

Deciding

“You have the whole world of ideas before you—dive in!”

Joe Dieker, Dean of the College

A wide variety of students who are still deciding on a major come to Cornell every year—and many more students change their majors before they graduate. Students have 1.5 years to explore different subjects before they have to declare a major. Students work with their faculty advisors to select classes and explore their interests. In addition, the Berry Career Institute helps students explore passions and discover new ones through a variety of internships, civic engagement opportunities, assessments, discussions, and road trips.

THE LIBERAL ARTS AND ONE COURSE AT A TIME

In many ways, undecided students are ideally situated to discover the advantages of the liberal arts education Cornell provides. The liberal arts emphasizes exploring a variety of subjects, and Cornell College's One Course At A Time curriculum allows students to pursue their interests as they discover them. Students who find unexpected passions don't have to wait an entire semester to change direction; they can make quick adjustments in their class schedules to make sure that they are pursuing their greatest interests.

A liberal arts education teaches students transferable skills—communication, creative problem-solving, intercultural literacy, critical thinking, and integrated thinking. One Course At A Time adds in-depth analysis and efficiency. In an increasingly globalized economy, where the job market responds to daily changes in world affairs and technological innovations, Cornell helps students prepare for whatever comes next—including those careers that have not yet been imagined. In many career fields, students' majors will matter much less than how they apply the liberal arts skills they learn at Cornell in the real world.

BENEFITS OF ONE COURSE AT A TIME

The One Course curriculum is ideal for students who come to Cornell still deciding on a major because it provides more opportunity for real-world applications of the classroom material. Since students take one course at a time, they are able to engage in daylong field trips beginning with their first class at the college. Some recent examples: students in a First Year Seminar in conservation biology visit an Iowa prairie to learn about issues related to monarch butterfly conservation; participants in Chemistry of Global Health Issues visit a community-supported agriculture (CSA) farm where people buy shares at the beginning of a season and get fresh vegetables throughout the growing season; and a First Year Seminar on Consumption allows students

to view consumerism through the disciplinary lenses of geology and sociology while visiting a landfill and a local energy company. These opportunities allow students, from the very beginning of their college careers, to get a better sense of which majors might lead them to careers that they will be passionate about.

Cornell students start building their resumés before entering the workforce with block-long research opportunities, internships, and study abroad, without having to sacrifice an entire semester. They gain real world experience right here, right now, and still graduate from Cornell within four years.

The benefits of One Course At A Time are just as strong in the classroom. One Course offers the freedom of long class periods, allowing professors to engage in a creative and flexible approach to teaching that incorporates a strong emphasis on experiential learning, project-based learning, and collaborative learning. Many class periods are a mixture of short lectures, film clips, demonstrations, group projects, and small group discussion.

The flexibility of One Course At A Time also makes it easy for students to double major or add a minor, while still graduating in four years. (A few majors, such as education and music, require students to get started right away to complete their degrees in four years.)

THE BERRY CAREER INSTITUTE

To help students identify their passions and career interests, the Berry Career Institute offers a multifaceted approach to career exploration. Students begin by taking TypeFocus, a personality-interests-values survey to help them explore possible career opportunities. Then, a career coach meets with the student to review and interpret the results and create an individualized career readiness plan consisting of activities and resources that will build upon existing strengths and fill in any skills gaps. Finally, through road trips and campus speakers, students find out about careers they've never heard of, or shadow people in careers they already have an interest in, to see if it's really what they want to pursue.

Students build skills with events such as the resumé-writing workshop and gain direct experience in their fields through internships. The Institute connects students with alumni and business partners to develop their network and find the experience they need.

RESEARCH

Students at Cornell College have the opportunity to participate in undergraduate research, either alongside Cornell professors or independently. Students who participate in the Cornell Summer Research Institute



engage in collaborative research with faculty in disciplines across the liberal arts. With a stipend and housing provided during the institute, additional programming teaches students how to articulate their research and the skills they have learned to diverse audiences, including prospective employers.

Students who complete research projects, either with CSRI or independently, present their research results at the Cornell Student Symposium in the spring. There, students who are still deciding on a major can explore the research opportunities happening on the Cornell College campus and find areas that spark their interests. Many students also present their research results at other local, regional, and national conferences.

INTERNSHIPS/FELLOWSHIPS

With Cornell's One Course curriculum, students have the option to take an entire block to complete an internship, rather than balancing class time with work. Since Cornell students are available for internships at any time throughout the year (not just summer break), they have less competition for high-quality internships.

In addition to receiving a high level of support while pursuing and navigating the internship and research exploration process, Cornell students that choose to pursue an opportunity for credit are eligible to apply for financial support from the Berry Career Institute to offset costs associated with an unpaid experience or supplement a lower paid internship or research opportunity.

CORNELL'S TOP 10 MAJORS BY NUMBER OF STUDENTS

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|---------------------------------------|-------------------------------|
| 1. Psychology | 6. Studio art and art history |
| 2. Kinesiology | 7. Computer science |
| 3. Biochemistry and molecular biology | 8. International relations |
| 4. Economics and business | 9. Biology |
| 5. English | 10. History |

INDIVIDUALIZED MAJORS

Cornell College students have the option to create individualized majors to make sure that their education takes them exactly where they want to go. These are a few of the individualized majors students have recently created under the guidance of their faculty advisors:

- Environmental chemistry
- Drama and art therapy
- Women and international public policy
- Sports psychology
- Anthropology and the marketing of multinationals
- Nutrition, health, and wellness
- Market research
- Biomechanics

AFTER CORNELL

ALUMNI CAREERS (A SELECTION OF 2014-2016 GRADUATES)

STEM FIELDS

- Laboratory research assistant, University of Texas Anderson Cancer Center, Houston Texas
- Shorebird beach warden, National Audubon Society, Charleston, South Carolina
- Facilitator, Museum of Science and Industry, Chicago, Illinois
- Natural resources specialist, the State of Alaska, Anchorage, Alaska
- Software quality assurance, Epic Systems, Denver, Colorado
- Server systems staff, Epic Systems, Madison, Wisconsin

SOCIAL SCIENCES

- Accounting assistant, Terrill Glass and Mirror Company, Ben Wheeler, Texas
- Management trainee, Geico Insurance, Coralville, Iowa
- Financial account analyst, Arrow Electronics, Englewood, Colorado
- Behavioral health specialist, Four Oaks, Cedar Rapids, Iowa
- Industrial director, Nova Medical Centers, Arlington, Texas
- Individual investor specialist, Principal Financial Group, Grand Island, Nebraska
- Field organizer, NextGen Climate Action, Davenport, Iowa

HUMANITIES

- Health and physical education teacher, Saudi Arabia
- High school English teacher, Peace Corps, Indonesia
- Beat writer and football analyst, University of Nevada, Las Vegas, Nevada; contributing writer-broadcaster, ESPN, Las Vegas
- Content intern, Announce Media, St. Louis, Missouri
- Manager development program-service, GEICO, Dallas, Texas
- Web copywriter, hibu, Cedar Rapids, Iowa

ARTS

- Patron services associate, Creede Repertory Theatre, Creede, Colorado
- High school vocal music teacher, Anna, Texas
- AmeriCorps VISTA, Hopa Mountain's Indigenous Scholars of Promise Program, Bozeman, Montana
- Production coordinator, Shiraz Events, New York City, New York
- Stage technician, VenuWorks, Cedar Rapids, Iowa
- Actor/director, Missoula Children's Theatre, Missoula, Montana
- Operations manager, Orchestra Iowa, Cedar Rapids, Iowa

GRADUATE SCHOOLS ATTENDED (A SELECTION OF 2014-2016 GRADUATES)

STEM FIELDS

- Ph.D., electrical engineering, University of Minnesota, Minneapolis, Minnesota
- M.A., marine biology, University of Hawaii, Honolulu, Hawaii
- Ph.D., neuroscience, the University of Utah, Salt Lake City, Utah
- Ph.D., chemistry, Columbia University, New York City, New York
- Ph.D., physics, University of California, Davis, California
- Doctor of Physical Therapy, University of Colorado-Denver, Denver, Colorado

SOCIAL SCIENCES

- Ph.D., counseling psychology, the University of Iowa, Iowa City, Iowa
- Ph.D., political economy and government, Harvard University, Cambridge, Massachusetts
- J.D., Harvard University, Cambridge, Massachusetts
- J.D., University of Iowa, Iowa City, Iowa
- M.A., international relations, Oxford University, Oxford, England

HUMANITIES

- J.D., William & Mary Law School, Williamsburg, Virginia
- M.A., international relations and national security studies, Tel Aviv University, Israel
- M.A., international relations, International University, St. Petersburg, Russia

ARTS

- Ph.D., musicology, Duke University, Durham, North Carolina
- M.A., art history, University of St. Thomas, St. Paul, Minnesota
- M.F.A., theatre design, University of Iowa, Iowa City