cornell.edu/alumni/family. Family members can also register to receive *The Sundial*, the weekly electronic newsletter for undergraduates in the College of Engineering. Find it online at engineering.cornell.edu/news/sundial or send an email requesting subscription to sundial@cornell.edu.
Welcome to the School of Hotel Administration (SHA), the best grounded business program in the world. Since its founding in 1922, it has greatly expanded its influence in business education—maintaining its roots in the science of managing hotels and restaurants while growing its expertise in such disciplines as real estate, finance, marketing, entrepreneurship, operations management, and leadership. SHA students learn how to run a business; that’s what makes them outstanding executives and entrepreneurs. They can go anywhere with this degree, and they do.

In addition to a rewarding and challenging classroom experience led by top faculty in the field, SHA offers students a multitude of experiential learning opportunities—from running a virtual hedge fund to helping operate the Statler Hotel to participating in competitions in restaurant development, business-ethics or real-estate case analysis, or entrepreneurial business development.

New SHA students are paired with faculty advisors, who guide the students as they explore the links between the curriculum and their career interests. Faculty advising supports students’ academic, career, and personal development, and it can serve as the foundation for a lifelong mentoring relationship.

Staff members in the Office of Student Services complement faculty advising, guiding students on scheduling and graduation requirements. They also serve as career management experts, who help students pursue internships and full-time positions that fulfill their interests and goals.
The College of Human Ecology teaches students to understand the world by identifying broader themes in human nutrition, health, and genomics; design and technology; development and the life course; and economic and social well-being. Through a focused, interdisciplinary education, its students engage in intense and thoughtful inquiry blended with dynamic problem solving.

Advising in the College of Human Ecology is provided by faculty advisors within each major and by college counselors. Faculty advisors can help students choose courses, identify research opportunities, and assist with issues related to fields of study. Counselors in the Office of Student and Career Development help students explore and define personal, academic, and career goals; obtain an overview of college and university programs; understand college policies and curriculum; and identify resources for academic and career planning.

Families can help students by encouraging their use of advising and counseling resources to help make decisions, solve problems, and plan for the future.

The 89,000-square-foot new Human Ecology Building provides high-tech research laboratories; multipurpose classrooms; studios for drawing, design, and fabrication; a spacious gallery; community spaces; and seminar rooms.
Your ILR student will be able to draw on the resources of a large university while also getting the personal attention of a small college.
Cornell University Library  
607.255.4144 • 201 Olin Library • library.cornell.edu

One of the leading academic research libraries in the United States, Cornell University Library is an integral partner in teaching, research, and learning at the university. The library offers extensive collections, cutting-edge programs and facilities, a full spectrum of services, and a deep network of digital resources.

The many libraries across campus represent the depth and breadth of the university’s academic offerings—and they are more than just places to study. With rich physical and virtual collections, modern computer labs and multimedia facilities, wireless network access, quiet areas for individual and group study, lender laptops, and a host of exhibitions drawn from its remarkable collections, the library is an active and inviting center for the discovery of information and the celebration of knowledge. The staff, which includes more than 100 professional librarians, provides students with award-winning service, including workshops and one-on-one help navigating the global information environment.

For online access to a world of information, connect to the library’s website at library.cornell.edu to search the library catalog and a variety of electronic databases, read an electronic book or journal, view a library exhibition, renew a book, chat with a librarian, and more. Real-time help is just a click away through the “Ask a Librarian” link, and students can download an iPhone app to search the catalog, access their accounts, and check on library hours. For a quick introduction to the library, visit getstarted.library.cornell.edu.

Get Involved in Research  
607.255.6445 • 501C Day Hall • undergraduateresearch.cornell.edu

Cornell students participate in research in most departments and are involved in all kinds of projects, whether writing books, developing computer programs, or purifying proteins that cause disease. Additionally, Cornell professors lead research teams and want undergraduates to be part of those teams. Cornell’s Office of Undergraduate Research develops programs and resources to help students think about the possibilities and get started.

Office of Academic Diversity Initiatives  
607.255.3841 • 200 Computing and Communications Center • oadi.cornell.edu

Working closely with Cornell’s undergraduate colleges, the Office of Academic Diversity Initiatives (OADI) provides individual and group support for academic pursuits and organizations. OADI is a place of lively discussion and interchange—a family environment in which to feel at home and speak openly—and is a strong voice of advocacy across Cornell. OADI works to help students get the most out of Cornell and to assist Cornell to benefit more fully from inclusive excellence.

Learning Strategies Center  
607.255.6310 • 420 Computing and Communications Center • lsc.cornell.edu

The Learning Strategies Center (LSC) is Cornell’s central academic support unit. It provides supplemental courses, free tutoring, study skills courses and workshops, and reading and statistics labs that help students develop effective strategies to excel in their rigorous Cornell coursework. Last year, more than 12,000 student visits were made to LSC office hours, tutorials, workshops, and consultations, and more than 2,000 students participated in its supplemental instruction and study groups. All LSC services are free to Cornell undergraduates.
Cornell Career Services
607.255.5221 • 103 Barnes Hall • career.cornell.edu
Cornell Career Services comprises both college career offices and university-wide services. The offices work together to help students solidify their career goals, develop job-search skills, and make the transition from Cornell to a first job or to graduate or professional school. Students can meet by appointment or on a walk-in basis with professional advisors, counselors, and peer advisors.

The college career offices offer a variety of career-development services tailored to the curricular and career goals of their students. University services in Barnes Hall are open to all students and include career exploration and career counseling, pre-med and other health careers advising, pre-law advising, professional- and graduate-school application advising, support for prestigious fellowship candidates, management of the Health Careers Evaluation Committee, and coordination of on-campus recruiting and online postings of summer internships and full-time job openings.

Cornell Career Services uses a web-based software system, CCNet, that allows students to receive email notices about upcoming career events; identify and communicate with alumni mentors; view listings of and apply for full-time positions, internships, and summer jobs; participate in on-campus recruiting; and gain access to resources, such as Optimal Resume, Peterson’s Guides, LinkedIn, Versatile PhD, and Salary Wizard.

Writing Walk-In Service
607.255.6349 • 174 Rockefeller Hall • arts.cornell.edu/knight_institute/walkin/walkin.htm
The Knight Institute Writing Walk-In Service is a free service available to Cornell’s undergraduate writers—for applications, presentations, lab reports, essays, research papers, and more. Trained graduate and undergraduate tutors are available five days a week, Sunday through Thursday. Writing tutors serve as responsive listeners and readers who can discuss specific pieces of writing or questions about writing. They can consider questions of confidence, critical reading, analytic thought, and imagination. Many writing tutors also have experience working with non-native speakers of English. Tutors are available on a drop-in basis or by appointment at several campus locations. Students can visit the website for more information and to schedule an appointment.

Mathematics Support Center
607.255.3905 • 256 Malott Hall • www.math.cornell.edu/msc
The Mathematics Support Center specializes in helping students with calculus, but also provides help with upper-level mathematics courses and with mathematical concepts students encounter in other courses. Free tutoring is offered on a walk-in basis. Review capsules are available in the center and on the website.

Office of Undergraduate Biology
607.255.5233 • 216 Stimson Hall • biology.cornell.edu
The Office of Undergraduate Biology provides a warm, welcoming environment that encourages conversation between peer or professional advisors and students seeking academic advice. Services include free tutoring, walk-in academic advice, career talks, information fairs, and guidance on how to become involved in undergraduate research.
Cornell is committed to ensuring that persons with disabilities have equitable access to all university programs, services, and employment. Students who require modifications for access must register with Student Disability Services and provide medical, learning disability, or psychological documentation. Disability-related accommodation may include academic accommodation, accessible campus housing, and transportation. Advance notice of accommodation requests will better enable Student Disability Services to meet students’ needs. All inquiries about disability services are confidential. For more information, email us at sds_cu@cornell.edu.

Office of Internal Transfer and Concurrent Degrees
607.255.4386 • 200 Computing and Communications Center • internaltransfer.cornell.edu

College can be an eye-opening experience in many ways. For some students, this might mean discovering that they are interested in a different field of study and realizing that transferring to another college is in their best interest. Or they might find that the philosophy and identity of another college is a better fit. Students who find themselves in these situations can apply for internal transfer. The Office of Internal Transfer and Concurrent Degrees advises students and facilitates the internal transfer process. They offer advice to students who need help navigating the process, are unsure whether they fulfill the requirements for an internal transfer, cannot decide between the offerings available in different colleges, or for any other reason want to talk to an adviser about internal transfer options. Students can visit the website to find more information and to make an appointment with an adviser.

EDUCATIONAL OPPORTUNITIES BEYOND ITHACA

“Thinking otherwise” is a Cornell tradition and a consequence of a Cornell education. Cornell offers a variety of off-campus and international programs, credit-bearing or not, during every academic term. Cornell provides many opportunities for students to spend one or two semesters at universities in other countries to take courses and experience another culture. Programs such as Cornell in Washington, Urban Semester, and the Capital Semester in Albany allow students to take advantage of opportunities in the U.S. and abroad. Students learning in a program on biodiversity and natural resource management.

Cornell Abroad
607.255.6224 • 300 Caldwell Hall • cuabroad.cornell.edu

Cornell Abroad runs international programs, facilitates enrollment in top universities and study abroad centers, and provides access to research, internships, and service-learning worldwide. Several colleges offer their own programs abroad, which are tailored to curricular needs, such as AAP’s Cornell in Rome. Opportunities exist for every major. Students who plan early maximize their options. Students work with advisors to integrate off-campus programs with their academic and personal goals. Financial aid applies to all approved semester/year programs. A variety of funding sources are available for other options.
LIVING ON CAMPUS

Living on campus gives students a chance to live with and learn from a community composed of students and faculty members from all over the world. Residential staff and faculty members live and work with students to develop programs, projects, and social activities, and to create the best possible atmosphere for academic achievement, intellectual exploration, and personal development. First-year, sophomore, and transfer students are guaranteed university housing provided they meet university deadlines.

The Living–Learning Experience and Faculty Involvement
Cornell is extremely proud of its unique Living–Learning Experience and its two Living–Learning Communities. The North Campus Community is for first-year students, as discussed on page 2.

Faculty-in-Residence and Faculty Fellows give first-year students the opportunity for creative, intellectual, and cultural interactions with faculty members and peers beyond the classroom in an atmosphere of discussion and debate that promotes intellectual exchange, curiosity, and exploration as core values of a Cornell education. The Carol Tatkon Center, Cornell’s intellectual, support, and resource center for first-year students, is integral to the North Campus Living–Learning Experience and provides a host of services, programs, and resources (for more information, see page 3).

The West Campus House System offers upper-level students an actively engaged community of their own—one that fosters personal discovery and growth and nurtures scholarship and creativity in an environment of collegiality, civility, and responsible stewardship. The West Campus House System emphasizes informal interaction with faculty members, self-governance, social and cultural programming, privacy, and independence. It includes five houses, each led by a House Professor-Dean who lives in the house. Each house also has 30 affiliated House Fellows who interact with residents during meals and programs. What student residents on West Campus will find—and help to build—is a natural extension of the experience they shared as first-year students on North Campus.

Community Centers
There are three main community centers on campus where students can gather to eat, meet, or enjoy programs. Robert Purcell Community Center and Appel Commons are located on North Campus, and Noyes Community Recreation Center is on West Campus. Willard Straight Hall on Central Campus is a vibrant and well-loved student union, serving as the central spoke of Cornell’s wide-reaching campus activities.

Cornell Dining
Cornell Dining is considered one of the best university food service providers in the nation. Students enjoy daily variety and world-class quality at Cornell Dining’s 30-plus locations, including all-you-care-to-eat dining rooms, plus cafés, coffeehouses, food courts, and convenience stores. For students with special dietary requirements, for health, religious, ethical, or lifestyle reasons, or due to food allergies, Cornell Dining can accommodate their needs and work with them to create individualized menus.
Housing for First-Year Students
All first-year students live together on North Campus, a vibrant community made up of 20 residential buildings, two active community centers, the Carol Tatkon Center for First-Year Students, five Cornell dining eateries, two athletic facilities, and outdoor areas for recreation and sports.

Students live in traditional residence halls or in Program Houses. All are coed with the exception of Balch Hall, which is open to first-year women only. Program Houses are themed residence halls celebrating a special interest or cultural identity. Both options offer live-in staff support, opportunities for faculty interaction, cultural and educational programming, and social activities.

Housing for Transfer Students
To help new transfer students transition into Cornell’s upper-level community, most are placed in a West Campus House or upper-level residence hall—both communities for sophomores, juniors, and seniors. Others choose to live in Program Houses (themed residence halls) for first-year and upper-level students or in Cooperative Houses (co-ops), home to upper-level students only. Whenever possible, transfer student rooms are grouped together to facilitate friendships with other new students.

Housing Beyond the First Year
Sophomores are guaranteed university housing as long as they participate in the Housing Lottery and Room Selection process for on-campus housing, which takes place at the beginning of each spring semester. Housing options for upper-level students include:

- The West Campus House System—an actively engaged community made up of five houses, each led by a distinguished Cornell professor
- Upper-level residence halls—an extension of the first-year residence hall experience on North Campus, with buildings located in Collegetown and on West Campus
- Program Houses—themed residence halls where students can develop and immerse themselves in special interests
- Cooperative Houses (co-ops)—unique, collaborative communities that are university owned, but student governed

Students who choose not to live on campus may rent an apartment or house nearby or live in an independent (not university-owned) cooperative community. Many students who join a fraternity or sorority decide to live in their respective chapter house for their sophomore year and sometimes beyond.

Off-Campus Living
If your student chooses to live off campus, the Office of Fraternities, Sororities, and Independent Living (OFSIL) website has resources available that will assist him or her in creating a successful off-campus living experience. The site also contains a database of available apartments, houses, and rooms within walking distance and on bus routes to the university. OFSIL does not endorse or recommend any of the property owners on the listing website, but there is plenty of high-quality housing available in Ithaca. Please remember that once an off-campus housing lease is signed, it is a binding agreement. Therefore, your student should not rush into signing a lease. It is important to encourage your student to look very carefully at all housing options and seek assistance from OFSIL. Although OFSIL cannot make rental arrangements, negotiate contracts, or litigate on behalf of tenants, staff members are available to help students review lease agreements. Students living off campus should be sure to obtain renter’s insurance unless insurance coverage is provided by a parent’s homeowner’s policy.

Contact Information
Housing • 607.255.5368 • housing.cornell.edu
Off-Campus Living • 607.255.2310 • dos.cornell.edu/off-campus-living
Residential Programs • 607.255.5533 • dos.cornell.edu/residential-new-student-programs
West Campus House System • 607.255.5368 • westcampushousesystem.cornell.edu
CAMPUS SAFETY

Cornell Police
911 (Emergency from campus phones) • 607.255.1111 (Non-emergency or from cell phones) • 607.255.1113 (TDD) • G2 Barton Hall • cu_police@cornell.edu • www.cupolice.cornell.edu

Cornell Police is the accredited law-enforcement agency for the Cornell community, whose primary objective is to enhance safety and security on campus. Authorized to enforce local, state, and federal laws, Cornell Police officers are on duty 24 hours a day, 365 days a year. Cornell Police personnel are individuals who have shown a particular interest in, and sensitivity to, working in a college environment to promote as safe and secure an environment as possible.

Cornell Police works hard to keep the Cornell community safe by establishing and administering security and crime prevention programs, responding quickly and decisively when called upon, remaining alert to danger, and avoiding any sense of complacency. The Public Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education. For more information, visit the Department of Education website at ope.ed.gov/security/search.asp or call Cornell Police at 607.255.1111. Each August, Cornell Police publishes an annual security report Campus Watch, which includes the detailed crime statistics required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Higher Education Opportunity Act. This report can be found at www.cupolice.cornell.edu/annual_report/annual_report.cfm.

Although numerous departments and offices at Cornell provide students with the information and means to help achieve a safer environment, each individual is responsible for his or her personal safety. Students should lock their rooms or apartments, offices, and labs when they leave; never prop locked doors open; never leave valuables unattended; and report to Cornell Police crimes and suspicious activities on campus.

Operation Identification
Cornell Police has a nationally recognized program for engraving valuable property with a personal identification number traceable throughout the U.S. and Canada. If the property is stolen and recovered, this number will enable police to return the property to its owner. Electric engravers may be borrowed from Cornell Police, at no charge, for marking valuable property.

Blue Lights: Phones, Escorts, and Bus Service
Blue lights throughout the campus mark the sites of direct telephone lines to Cornell Police for information or emergency help. Blue Light Escort Service also provides walking escorts for anyone traveling to and from campus buildings and the vicinity. Escorts are available from dusk to dawn seven days a week during the academic year, except during official breaks. Students can arrange an escort by calling 607.255.7373 or picking up a Blue Light Phone. Blue Light Bus Service schedules and routes can be found at tcatbus.com; see information on routes 92 and 93.

Laptop Security Program
Cornell students, faculty, staff, and alumni can now register and protect their laptops at no charge. For information, visit frontdoorsoftware.com/cornell.

Key Registration Service
Cornell Police maintains a free key registry service available to members of the Cornell community. A student is given a key tag that should be attached to his or her key ring. If a student loses his or her keys, the keys will be returned to Cornell Police if the finder places them in the U.S. or campus mail.
The Office of the Judicial Administrator receives and investigates alleged violations of the Campus Code of Conduct, including allegations of sexual violence and harassment (contained in Cornell’s Policy 6.4). The Code sets forth behavioral expectations and rules of conduct to keep the community safe. Anyone, whether or not a Cornell community member, who believes that he or she has been victimized by a Cornell community member should contact Cornell Police or the Judicial Administrator to discuss those concerns.

The Campus Code of Conduct

The Campus Code of Conduct is intended to define conduct that is threatening to, or is otherwise unacceptable in, the Cornell University community. This includes serious infractions such as assault, sexual assault, harassment, and hazing. It also includes more common, nonviolent behavior that violates campus policy and, in some instances, New York State law. Some examples of code violations are underage drinking, use of illegal drugs, and possession or use of fake identification. When students violate the Campus Code of Conduct, they are referred to the Judicial Administrator.

It is important for students to be aware of their surroundings and to exercise good judgment. It is against the Code and the law to swim in areas not designated as swimming areas. Swimming in the gorges is extremely dangerous and illegal, and a serious threat of drowning exists, regardless of swimming ability.

Sexual Violence Prevention

Cornell University has a long standing commitment to preventing and responding to sexual violence, and to making the campus a safe, inclusive environment for faculty, staff, and students. The university will not tolerate sexual abuse, rape, sexual assault, domestic violence, intimate partner violence, stalking, sexual coercion, or other forms of sexual violence by or against students, staff, faculty, alumni, or visitors. University Policy 6.4 prohibits all members of the university community from engaging in sexual assault/violence. Policy 6.4 also prohibits community members from engaging in prohibited discrimination, protected status harassment, and sexual harassment, which includes sexual assault/violence. In compliance with applicable federal, state, and local legislation, the university maintains processes to provide redress and remediation to individuals who believe they have been the victims of these acts. All new students participate in a required education program aimed at preventing all forms of sexual misconduct. In addition, the Sexual Harassment and Assault–Response and Education (SHARE) website is a resource for the entire Cornell community that includes information about support, reporting options, education, and advocacy opportunities. Further information can be found at share.cornell.edu.

Good Samaritan Protocol

To encourage students to call 911 in alcohol emergencies, Cornell University provides a Good Samaritan Protocol that reduces the judicial consequences typically associated with illegal alcohol or other drug consumption. The Good Samaritan Protocol can extend to the caller, the person in need of medical assistance, or the organization hosting the event in which alcohol was consumed. For more information about the Good Samaritan Protocol, go to goodsam.cornell.edu.

Transportation Services

Students should carefully review their transportation options before bringing a vehicle to Cornell. Ithaca has a robust public transit system (tcatbus.com), a carshare program (ithacacarshare.org), a rideshare network (zimride.com/cornell), and a bike-sharing program (bigredbikes.cornell.edu). New-to-Cornell students automatically receive free, unlimited TCAT bus access in their first year as a matriculated student. All cars, bikes, motorcycles, and mopeds parked on campus must be registered with Transportation Services (myparking.cornell.edu). Student parking permits may be purchased online (myparking.cornell.edu). Parking restrictions are strictly enforced.
HEALTH AND WELL-BEING

Gannett Health Services
607.255.5155 • 110 Ho Plaza • gannett.cornell.edu

Good health is essential for academic success and full enjoyment of college life. Gannett Health Services, an accredited health care organization facility located on central campus, provides primary care medical services, mental health services, and health education for all Cornell students. Guided by a model of integrated care for the whole person, Gannett strives to provide high-quality services that are convenient, cost-effective, confidential, sensitive to the diverse needs of individuals, and responsive to the ever-changing needs of the campus. Gannett primary care providers (physicians, nurse practitioners, and physician assistants), nursing staff members, and counselors have skills and experience to serve the health care needs of members of an academic community like Cornell. Gannett staff members will work with your student to care for illnesses, injuries, and mental health concerns and help them learn to protect and enhance their health.

Confidentiality
All medical care and counseling at Gannett is confidential. Health care records are completely separate from all other university records. Gannett Health Services staff members confer with one another as needed to provide integrated care for your student; in the event of necessary treatment at Cayuga Medical Center or another hospital, the hospital and Gannett will share relevant health information for continuity of care. Otherwise, Gannett will not release any information about a patient without the patient’s written permission, except as authorized or required by law, or in our judgment as necessary to protect the patient or others from a serious threat to health or safety. Gannett uses an electronic health records system, which provides a web portal (myGannett) to facilitate secure communication with established patients.

Eligibility and Fees
Gannett provides all students with quality on-campus care. Enrolled students can access most services at Gannett for only $10, as student visits are subsidized by both central university resources and pre-paid contributions from students. (Students on Cornell’s Student Health Plan (SHP) contribute a portion of their premium; students with private insurance pay a health fee.) Examples of services all students can receive at Gannett for the $10 visit charge include:

- most health visits (medical, mental health, nutrition, physical therapy, preventive)
- medical supplies (when connected to visits)
- x-rays and in-house lab tests
- screenings for sexually transmitted infections (STI)
- flu shots

Students with the Cornell SHP receive additional services for only $10. Those with private insurance should carefully check their plan for details about on-campus coverage.

Pre-existing Conditions
Students who have a pre-existing condition or chronic health problem, such as diabetes or asthma, an eating disorder, or depression, will find it helpful to have a summary letter sent from their home physician or counselor. Upon arrival at Cornell, they should schedule an appointment at Gannett; this will give students the opportunity to become acquainted with a health care provider, discuss concerns before a problem develops, and arrange for transfer of all relevant medical information to Gannett. In addition to primary medical care, Gannett provides mental health services; allergy shots, immunizations, and travel shots; urgent care; minor surgical care; sports medicine; gynecology and sexual health care; pharmacy, laboratory and radiology services; physical therapy; and massage therapy.
Counseling and Psychological Services (CAPS)
607.255.5155 • 110 Ho Plaza • gannett.cornell.edu/caps

Many students benefit from talking with someone who is not a part of their everyday life on campus to help sort out thoughts and feelings, increase self-understanding, and work out solutions to troubling situations. Cornell students can access free walk-in consultations, called “Let’s Talk,” with CAPS counselors at many locations across campus (see gannett.cornell.edu/LetsTalk). CAPS counselors also provide traditional in-house counseling services, including assessment, crisis intervention, short-term counseling, counseling groups, and psychiatry services. For emergency consultation after hours and on weekends, students can get support and assistance by calling 607.255.5155.

Specialty Care and After-Hours Care
Gannett staff members assist students who need emergency and specialty medical care by making referrals to community practitioners and private health care facilities. During the academic year, Gannett is open for appointments and urgent care during regular business hours, Monday through Friday, and for limited hours on Saturdays. Unfortunately, urgent physical and mental health needs do not always arise on schedule. Whenever the health center is closed, students can consult by phone (607.255.5155) with a Gannett health care provider who can offer advice, and if necessary, arrange transportation to the Convenient Care Center, Five Star Urgent Care, or Cayuga Medical Center Emergency Department. Anyone with a health emergency, any time of day or night, should call 911.

Requirements
Every student is required to complete Cornell’s Health History Form. This confidential form provides Gannett with health information required to comply with state and federal laws and to assure quality health care for students when they are in the Ithaca area. For more information, see newstudents.cornell.edu.

Your student must complete the Health History Form (electronic or paper) and submit it to Gannett by the deadline:

- fall first-year students: June 17, 2015
- fall transfer students: August 1, 2015
- spring transfer students: December 18, 2016

If your student’s form does not reflect full compliance with all requirements by August 7, 2015 (January 8, 2016, for spring entrants), he or she will not be registered and will be charged a $100 late fee. For international students, the TB screening test must be completed after arrival and is not subject to the late penalty.

Recommended Immunizations
The American College Health Association, the U.S. Centers for Disease Control and Prevention, and Gannett staff recommend that all students (especially first-year students) consider getting vaccinated before coming to campus to prevent Hepatitis A and B, varicella, pertussis, and meningococcal disease. These vaccines, as well as the influenza vaccine, are available at Gannett by appointment and at fall vaccine clinics at various campus locations.

Health Insurance Coverage
Office of Student Health Benefits • 607.255.6363 • 312 College Ave., Suite A • studenthealthbenefits.cornell.edu

Adequate health insurance coverage helps students get the care they need when they need it and protects families from unexpected health care expenses. Cornell University policy requires that every full-time registered student be automatically enrolled in and billed for Cornell’s Student Health Plan (SHP). Only eligible students who can demonstrate that they have insurance meeting all of Cornell’s criteria will be approved for waiver of this requirement. View criteria at
studenthealthbenefits.cornell.edu. Those whose waivers are approved will be charged a $350 health fee to assure access to on-campus health services. Learn more about the health fee at caringcommunity.cornell.edu/healthfee.

As you review any plan you have or might consider, make sure it provides adequate coverage for your student in Ithaca or wherever he or she might travel. Some plans have little or no out-of-area coverage for non-emergencies.

SHP is a comprehensive plan, developed especially for Cornell students and for meeting the student health insurance standards set by the American College Health Association. It is designed to provide:

- extensive coverage at a reasonable cost for most on- or off-campus medical care
- protection against catastrophic expenses
- coverage for pre-existing medical conditions
- coverage 24 hours a day, 365 days a year, anywhere in the world
- medical evacuation and repatriation coverage with an unlimited dollar amount
- optional dental and vision plans
- insurance assistance

Students who lose health insurance during the year must acquire a new policy that meets Cornell’s requirements. Students can enroll in the SHP within 30 days of loss of coverage. Contact the Cornell University Office of Student Health Benefits for more information.

**Alcohol and Other Drugs**

Drinking and drug use are often seen as part of college life in the United States. Fortunately, most Cornell students tend to drink in moderation, or not at all, and even fewer use illegal drugs. At the same time, abuse of alcohol and other drugs causes or contributes to significant harm for a number of students and those around them. These problems include alcohol poisoning, poor academic performance, and accidents.

Even though students are young adults, parents can still play an important role in helping their children make good decisions about alcohol. To help your son or daughter avoid legal, health, or academic problems, we encourage you to share your expectations and talk about the risks associated with drinking. For some, alcohol may be a subject your family has talked about a great deal. Others may be starting a conversation about it for the first time. In either case, it is important to have a conversation during this unique time of transition from high school to college. Research suggests a parent–student discussion about alcohol just prior to the start of college leads to lower alcohol consumption during the first year. It also appears to reduce the risk of serious alcohol-related consequences.

Parents know their children best. If your child is among the half of Cornell students who already drink alcohol, you will want to ask about how they plan to take care of their health and safety away from home. (And even if your child does not drink, it is still important to discuss the choices he or she will make once in college and how they may be affected by others’ drinking.) Here are some ideas for starting a conversation:

**Remind your student to complete Cornell’s online alcohol education program prior to Orientation.** All new students are expected to do so. Talk with your son or daughter about the importance of this course.

**Discuss potential alcohol-related decisions.** Consider asking questions such as: How will you make decisions about alcohol when you arrive at school? What will you do if your roommate drinks too much? What if someone who has been drinking offers you a ride that you need? What can you do if you find someone passed out?
Make it clear that it is a violation of New York State law and the Cornell Campus Code of Conduct for anyone under the age of 21 to acquire, purchase, possess, or consume alcoholic beverages or use false identification. In residence halls, it is a violation of policy for students under 21 to be in the presence of alcohol, even if they are not drinking.

Let your student know you value his or her safety above all else. Drinking too much in just one night can be fatal. Make sure your student knows you want them to call 911 if they, or a friend, drink too much and need medical help. Cornell’s Good Samaritan Protocol and New York State’s Good Samaritan Law reduce judicial and legal consequences related to alcohol and other drug emergencies when friends do the right thing by seeking help.

If you choose to discuss your own experiences as a young adult, be sure not to glamorize your drinking or the drinking by other individuals. Such stories may inadvertently normalize risky behavior and be interpreted as tacit approval of heavy drinking. Share your family history and highlight members who drink moderately, as well as those who may have had problems with alcohol or other drugs. Children from families in which there is alcoholism may be at increased risk for developing alcoholism themselves.

Finally, let your student know Cornell has many resources to help address questions or concerns related to alcohol or other drugs. Encourage your student to check out the information at gannett.cornell.edu.

Mental Health Concerns
Parents of today’s college students have seen numerous headlines related to college mental health issues, including stress management, depression, and suicide. Although Cornell students are often among the best and brightest, the challenges they face regarding mental health and well-being are shared by college students everywhere.

You may worry about how your student will handle the transition to life at Cornell. You may question when the normal ups and downs of college adjustment become something more serious, warranting concern or intervention. We urge you to trust your instincts and encourage your student to reach out to our professional staff for assistance when needs arise. Cornell is a caring community, full of staff and faculty members, and other students who can—and do—help. Some starting places include the resident advisor or residence hall director, Counseling and Psychological Services (CAPS), and advising or student services in your student’s college.

College students do experience regular stressors, but these challenges typically can be managed with self-care strategies and/or a little support from others. Cornell students tend to check in with their families regularly, so you are likely to be one of the first to know if your student is having trouble (e.g., if his or her thoughts or emotions are interfering with the formation of relationships, academic performance, or engagement in campus activities). In addition to regular check-ins with your son or daughter, consider the following:

Initiate some pre-planning. Before your student leaves for Cornell, talk about college stressors and discuss ways to manage them as they occur. Transition times, like the beginning of a college career, are especially stressful, so you might also find it helpful to redefine what a successful year looks like (i.e., not just academic achievement, but also learning about oneself, making friends, and enjoying Cornell).

Encourage your student to reach out. In times of trouble, students usually turn to family and friends, but there are times when getting an outside perspective can be particularly useful. At Cornell, we consider it a sign of maturity and strength for a student to recognize when help is needed and to seek it out. Family encouragement makes this task easier. Support your student in viewing our campus community as a supportive environment with numerous resources. He or she should understand that early action will prevent negative thoughts and feelings from spiraling downward and will result in less time lost from academic work and a quicker rebound and recovery.
Learn more about Cornell’s support services. This guide is full of information about Cornell services that can benefit your student. The Gannett website, gannett.cornell.edu, also offers an extensive exploration of services, including information about:

- self-care and stress management strategies for optimizing mental health (www.gannett.cornell.edu/topics/stress)
- Counseling and Psychological Services staff, services, appointments for individual or group counseling (gannett.cornell.edu/CAPS), as well as “Let’s Talk” drop-in consultation at various campus locations (gannett.cornell.edu/LetsTalk)
- information to assist faculty and staff members, parents, and students in recognizing and helping a student in distress (gannett.cornell.edu/notice)

If your son or daughter currently has a mental health condition requiring ongoing care, please encourage him or her to talk with a counselor at Gannett Health Services upon arrival at Cornell. Whether planning to continue care at home or with a new provider on campus, your student should enlist assistance in making a treatment plan and exploring the campus network of support. No one wants to think about the difficulties that may arise when a student is just beginning a college career, but addressing mental health issues directly with your student will help him or her to reach out as needs arise. It’s important for every young adult to learn to ask for help.

Sexual Decision-Making

The personal lens through which your son or daughter has previously viewed aspects of sexuality may change during the college years. We encourage you to keep an open dialogue with your student regarding sexual decision-making. At Cornell, students will be exposed to programs and information about intimacy, relationships, abstinence, safer sex, and other related topics. Families can encourage students to seek out these educational opportunities and to learn as much as they can about the risks and pleasures associated with this dimension of their lives.

As is true with many behaviors, your son’s or daughter’s choices about sexual activity will be influenced by personal feelings and desires, as well as the expectations from his or her family, culture, spiritual background, and peers. Students tell us that when parents provide affirming messages about their decision-making ability, it helps keep the door open for further conversation. As you weigh in and give advice, provide messages that are in keeping with your own values and beliefs. Consider the tone of these supportive comments:

- “I encourage you to learn as much as possible about your body and how to keep it healthy.”
- “I hope you will participate in relationships that are respectful, healthy, and affirming.”
- “I believe healthy sexuality includes knowing who you are, respecting the person you are attracted to, and clearly communicating what both of you want from the experience.”
- “If you ever need information or help, I hope you will seek out staff members who can provide information and care (e.g., Gannett health care providers, residence hall staff members).”
FINANCES AND ENROLLMENT

Office of the Bursar
607.255.2336 • 260 Day Hall • bursar.cornell.edu
The Office of the Bursar functions as the central billing service center for the Cornell community. The office provides monthly electronic billing statements of tuition, fees, and other charges incurred by students such as housing, dining, and other Campus Life expenses; parking services; and health services. All students will receive monthly bursar bills electronically through Cornell Net.Pay, the online billing and payment service. Paper bills will not be sent. Additionally, the office provides cashiering functions for the university and administers the CornellCard, Cornell Tuition Pay, Cornell Installment Plan, and direct deposit for the Student Refunds program. The CornellCard is a service that allows students to make purchases by presenting their Cornell ID card. Most families will want to discuss the use of services with their student and have a clear understanding about usage. The office provides customer service and counseling to students, parents, and the Cornell community and proactively assists families in meeting their financial obligations to the university. The Office of the Bursar conducts all business directly with the student. Monthly charges, as well as any awards, grants, scholarships, and loans, are listed and billed under the student's name. Direct deposits and refund checks are also drawn in the name of the student. Cornell is authorized to offset any credit balances against any debts owed by the student to the university.

Office of Financial Aid and Student Employment
607.255.5145 • 203 Day Hall • finaid.cornell.edu • studentemployment.cornell.edu
All financial aid determinations at Cornell are made on the basis of demonstrated need. Cornell calculates the amount of financial need by taking the expected cost of attendance and deducting the amount that students and their families should reasonably be able to contribute.

The Office of Financial Aid and Student Employment may be able to help if a student needs an award adjustment due to changes in family circumstances. For example, if the family experiences unemployment or a change in the number of dependents enrolled in college, the parent contribution may be recalculated. Financial aid counselors are available to address questions about all aspects of financial aid and student employment. Visit the office's website for more information.

Cornell offers a wide variety of student job opportunities throughout the school year and during the summer. Approximately 50 percent of Cornell undergraduate students work on campus; many also work off campus in the Ithaca community. Most students work an average of seven hours per week while classes are in session. Students are eligible to work as student employees as long as they are registered full-time in a degree-seeking program, are enrolled in classes, and have no holds on their registration.

Any student expecting to work at Cornell can complete the required federal I-9 Employment Eligibility Verification Form at one of our I-9 hub locations around campus (in preparation for any jobs they may have on campus at any time throughout their enrollment at Cornell) or with his or her hiring department by presenting unexpired original documentation such as a U.S. passport or a driver’s license along with an original birth certificate or Social Security card. The I-9 form must be completed before any new employee can start a job at Cornell.
Office of the University Registrar
607.255.4232 • B07 Day Hall • registrar.sas.cornell.edu

The Office of the University Registrar provides students with official university transcripts, Cornell ID cards, and certification of enrollment and degree (for documentation regarding insurance coverage and scholarship reporting). The University Registrar also maintains students’ address information, coordinates registration, and issues all university diplomas.

College Registrars
The registrar in each college keeps individual records and oversees all course offerings. The college registrar’s office can answer students’ questions about such issues as a particular course offering, enrollment, adding and dropping courses, progress towards degree, the teaching faculty, and leaves of absence.

College and School Registrars’ Contact Numbers
Agriculture and Life Sciences................................. 607.255.2257
Architecture, Art, and Planning ............................... 607.255.4376
Arts and Sciences.....................................................607.255.5004
Engineering ............................................................... 607.255.7140
Hotel Administration ................................................ 607.255.6376
Human Ecology .........................................................607.255.2235
ILR ..............................................................................607.255.1515

A complete college registrar directory can be found at registrar.sas.cornell.edu.

A Note about Course Enrollment:
Most first-year students will enroll in courses in July. Your student will receive college-specific course enrollment information during the summer. The most up-to-date information regarding course enrollment can be found at newstudents.cornell.edu.

Each college manages the course enrollment process for transfer students differently. Colleges will communicate with their transfer students directly.

A Note about Obtaining Course Textbooks and Technology:
The Cornell Store
607.255.4111 • 135 Ho Plaza • store.cornell.edu

The Cornell Store works with faculty members to know precisely what books and materials are needed. All the format and price options available for each course are shown on the store’s website, including new, used, rental, and e-books. Textbooks may be purchased in the store and online and can be shipped to your home or picked up in the store. The store’s website also incorporates price comparisons to other online textbook merchants. In the store, textbooks are located on the lower level and shelved alphabetically by author. In an additional effort to help students save money, the store offers customized CoursePacks, anthologies created by faculty members. You’ll also find reference materials, lab manuals, and study guides. Students may pay online by credit card, CornellCard, or Cornell Store gift cards. Additional payment types accepted in-store are cash, check, or traveler’s check.

TechConnect, located in The Cornell Store, makes computer buying easy and less expensive. Cornell students can benefit from the substantial academic discounts that have been negotiated with leading technology providers such as Adobe, Apple, Dell, and Microsoft. The iPad, iPod, Samsung, Samsung Note, and Kindle Fire are available without discounts. TechConnect offers student discounts on brand-name computers, printers, software, and AT&T voice and data plans; plus expert advice is offered on hardware and software for Cornell. Carry-in repair service is available for students through TechConnect’s local partner. Equipment may be dropped off at The Cornell Store or at The Computing Center at 15 Thornwood Drive (located near the Ithaca Tompkins Regional Airport), 607.257.3524.
Educational Records and Student Privacy

As your student adjusts to the academic challenges at Cornell, you will be adjusting to a new set of procedures for reporting grades. When your child was in primary and secondary school, you were probably used to seeing report cards and class schedules. Many families are alarmed to learn that the university’s policy on student education records, with limited exceptions, gives students the right to keep their records, including professors’ names, course schedules, and grade reports private from their parents.

The educational records of all matriculated students at Cornell, regardless of student age, are protected under both the Family Educational Rights and Privacy Act of 1974 (FERPA) and the Cornell University Access to Student Information, Policy 4.5. Under these policies, matriculated Cornell students are treated as legal adults, with the responsibilities and privileges inherent in that status. They are expected to make decisions about coursework, classes, social life, and their personal well-being. They are also expected to learn from, and take responsibility for, the consequences of those decisions. To view Cornell’s policy online, visit policy.cornell.edu and click on the “For Students” tab.

As set forth in the Annual Notification to Students (see Student Record Privacy Statement link at courses.cornell.edu), where the university believes that it is in a financially dependent student’s best interest, the university may, in its discretion, notify the parents or legal guardians of such a financially dependent student when a student has voluntarily withdrawn from the university or has been required by the university to withdraw, a student has been placed on academic warning, a student’s good academic standing or promotion is at issue, a student has been placed on disciplinary probation or restriction, a student engages in alcohol- or drug-related behavior that violates Cornell policies, or a student otherwise engages in behavior calling into question the appropriateness of the student’s continued enrollment in the university. Unless otherwise established through documentation, the university will presume that a full-time undergraduate student is a dependent as that term is defined in the Internal Revenue Code.

Although Cornell is committed to the principle of freedom with responsibility and sees it as an important step in preparing students for responsible adulthood, we also acknowledge that this transformation does not happen overnight. This process can be problematic and confusing for families and students alike. Many students have grown up with their parents as active partners in their academic lives and are surprised to learn that the university does not automatically include parents when distributing grade reports and other educational records. We urge you to discuss these issues with your student and to maintain an open dialogue throughout your student’s Cornell career. Cornell will, of course, share information with parents when authorized to do so by the student. Family support is essential to your student’s success, and we hope that early discussion will encourage ongoing communication and support.
COMPUTING RESOURCES

IT@Cornell provides support for software, computers, telephones, multimedia equipment, and the networks that connect them. All residence halls provide Internet connectivity for all residents. Most residence hall rooms offer both Wi-Fi and wired network connections. Wi-Fi is also available throughout the campus in libraries, student study lounges, and many campus dining facilities and academic buildings. Students use the Wi-Fi network, eduroam, which provides secure, private access. Guests and visitors use RedRover, which provides nonsecure access.

For students, network usage is unlimited but it is subject to network usage-based billing for Internet usage to or from off-campus sites. There are never any usage charges for data transfer with Cornell on-campus resources. Students can quickly and easily check their network usage anytime and will be sent an email notification if their usage nears 100 GB in off-campus network traffic within a month. If a student’s total of off-campus data transfer exceeds 100 GB per month, usage will be billed to the student’s university bursar account at the rate of $0.0015 per additional MB. There is a $100 cap for any monthly bill. Total usage is the combined total of all off-campus Internet traffic for each student, including both Wi-Fi and wired.

Computer security:  
it.cornell.edu/studentsecurity

Getting connected at Cornell:  
it.cornell.edu/connect

Network usage:  
it.cornell.edu/nubb

Purchasing a computer or software:  
store.cornell.edu

Services available to students:  
it.cornell.edu/students

Wi-Fi:  
it.cornell.edu/wifi

Bringing or Buying a Computer?

Free Microsoft Office  
Thanks to Cornell’s campus agreement with Microsoft, Cornell students can download and install Microsoft Office 2013 for Windows or Office 2011 for Mac, free. For details, see: it.cornell.edu/offICE-student.

Most computers purchased within the past few years and running a recent version of Windows or Mac OS X will be able to handle Cornell-related tasks. Some colleges, schools, and departments have specific recommendations for their students. For details, see it.cornell.edu/recommend.

Information on Your Student’s Different Cornell Accounts

The Cornell ID is a student’s picture identification card that identifies him or her as a member of the Cornell community. It is used for meal plan dining, door access, taking out books at the library, riding TCAT buses, and many other identification purposes. The NetID is a combination of initials and numbers that make up the first part of the Cornell email address. It is used to securely access network services. The CornellCard is a service activated on the Cornell ID if students have filled out the application form. It works similarly to a cash card and allows students to charge purchases to a designated account. Every registered student must have a Cornell ID and a NetID. CornellCard is an option for students, but is not required. Students may complete an application form online at www.dfa.cornell.edu/treasurer/bursar/services/cornellcard.
INTERNET COPYRIGHT INFRINGEMENT
AND YOUR STUDENT

The Internet is advancing at a pace that some parents find daunting. While Internet applications provide incredible opportunities for your student, they can lead to unforeseen legal problems. For example, file-share software that copies and distributes songs, videos, and games without permission of the owner can lead to copyright infringement and criminal and civil liability for the user of the computer performing those functions.

The distribution, knowingly or unknowingly, of copyright-protected material violates federal law. File-share software scans a computer system’s hard drive and distributes files automatically. Whether or not a student has legally downloaded media, the student is responsible for any subsequent sharing of such media from his or her computer on the Cornell network.

“Content owners,” such as the Recording Industry Association of America, track file sharing of their intellectual property on the Internet. They actively monitor university networks, such as the network your son or daughter will access on campus, for potential violations of copyright. At times, some content owners have chosen to pursue aggressive legal strategies such as “pre-settlement letters” or copyright infringement cases in federal court, as is their right under the law. These actions can result in substantial financial consequences.

It is of critical importance that students understand the basic legal issues and technological functions that can create liability so that they can make informed choices about their use of computers on the Cornell network. Cornell encourages you to talk to your son or daughter about file-sharing technologies and their legal implications. Some helpful questions include:

- Do you have file-share software on your computer?
- Do you understand how it works? In particular, do you understand that once you install a system, it will run whenever the computer is on, not just when you are actively using it?
- Do you know that file-share systems automatically search your hard drive for media and will share it with other program users who request that media? That means that even if you purchased the media legally, it is still an actionable and potentially illegal act to distribute it to others without the content owner’s permission.
- Do you know that in the past, lawsuits have been brought against Cornell students?
- Are you aware of legal online sources of media? For more information about these sources, please see it.cornell.edu/policies/copyright/music.cfm.

Cornell’s IT Service Desk is available to answer questions or help uninstall any file-share software. Contact them at 607.255.5500 or visit the Computing and Communications Center, Room 119.
Office of the Dean of Students

OFFICE OF THE DEAN OF STUDENTS
Visit dos.cornell.edu for more information on any of these offices.

**Office of the Dean of Students**
607.255.1115 • 401 Willard Straight Hall
The Office of the Dean of Students (DOS) comprises many offices with wide-ranging and diverse expertise. All are devoted to helping Cornell students develop a well-rounded education and fulfill their potential. Through DOS, students can find their extracurricular niche; explore cultural, social, and intellectual interests; and develop self-confidence and leadership skills. Committed to diversity and inclusion, the offices also provide support and advocacy for the many different student communities at Cornell. Dean Kent L. Hubbell ’67 is the Robert W. and Elizabeth C. Staley Dean of Students and professor of architecture. Dean Hubbell is the primary liaison between students and the university administration and welcomes students’ comments.

**WITHIN THE OFFICE OF THE DEAN OF STUDENTS:**

**Center for Intercultural Dialogue**
607.255.3693 • 626 Thurston Ave.
The Intercultural Center is home to the Asian and Asian American Center, ALANA, Intercultural Programs, LGBT Resource Center, and Student Development Initiatives. The center offers advising, advocacy, and student support and has many clubs, organizations, activities, and events. Students can study, print papers, and meet student leaders and community members at the center.

**Cornell United Religious Work**
607.255.4214 • Anabel Taylor Hall
Composed of 28 affiliated religious communities, Cornell United Religious Work (CURW) offers programs of worship, study, and social life, as well as opportunities for students to engage in interfaith dialogue and address religious and spiritual matters. Chaplains from the religious communities can be found in Anabel Taylor Hall. Sage Chapel and the chapel in Anabel Taylor are frequent sites of student, staff, faculty, and alumni events and services, as well as places for performances of sacred music. For information about services during Orientation, visit our website.

**Office of Fraternities, Sororities, and Independent Living**
607.255.2310 • Fifth Floor, Willard Straight Hall
The Office of Fraternities, Sororities, and Independent Living (OFSIL) represents three areas: fraternity and sorority affairs, off-campus housing, and the university-owned cooperatives. More details about off-campus housing and the co-ops can be found under Housing Beyond the First Year on page 19. Cornell’s fraternities and sororities currently have more than 3,600 members and 61 chapters. OFSIL staff members act as advisors and advocates for the fraternity and sorority community by coordinating educational programs; reinforcing community expectations; supporting council, chapter, and individual member needs; and working with the vast number of supportive alumni from Cornell’s fraternity and sorority community. OFSIL staff members also work diligently with chapters to help them develop positive new member programs free of hazing and alcohol or drug use.

**International Students and Scholars Office**
607.255.5243 • B-50 Caldwell Hall
The International Students and Scholars Office (ISSO) assists individuals and their families from all over the world who have come to Cornell to study, teach, or conduct research. The ISSO staff provides information and advising on federal immigration, tax, and labor regulations, and counseling on personal, academic, and cultural matters. The ISSO also plays a significant role in promoting cross-cultural awareness in the Cornell community and serves as an information service for the Cornell, Ithaca, and surrounding communities to promote the benefits of international educational exchange.
Lesbian, Gay, Bisexual, Transgender Resource Center
607.254.4987 • Third Floor, 626 Thurston Ave.
The Lesbian, Gay, Bisexual, Transgender (LGBT) Resource Center coordinates the efforts of the entire Cornell community to ensure the inclusion of all lesbian, gay, bisexual, transgender, queer, questioning, intersex, and asexual (LGBTQQIA) individuals and works to eliminate discrimination based upon sexual orientation or gender identity or expression. The LGBT Resource Center affirms LGBTQQIA+ identities and lives, and provides education, outreach, advocacy, and support. The LGBT Resource Center is also the home of over 20 undergraduate and graduate student organizations and serves as a community center and gathering space for LGBTQQIA+ students and faculty and staff members.

Residential and New Student Programs
607.255.5533 • 1501 Clara Dickson Hall
Residential and New Student Programs (RNSP) provides a safe, inclusive, and purposeful living and learning environment focused on fostering students’ personal development, critical thinking, intellectual engagement, and social responsibility. RNSP includes new student orientation in August and January, the Carol Tatkon Center, and 21 undergraduate residential communities for students across North Campus and Collegetown. Sixteen full-time, live-in professional staff members and over 130 student resident advisors (RAs) work within the residence halls to establish a vibrant, healthy living environment where students can achieve academically, socially, and interpersonally. The Carol Tatkon Center, located in South Balch Hall, is an intellectual, support, and resource center for new students that is staffed over 70 hours per week by upper-level students who can answer any questions you might have.

Student Leadership, Engagement, and Campus Activities
607.255.4169 • 521 Willard Straight Hall
The mission of the Student Leadership, Engagement, and Campus Activities office is to provide students with opportunities for individual growth, creativity, and personal connections through experiential learning. The office coordinates the registration of more than 900 student groups annually, provides event registration and event planning assistance, and manages the use of Willard Straight Hall (the student union) via reservations, building services, and programs sponsored by the Willard Straight Hall Student Union Board. Also part of this office are Student Assembly Finance Commission/Graduate and Professional Student Assembly Finance Commission funding support, Community Center Programs, and Bailey Hall. For more information, email activities@cornell.edu or visit the following sites:

Community Centers • living.sas.cornell.edu/live/community/studentcenters
Finance Commissions • assembly.cornell.edu/FC/home

Office of Student and Community Support
607.255.3608 • 200 Willard Straight Hall
The Office of Student and Community Support, located in the Elizabeth Chapman Staley Center, delivers a diverse array of campus-wide programs and services to support student well-being and to promote personal growth, respectful human relations, appreciation of diversity, and enhancement of each student’s ability to thrive in and contribute to a vibrant, inclusive educational community. For more information, contact us by phone or email:

Cornell Minds Matter (Student Mental Health Awareness) • 607.255.3897
Cornell Women’s Resource Center (CWRC) • 607.255.0015
Empathy, Assistance, and Referral Service (EARS) • 607.255.EARS (3227)
OPPORTUNITIES FOR STUDENTS TO GET INVOLVED

Cornell Outdoor Education
607.255.6183 • B01 Bartels Hall • coe.cornell.edu
Cornell Outdoor Education (COE) helps students develop teamwork, leadership, and personal growth through adventure and outdoor experiences. With more than 100 programs serving 10,000 participants a year, COE is the largest, most comprehensive university-based outdoor education program in the country. Your student can take advantage of physical education credit (start dates throughout the semester), rock climbing, cross-country skiing, canoeing, kayaking, snowshoeing, team building, leadership training, wilderness medicine classes, gear rental, or student employment opportunities. Financial aid is available.

Cornell Public Service Center
607.255.1148 • 100 Barnes Hall • psc.cornell.edu
The Cornell Public Service Center (PSC) is the university hub for community service learning and civic engagement. Over 8,000 students participate yearly in a wide array of initiatives involving individual and collective action focused around important issues facing society and the world. PSC fosters and supports student-led civic engagement projects and service-learning through its signature programs, internships, work study programs, and community grants, while working closely with community partners to create service opportunities essential to an active citizenship. Programs include PreK–12 outreach opportunities such as enrichment programs, tutoring and mentoring programs, and advocacy and citizen programs. Service learning experiences include Alternative Spring Breaks, Cornell Students for Hunger Relief, and Translator/Interpreter Program. Community action programs include the Cornell Dream Team, Immigrant Farmworker Initiative, and Students Against Sexual Solicitation of Youth (SASSY). For information on these and other PSC programs, visit the website.

Cornell Recreational Services
607.255.5133 • 305 Helen Newman Hall • recreation.athletics.cornell.edu
Recreational Services provides a wide array of activities, events, and facilities to promote health, well-being, and enjoyment for both Cornell students and staff members. The department encompasses the Cornell Fitness Centers, Intramural Sports, the Wellness Program, the Bowling Center, and Open Recreation. Intramural Sports offers more than 30 fun, competitive activities each year for students.

Engaged Learning + Research
607.254.4240 • 260 Caldwell Hall • elr.cornell.edu
Engaged Learning + Research seeks to advance academic service-learning, community-based research, and public scholarship across a wide spectrum of academic disciplines and programs. Created to provide students with guidance, resources, and training so that they can become more actively involved in community-engaged learning and research, the center prepares future generations to be creative, collaborative, and critically reflective leaders in their professional lives and in their own communities.

Reserve Officers Training Corps (ROTC)
Army 607.255.4000 • 101 Barton Hall • armyrotc.cornell.edu
Navy/Marine Corps 607.255.4202 • 145 Barton Hall • navy.cornell.edu
Air Force 607.255.4004 • 113 Barton Hall • www.afrotc.cornell.edu
The Reserve Officers Training Corps is offered at Cornell by the three military departments—Army, Navy, and Air Force. Leadership, organization, and management skills are stressed, as are physical fitness and personal responsibility. Scholarships are awarded to selected students based on academics, leadership potential, and physical aptitude.
STAYING CONNECTED WITH YOUR STUDENT

With modern technology, there are many options for family members to keep in touch with one another. Many families will go through transitions when it comes to contact, wondering how much is too much or how much is not enough. Here are some ways you can stay in touch with your student and remain abreast of the latest happenings in his or her life.

**Call**
If your student seems extraordinarily rushed or a little unresponsive when you call, it might be wise to set a convenient time for phone calls, as student and family schedules often differ considerably. You may need to prepare for later telephone calls, as college students tend to be night owls.

**IM/Text**
In addition to texting your student, if you have multiple family members at different locations, you can have a conversation with all of them at the same time through services such as Google Hangouts, FaceTime, Skype, and more.

**Email**
Students are very dependent on their computers, and email is a fast way to drop your child a note to let him or her know about what’s going on at home and that you are thinking of them. Send an electronic card from a favorite website or attach photos to your message.

**Mail Something**
Everyone loves to get mail. In the technology-based world we live in, sometimes it’s nice to receive a card or a letter. Send the occasional care package. Each resident is assigned a mailbox. Community Center mail rooms accept packages from UPS, Federal Express, florists, and other shipping services. The U.S. Postal Service operates a substation on campus, providing express mail and other services to the Cornell community.

**Visit Campus**
Consider attending First-Year Parents’ Weekend (Oct. 30–Nov. 1, 2015) or visiting on another mutually convenient weekend. It’s a good idea to give your student ample adjustment time in the beginning of the first year before you visit.

*The Robison York State Herb Garden is one of 14 botanical collections at Cornell Plantations and is a popular site for visitors.*
OPPORTUNITIES FOR FAMILIES TO GET INVOLVED

Many families express an interest in Cornell that extends beyond putting a student successfully through college. Affiliation with the university in other ways can be a satisfying and exciting learning experience for you and a way for you to participate in the global Cornell community. There are a number of ways you can share in your student’s Cornell experience.

Cornell Clubs and Associations
Cornell’s 130 clubs and alumni associations throughout the country and around the world offer a unique way for families to be involved with Cornell from afar. Programs and activities vary, but often include presentations by Cornell faculty members, student send-off events, luncheons with local community leaders, theater trips, and sporting events. Cornell Clubs also organize special public-service projects and scholarship fund-raising events and participate in career and summer job programs that benefit Cornell, its students, and the local community. Many associations offer special memberships for families of current Cornell students. For information, visit alumni.cornell.edu/participate/clubs.cfm.

If you live in, or travel frequently to, the New York City area, you may want to consider membership in the elegant Cornell Club of New York. In addition to offering the amenities of a first-rate hotel, the club sponsors a full calendar of events, including theater evenings, concerts, seminars, and museum and gallery tours. For more information, visit cornellclubnyc.com.

Go Big Red!
Cornell athletic events take place all over the country. Plan to attend a Cornell game in your area. Call the athletics ticket office at 607.254.2327 for schedules or visit the website at cornellbigred.com.

Cornell Career Services
Consider participating in the variety of programs sponsored by Cornell Career Services, such as Student Jobs and Internships and the Extern Program. Student Jobs and Internships provides online information about internship and summer job opportunities located throughout the country. For more information, go to the website at career.cornell.edu or call 607.255.5221.

Educational Opportunities
Cornell’s Adult University: sce.cornell.edu/cau
CyberTower: cybertower.cornell.edu
Shoals Marine Laboratory: www.sml.cornell.edu
School of Continuing Education and Summer Sessions: sce.cornell.edu
There are many ways to keep in touch with what’s happening in the Cornell community. Here are a few suggestions for keeping yourself in the know.

**Visit the Parents’ Website**
The parents’ website is the source for all information for family members. Learn what’s happening on campus, get the latest news and announcements, and visit the wide variety of resources available for your student. Visit the parents’ website at parents.cornell.edu.

**Subscribe to The Cornell Daily Sun**
One of the first daily college newspapers in the country, The Sun is written and edited entirely by Cornell students and is a good source for student perceptions of campus events as well as local, state, national, and international news. To subscribe, contact The Cornell Daily Sun, 139 W. State St., Ithaca, NY 14850; 607.273.3606; or go to its website at cornellsun.com.

**Subscribe to the Cornell Chronicle**
Published weekly online during the academic year, except during university vacations, the Cornell Chronicle focuses on faculty and staff members and students. To subscribe, contact Cornell Chronicle, 312 College Ave., Ithaca, NY 14850; 607.255.4206; or go to its website at news.cornell.edu.

**Subscribe to the Cornell Alumni Magazine**
The Cornell Alumni Magazine carries news and feature stories on students, faculty members, research, and campus programs and is published six times a year. To order, call 800.724.8458, ext. 3. To view the digital edition of the magazine, visit cornellalumnimagazine.com.

**Check Out Other Cornell Resources Online**
Go to events.cornell.edu for important dates and activities. Bookmark cuinfo.cornell.edu for campus buzz.
GETTING TO ITHACA

Getting to Ithaca

By Plane: Air service provided by Delta, United, and US Airways is available to Ithaca via Ithaca Tompkins Regional Airport (flyithaca.com) with approximately 30 flights that arrive and depart daily with nonstop service to New York (LaGuardia), Philadelphia, Newark, and Detroit. Additional airlines fly in and out of Syracuse, Elmira, and Binghamton; however, these options require traveling to Ithaca by rental car or bus. Ithaca Airline Limousine provides service from both the Ithaca and Syracuse airports. Make reservations at least 48 hours in advance for a confirmed seat on one of the eight trips per day from Syracuse, at 607.273.3030 or 855.349.0084. For taxi information, call 607.277.7777.

By Bus: Greyhound (greyhound.com), Shortline (coachusa.com/shortline), and Trailways (www.trailways.com) all serve Ithaca. There is a bus terminal at 710 West State St., though many buses service Cornell’s campus as well.

The Campus-to-Campus bus service provides express, executive-class motorcoach service between Cornell’s Ithaca and New York City campuses. Buses are equipped with reclining seats, work tables, wireless Internet service, and electric outlets at every seat. Passengers also have the added convenience of snack and beverage service and a lavatory. All trips are reserved and paid for online. For more information or to book a trip, go to c2cbus.com.

Accommodations

Ithaca offers a wide variety of accommodations from historic bed and breakfasts to chain hotels. During popular events the demand for rooms can exceed availability. In fact, many parents are surprised to hear that hotel rooms generally sell out for New Student Orientation, First-Year Parents’ Weekend, and Commencement. Prices can vary greatly from weekend to weekend, and it is not uncommon for hotels to require two- or three-night minimum stays during peak times. It is wise to make reservations as soon as possible to avoid disappointment. For a complete list of area hotels and B&Bs, go to visitithaca.com. Call 800.28.ITHACA if you prefer to make reservations over the phone, would like details about which hotels have minimum night stays, and for assistance in finding accommodations.

Visiting Historic Downtown Ithaca

visitithaca.com • ithacaevents.com • downtownithaca.com

While in Ithaca, a visit to downtown is a must. Students can hop on the #10 TCAT bus in front of Sage Hall and enjoy a short ride down the hill to The Commons, Ithaca’s pedestrian mall.

Historic Downtown Ithaca’s Commons is rich in international culture and diversity. Shopping in locally owned one-of-a-kind specialty shops is Ithaca’s alternative to “cookie-cutter” malls. Downtown offers everything from local handicrafts to evening wear, and camping gear to educational toys—no two stores are alike! There are more than 40 downtown dining spots, featuring everything from cafés and taverns to cozy venues with casual to elegant atmospheres. There is also outdoor dining during the warmer months serving a variety of cuisines.
## IMPORTANT DATES FOR THE 2015–2016 ACADEMIC YEAR

### Fall 2015

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<td>AUG. 21–24</td>
<td>New Student Orientation</td>
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<td>AUG. 21–22</td>
<td>Family Orientation</td>
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<td>AUG. 25</td>
<td>Fall Term Classes Begin</td>
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<td>SEPT. 7</td>
<td>Labor Day Holiday/No Classes</td>
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<tr>
<td>OCT. 10</td>
<td>Fall Break Begins, 1:10pm</td>
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<td>OCT. 14</td>
<td>Classes Resume, 7:30am</td>
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<td>OCT. 30–NOV. 1</td>
<td>First-Year Parents’ Weekend</td>
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<td>NOV. 25</td>
<td>Thanksgiving Recess Begins</td>
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<td>NOV. 30</td>
<td>Classes Resume, 7:30am</td>
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<td>DEC. 4</td>
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<td>JAN. 27</td>
<td>Spring Term Classes Begin</td>
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<td>FEB. 13</td>
<td>February Break Begins, 1:10pm</td>
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<td>FEB. 17</td>
<td>Classes Resume, 7:30am</td>
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<td>MAR. 26</td>
<td>Spring Break Begins, 1:10pm</td>
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<td>Classes Resume, 7:30am</td>
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To view the Cornell academic calendar through 2016–2017 see cornell.edu/academics/calendar.
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Each fall, Cornell University and the Ithaca community open their doors to the families of first-year and transfer students. Parents' Weekend (FYPW) helps Cornell families learn how to support their students and provides an opportunity to explore the campus and the local community. Please join us to share students’ experiences, learn about Cornell’s academics and student life, and start to check off your own list of “The 150 Things Every Parent of a Cornellian Should Do,” online at dos.cornell.edu/residential-new-student-programs/families-new-students.

REGISTRATION: Online in September 2015. All participants must register for the weekend.

ACCOMMODATIONS: We highly recommend that you make your reservation for overnight accommodations as soon as possible. Please check visitithaca.com for information.

INFORMATION: More First-Year Parents’ Weekend information is available online at dos.cornell.edu/residential-new-student-programs/families-new-students.
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