

Degree and Professional Programs

General Requirements for Degree Programs

The College encourages the creative structuring of a student's educational experiences by offering a choice of three degree programs within the framework of a liberal education. These programs, of equal validity and in accord with the aims of the College, are intended to accommodate each student's abilities, interests, and needs. Programs range from a traditional curriculum of course requirements, designed to ensure both breadth and depth, to a non-traditional combination of courses, independent studies, and internships that meet specific goals. For the Bachelor of Arts and Bachelor of Music degrees, the goals have been set by the Faculty. The Bachelor of Special Studies permits the student to define her or his own educational objectives and to select the methods best suited to achieving them. To be eligible to receive any one of the three degrees described below, students must:

1. be admitted to degree candidacy by the Dean of Admissions¹;
2. file an application for graduation no later than October 1 of their senior year for graduation in January, May, or August of that academic year and have a conference with the Registrar²;
3. complete all the requirements for their degree program prior to Commencement, and settle their financial obligations to the College before the Monday preceding Commencement³;
4. earn, at the very least, eight of their final 10 course credits in term-courses taken on the Cornell College campus from Cornell College faculty members unless granted permission by the Academic Standing Committee to participate in (1) a Combined Degrees Program, (2) an off-campus program approved by Cornell, or (3) an off-campus independent study supervised by a Cornell faculty member⁴; and
5. be recommended by formal vote of the Faculty and approved by the Board of Trustees on the basis of their satisfactory academic achievement and good campus citizenship⁵.

Although it is possible for a student to satisfy the requirements for more than one degree program, the College will not grant two degrees for programs taken concurrently. A graduate who returns and completes a minimum of eight term credits beyond whatever number was accumulated for the first baccalaureate may qualify for a different Cornell degree. For information on completing an additional major or minor after graduation, see *Declaration of Degree Candidacy*.

¹All students are admitted to Cornell as candidates for the degree of Bachelor of Arts and remain B.A. candidates, regardless of their intention, until they have filed for and been officially granted admission to another degree program.

²By filing this application for graduation, students formally declare their desire to be graduated during that academic year and register how they wish their name to appear on their diploma. Once the student has applied for graduation, an official audit of all credits earned and in progress will be conducted by the Registrar. The Registrar will inform the student and her or his academic advisor(s) of the requirements to be completed. No further check is made by the Registrar until after the start of the student's last term at Cornell. The student, therefore, is responsible for fulfilling the conditions stated on the audit given to her or him and for consulting the Registrar before changing any of the courses for which he or she was registered at the time the audit was done. Students who will be off campus during all or part of their senior year must reconfirm their status and credits with the Registrar at least one month before Commencement.

³Even though a student may complete the required work immediately following Commencement or during the succeeding summer, her or his degree will not be conferred nor a diploma awarded retroactively.

⁴Students who are admitted or readmitted with senior standing (23 or more course credits) must complete at least eight term credits at Cornell. If they intend to be graduated in fewer than 10 terms, at least six of the eight term credits must be earned in courses numbered in the 300s or 400s, exclusive of all such courses in English as a Second Language. (See also *Credit by Transfer*, Paragraph 6.)

⁵"The faculty shall, subject to the approval of the Board of Trustees, have control of all matters connected with the educational, social, moral, and religious work of the College. They shall determine the courses of study, the methods of instruction, and the standards of admission, promotion, and graduation of students." [Article V, Section 2, of the *Bylaws of Cornell College*, as amended May 23, 1986]

Bachelor of Arts

The Bachelor of Arts degree offers Cornell students the opportunity to follow a traditional, structured degree program, designed or “generated” by the whole faculty. The B.A. program is intended to give a student a well-rounded education, liberal in the inclusive sense, which will prepare a student for any career. The degree is best suited for students who want a broad education, or for those students who have not yet decided on a specific educational path. For this reason, all students are placed in the B.A. program when they enter Cornell until they choose another degree program. Also, the B.A. insists that the student not over-specialize in any one field by requiring that the student complete at least 18 courses outside of any one specific department.

The B.A. program consists of two parts. Part One contains 10-15 specific course requirements of several types. First, the B.A. introduces students to each of the major modes of intellectual thought, the ways of thinking that are found in the natural sciences, the social sciences, and the humanities. Second, it requires students to achieve a certain level of proficiency in writing, in mathematics, and in foreign languages. Finally, it requires students to be exposed to and take part in the processes used in the fine arts. Part Two consists of study in depth, which requires students to complete at least one major field of study, and to take at least nine courses at an advanced level.

The specific degree requirements are:

1. A minimum of 32 course credits. No more than two 100-level courses may be taken in the senior year without the permission of the Academic Standing Committee. No more than four All-College Independent Study course credits (280/380, 289/389, 290/390, 297/397, 299/399) may be counted toward satisfying the minimum credit requirement for this degree. No more than two full credits in 500-level adjunct courses may be counted toward satisfying the minimum 32 credits.
2. Of the minimum 32 course credits, at least 18 must be outside of any single department. Students who exceed 14 credits in one department will be required to take more than 32 credits to complete their degree in order to have at least 18 credits outside that department. In the calculation of departmental credits, the following disciplines, listed for administrative purposes as divisions of single departments, are reckoned as separate departments: Anthropology, Classics, Communications Studies, English as a Second Language, French, German, Greek, Japanese, Language and Linguistics, Latin, Russian, Sociology, Spanish, and Theatre.
3. A cumulative grade point average of 2.0 or higher.
4. A minimum of nine course credits numbered in the 300s or 400s. No more than two All-College Independent Study course credits (380, 389, 390, 397, 399) may be counted toward satisfying this requirement.
5. At least one departmental, interdisciplinary, or individualized major.
6. The following general education requirements:

[Courses in this *Catalogue* that satisfy, wholly or partially, general education requirements are identified by a parenthesis near the end of the course description, e.g., (Humanities) or (Laboratory Science). Courses not so marked do not meet these requirements even though there may be other courses in the same department that do.]

- (a) WRITING REQUIREMENT: Any course with a “W” designation on the Course Schedule, taken in the first year.
- (b) FINE ARTS: One course credit (or the equivalent in half or quarter credits) chosen from the departments of Art, English, Music, and Theatre.
- (c) FOREIGN LANGUAGE: One of the following: (1) French, German, Greek, Japanese, Latin, Russian, or Spanish 205; (2) placement into a 300-level course through an examination administered during New Student Orientation; or (3) by passing a proficiency examination at the 205 level. International students whose native language is other than English satisfy this requirement through completion of or exemption from the English as a Second Language program.
- (d) HUMANITIES: Four appropriately marked courses from at least two of the following groupings:
(1) English and Foreign Language; (2) History; (3) Philosophy; (4) Religion; (5) Art, Music, or Theatre; and (6) Education.
- (e) MATHEMATICS: One of the following: (1) MAT 110 (On the Shoulders of Giants: Great Mathematical Ideas), 120 or 121 (Calculus of a Single Variable); (2) INT 201 (Statistical Methods); or (3) CSC 151 (Discrete Mathematics for Computer Science).

- (f) SCIENCE: Two courses, one of which must include laboratory work, chosen from one or two of the following departments: Biology, Chemistry, Geology, Kinesiology, or Physics.
- (g) SOCIAL SCIENCE: Two courses chosen from one or two of the following disciplines: Anthropology, Economics and Business, Education, Kinesiology, Politics, Psychology, or Sociology.

Bachelor of Music

Cornell offers two majors leading to the degree of Bachelor of Music: a major in Performance and a major in Music Education. The first is designed to emphasize the study of music performance within the framework of the liberal arts and is the first step in the extensive professional preparation in performance that leads to a concert career or to teaching applied music in a college, university, conservatory, or private studio. The second generally leads to the profession of pre-collegiate school music teaching. For students interested in fields such as music therapy, music ministry, or community music, a major in Music Education is strongly recommended by some graduate schools and required by others.

General Requirements for the B.Mus. Degree

1. A minimum of 32 course credits. No more than two 100-level courses may be taken in the senior year without the permission of the Academic Standing Committee. No more than four All-College Independent Study course credits (280/380, 289/389, 290/390, 297/397, 299/399) may be counted toward satisfying the minimum credit requirement for this degree. No more than two full credits in 500-level adjunct courses may be counted toward satisfying the minimum 32 credits.
2. A cumulative grade point average of 2.0 or higher.
3. A minimum of nine course credits numbered in the 300s or 400s. No more than two All-College Independent Study course credits (380, 389, 390, 397, 399) may be counted toward satisfying this requirement. After a student has earned more than one course credit in the continuing study of the same instrument, he or she may count the additional credits toward the fulfillment of this requirement.
4. A minimum of 10 courses from outside the music department, to include a writing-designated course (W) and three humanities courses (not counting the W course) from at least two of the following categories: (1) English and Foreign Language literatures; (2) History; (3) Philosophy; (4) Religion; (5) Art history or Theatre history; and (6) Education.
5. Music Theory: MUS 110, 210, 310, 343, and 346.
6. Music History: MUS 321, 322, and 323.
7. One elective course credit in music history or theory, selected from MUS 213-275, 315, or 348-366.
8. Receive a passing grade (P) in FAA 701 for a minimum of five semesters (see Music Department, "Music Performance Seminar").
9. A grade of "Pass" on all parts of the Piano Proficiency Requirement (see Music Department, "Piano Proficiency Requirement").
10. At least one music ensemble each semester for eight semesters, as arranged by the student, the faculty advisor, and the ensemble conductor (see Music Department, "Ensemble Participation").
11. Completion of a senior project. There are three categories from which to choose: recital (FAA 798 or 799); student teaching; and paper/project (MUS 485). Students may choose more than one of these options.
12. One of the following majors:

Major in Music Performance (separate three-letter code for each instrument). Students who intend to major in performance must audition before the Department of Music by the second semester of their sophomore year.

- (a) Four course credits in a primary performance medium, either voice or a keyboard, string, percussion, or wind instrument.

- (b) One course credit in a secondary performance medium.
- (c) MUS 302 or 304; and 306; 107 and 308 for voice majors; 303 for organ majors; or 307 for piano majors.
- (d) FAA 798 (junior year) and 799 (senior year).
- (e) FRE, GER, GRE, JPN, LAT, RUS, SPA 205 or equivalent.

Major in Music Education (MUE)

- (a) Three course credits in a primary performance medium, either voice or a keyboard, string, percussion, or wind instrument.
- (b) One-and-one-half course credits in secondary performance media, to include FAA 703, 704, 705, 706, 708 (Vocal Music Education only), and 774.
- (c) The following courses, according to emphasis within the major:
 - i. General Music Education: MUS 107 and 308.
 - ii. Instrumental Music Education: at least one semester of FAA 712.
 - iii. Vocal Music Education: MUS 107 and 308.
- (d) MUS 306, 331, and 431.
- (e) In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in either Elementary or Secondary Education described under *Education*. Prospective teachers should request a current list of the specific teaching major course requirements from the Education Office.

Bachelor of Special Studies

The Bachelor of Special Studies degree offers Cornell students the opportunity to design their own liberal arts degree program in order to meet their particular educational goals. This opportunity permits students to combine courses in an individualized fashion and to broaden or deepen their studies beyond the traditional framework of the Bachelor of Arts. Accordingly, the B.S.S. has no general education requirements and no restrictions as to either the number of courses that may be taken in any one department or the level of such courses, or even that a student complete traditional course work. Moreover, while students pursuing a B.S.S. degree may complete one or more departmental, interdisciplinary, or individualized majors, they are not required to complete an academic major.

The particular requirements for the Bachelor of Special Studies degree are:

- complete a minimum of 32 course credits;
- achieve a cumulative grade point average of 2.0 or higher;
- file for candidacy by submitting the Prospectus at any time after October 1 of the sophomore year; and
- complete a minimum of 14 course credits after the Prospectus is approved. (Transfer students entering Cornell with junior standing must complete a minimum of 12 course credits following the approval of the Prospectus; those admitted with senior standing must complete a minimum of six course credits.)

The Bachelor of Special Studies degree is defined by the Prospectus, a detailed plan outlining the student's B.S.S. degree program. The Prospectus incorporates a narrative description of the program and a chronology of courses that will be taken by the student to fulfill the goals outlined in the narrative description. The Prospectus is to be written by the student, reviewed and signed by a faculty committee composed of a primary advisor and two readers, and filed with the Registrar, who verifies that it is complete and that it meets current academic regulations as set forth by the Faculty. The signed Prospectus is considered an agreement between the student and the College.

Course changes that involve substitution of courses accomplishing the same goals as courses originally projected require only an add/drop form. However, significant deviations from the program outlined in the Prospectus must be justified in a letter to the Registrar written by the student and approved by the student's B.S.S. faculty committee before the student may change the agreement. Significant deviations would include:

- a shift in emphasis or direction of the program of study;

- the addition or deletion of a major or minor;
- a decrease in the ratio of upper-level to lower-level courses; or
- the substitution of three or more independent studies or internships for scheduled courses.

If you have questions concerning the Bachelor of Special Studies degree, please contact the Registrar, or your academic advisor.

Instructions and General Information for Students Contemplating the Bachelor of Special Studies

1. Obtain a copy of the guidelines for the Narrative and the Chronology at the end of your first or the beginning of your second year (available in the Registrar's Office and on the web site at <http://www.cornellcollege.edu/registrar>).
2. Discuss your proposed B.S.S. program with your advisor or one or more members of the faculty.
3. Choose a committee of three faculty members including a primary advisor who will help you create your B.S.S. program and two faculty readers who, along with your primary advisor, will review and sign your Prospectus. The primary advisor and faculty readers must either be members of the full-time teaching faculty or part-time members who have been selected by the Department or Program to advise B.S.S. students. Some departments may choose certain members to advise all of their B.S.S. students. If you declare one or more majors, your primary advisor must be a member of a department in which you will have a major.
4. In conjunction with your primary advisor, begin planning your B.S.S. program prior to registering for your junior year. Write a 500-1,000 word Narrative and complete the Chronology. Rewrite until your primary advisor gives initial approval to your Prospectus.
5. Circulate your Prospectus to two faculty readers and schedule a group meeting with your primary advisor and your two faculty readers. After this review, your faculty committee may either approve and sign your Prospectus, or suggest revisions to strengthen it. If revisions are suggested, rewrite and re-circulate the revised document to each of your three committee members for their approval. Once approved, the Prospectus must be signed by each member of the faculty committee and filed with the Registrar, who will verify that it is complete and meets current academic regulations as set forth by the Faculty.

Your faculty committee will evaluate the Prospectus according to these criteria:

- Is it technically well-written (grammar, spelling, organization)?
 - Is it conceptually well-written (articulation of program clear, goals achievable, means reasonable)?
 - Is the Chronology consistent with the Narrative?
 - Is the plan consistent with the educational aims of the College?
 - Are the activities outside the classroom, in BSS 690 terms or other experiences, consistent with the Narrative and the Chronology?
6. File your Prospectus with the Registrar any time after October 1 of your sophomore year. If it is complete and found to conform to current academic regulations, the Registrar will notify you of its approval. The Prospectus will become part of your permanent file at the College.
 7. You must obtain the written permission of your faculty committee for any significant changes from the Prospectus before effecting such changes. If in doubt as to whether the changes are significant, consult your primary advisor or the Registrar.
 8. In the fall of the student's senior year, the Registrar will review each candidate's B.S.S. program to determine whether the student has registered for the same or similar courses as are listed on the Chronology of Courses included in the student's Prospectus. (This review occurs during the senior conference, described in the *Catalogue* section on Degree Programs.) A student who has made significant deviations from the B.S.S. Prospectus without prior written approval of the faculty committee will not be awarded the B.S.S. degree.

Professional Programs

Degree Programs in Combination with Professional Schools

Students who can obtain admission to a professional school at the end of their junior year may petition the Academic Standing Committee to permit them to transfer up to eight course credits from the professional school to complete their Cornell degree. Admission to the professional school is not guaranteed by Cornell but is subject in all cases to the university's acceptance of the student. Students normally apply on their own to the professional school of their choice (subject to the approval of the program by Cornell's Academic Standing Committee) or they may select one of the programs described below with which Cornell is formally affiliated. All such programs permit students to reduce by at least one year the time required to earn their first professional degree.

Before beginning the professional program, the student must complete 24 course credits (of which at least 16 must be term credits earned at Cornell) with a cumulative Cornell grade point average of 3.0 or higher. Candidates for the B.A. degree must also complete all the B.A. general education requirements, and may, but need not, complete a major at Cornell. With departmental approval, a Cornell major may also be completed at the professional school.

Cornell permits students to receive their Cornell degree at the end of their first year in professional school if they (1) notify the Cornell Registrar by March 1 of their desire to be graduated at the end of that academic year, and (2) provide the Cornell Registrar by the Thursday before Commencement with proof that they have successfully completed the requisite number of transferable credits, satisfied the requirements for their Cornell major, and are eligible to return to the professional school for the following year. Only courses graded C or higher are transferable.

Cornell currently has arrangements in these professional fields: architecture, dentistry, engineering, environmental management, forestry, medical technology, and nursing. For specific information and forms consult the program advisor or the Registrar.

Combined Degrees Program in Architecture

This **Three-Four Program** with Washington University in St. Louis, Missouri, offers the degree of Master of Architecture from the University and a baccalaureate degree from Cornell College. It is designed for students who wish to obtain their undergraduate education in a liberal arts college but who also want an early start on their professional degree in architecture. Participants complete three years of study at Cornell and four years studying architecture at the University. Suggested courses for admission to the University include: ART 103 (Drawing), 104 (Studio Art Basics), 202 (Ceramics), 310 (Collage/Assemblage), 311/312 (Sculpture); HIS 102 (Europe: 1300-1700) or 104 (Modern Europe and Its Critics); MAT 119-120 or 121 (Calculus of a Single Variable); and PHY 111 (General Physics I); and the submission of a portfolio of work done in art courses. One course in art history is highly recommended. Candidates for this program must also satisfy the requirements set forth under "Degree Programs in Combination with Professional Schools." Interested students should consult the program advisor before the end of their sophomore year. Program Advisor: Christina McOmber

Combined Degrees Program in Engineering

Students who select this program may at the conclusion of their junior year be admitted to the Sever Institute of Technology of the School of Engineering and Applied Science of Washington University, St. Louis, Missouri. The **Three-Two Program** (three years at Cornell and two years at the University) is designed for students who wish to become professional engineers. A student who completes the five-year sequence will receive a baccalaureate degree from Cornell College and the Bachelor of Science in Engineering from Washington University.

To be recommended by Cornell College to the School of Engineering and Applied Science of Washington University a student must have satisfied the requirements set forth above under "Degree Programs in Combination with Professional Schools," and have successfully completed the following prerequisites for admission to the University's engineering program: MAT 121 (Calculus of a Single Variable), 122 (Calculus of Several Variables), and 236 (Differential Equations); PHY 111, 112, and 114 (General Physics I, II, and Laboratory); CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry); CSC 140 (Foundations of Computer Science); a writing-designated course; and five course credits selected from the humanities and social sciences, including at least two course credits each in the humanities and the social sciences, and at least one course at or above the 300 level. For those planning to specialize in chemical engineering, CHE 225, 326, and 327 (Organic Chemistry I, II, and Laboratory) are also required.

Engineering candidates receive information from Washington University during their first three years and then transfer to the University, where they may choose one or more of the following degree programs: (1) Computer

Science, (2) Chemical Engineering, (3) Civil Engineering, (4) Electrical Engineering, (5) Mechanical Engineering, (6) Systems Science and Mathematics, or (7) Technology and Human Affairs. The Sever Institute of Technology also grants Master of Science and Doctor of Science degrees in each of the above areas and also in Biomedical Engineering, Control Systems Science and Engineering, Materials Science and Engineering, and Technology and Human Affairs. Program Advisor: Lyle Lichty

Combined Degrees Program in Forestry and Environmental Management

Cornell students in this **Three-Two Program** earn a baccalaureate degree from Cornell College and a master's degree from Duke University in Durham, North Carolina, in either Forestry (M.F.) or Environmental Management (M.E.M.) after completing three years of study at Cornell and a minimum of two years of graduate work at Duke. Students should select a major in the natural or social sciences, economics and business, or environmental studies, and include courses in botany, calculus, statistics, and economics. Candidates for this program must also satisfy the requirements set forth above under "Degree Programs in Combination with Professional Schools."

The Master of Forestry degree program concentrates on forest and associated resources, including woodlands, water, wildlife, and recreation, and their management from an ecological and economic point of view. Graduates are qualified for employment as professional foresters with government agencies, forest industries, and other organizations.

The Master of Environmental Management degree program considers natural resources in a broader context. The basic objective of this degree is to develop expertise in planning and administering the management of the natural environment for maximum human benefit with minimum deterioration of ecosystem stability. Concentrations include resource ecology, ecotoxicology and environmental chemistry, water and air resources, and resource economics and policy. Program Advisor: Robert Black

Cooperative Degree Program in Nursing and Allied Health Sciences

Rush University in Chicago has established with Cornell College and certain other liberal arts schools the nation's first network of colleges and universities affiliated in a coordinated program in nursing and medical technology, emphasizing a basic science background and creativity in caring for patients. Students spend at least two years at Cornell College for studies in the liberal arts and then transfer to the College of Nursing and Allied Health Sciences of Rush University where, after an additional two years of professional training, they will receive the University's degree of Bachelor of Science.

To be eligible for promotion to the nursing and medical technology programs at the Rush-Presbyterian-St. Luke's Medical Center, a student must complete a minimum of 15 course credits (including those described below) and earn a cumulative grade point average of 2.5 or higher. Admission to any of the Rush University programs is not automatic but is competitive and based upon grade point average, the recommendations of the chairs of Cornell's departments of Biology and Chemistry, and the approval of the Admissions Committee of Rush University.

The course requirements for nursing are: BIO 141 and 142 (Foundations: Cellular Biology and Foundations: Organismal Biology), 326 (Microbiology), 329 and 330 (Human Anatomy and Physiology I and II); CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry), and 225 (Organic Chemistry I); INT 201 (Statistical Methods I); PSY 161 (Fundamentals of Psychological Science) and 277 (Child Psychology); and one course selected from anthropology, economics and business, history, psychology, and sociology.

The course requirements for medical technology are: three course credits in biology, including 141 and 142 (Foundations: Cellular Biology and Foundations: Organismal Biology) and either 205 (Cell and Molecular Biology), 315 (Genetics), 326 (Microbiology), 329 (Human Anatomy and Physiology I), or 330 (Human Anatomy and Physiology II); four course credits in chemistry including CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry), and additional courses selected from 202 (Analytical Chemistry), 225, 326, and 327 (Organic Chemistry I, II, and Laboratory), or 334 (Biochemistry); and a college-level math course (statistics is recommended). Suggested electives include courses in sociology, psychology, physics, and English.

Five or six courses of electives chosen from English, foreign languages, history, philosophy, religion, art, music, speech, and theatre are strongly recommended for either nursing or medical technology.

Rush University comprises Rush Medical College, Rush College of Nursing and Allied Health Sciences, and Rush Graduate College. The University offers master's and doctor's degrees in nursing and provides facilities for research which are available to Cornell students and faculty. Program Advisor: Barbara Christie-Pope

Cooperative Program in Medical Technology

In cooperation with the St. Luke's Methodist Hospital School of Medical Technology in Cedar Rapids, Iowa, Cornell offers a four-year program leading to a baccalaureate degree and to registration as a medical technologist. The first three years of this program are taken in residence at Cornell College, where candidates must complete 24 course credits with a cumulative grade point average of 2.5 or higher. The minimum requirements are four course credits in biology at or above the 200 level, to include 205 (Cell and Molecular Biology), 326 (Microbiology), and 327 (Immunology); CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry), 225, 326, 327 (Organic Chemistry I, II, and Laboratory), and 334 (Biochemistry); and at least one course credit in mathematics. CHE 202 (Analytical Chemistry) is recommended. The fourth year is a full calendar year (12 months) and is spent at St. Luke's Hospital under the supervision of the staff pathologist. Admission to the St. Luke's program is not automatic but is competitive and based upon grade point average, the recommendation of the program advisor, and the approval of the Admissions Committee of St. Luke's.

The St. Luke's Hospital Medical Technology Program is approved by the Registry of Medical Technologists of the American Society of Clinical Pathologists, which is affiliated with the American Medical Association. Candidates completing the program are examined by the ASCP for registry and, if approved, may practice in most states in the United States.

The curriculum in Medical Technology consists of one hour of lecture and seven hours of practical experience per day in the following laboratory departments: urinalysis, bacteriology, mycology, virology, parasitology, histology-cytology, chemistry, isotopes, hematology, coagulation, serology, blood bank, and laboratory management. Upon the completion of these courses with a grade point average of 2.0 or higher, the candidate will be granted four course credits in biology, three course credits in chemistry, and one unassigned credit. Program Advisor: Barbara Christie-Pope

Deferred Admit Program in Dentistry

The College of Dentistry of the University of Iowa offers the opportunity to apply for early acceptance to its program leading to the degree of Doctor of Dental Surgery (D.D.S.). To qualify for the Early Acceptance Program, students must: (1) be an Iowa resident; (2) have a minimum cumulative grade point average of 3.6; and (3) have a minimum science grade point average of 3.5. Students may apply at any time between the end of their first year and the second semester of their junior year at Cornell. Those accepted must then maintain a grade point average of at least 3.6. Applicants must also complete the course requirements for admission to the College of Dentistry and take the *Dental Application Test* (DAT) before beginning the University's Dentistry program; however, an unsatisfactory performance on the DAT will not prevent the student from entering the program.

At Cornell the essential minimum preparation consists of the following courses: BIO 141 and 142 (Foundations: Cellular Biology and Foundations: Organismal Biology), 205 (Cell and Molecular Biology); CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry), 225, 326, and 327 (Organic Chemistry I, II, and Laboratory); and either PHY 101, 102, and 114 (Introductory Physics I, II, and Laboratory) or 111, 112, and 114 (General Physics I, II, and Laboratory). Other relevant courses are BIO 313 (Developmental Biology), 315 (Genetics), 326 (Microbiology), 327 (Immunology), 328 (Neurobiology), 329 and 330 (Human Anatomy and Physiology I and II); and CHE 334 (Biochemistry). The University of Iowa requires that the applicant complete a minimum of four years of undergraduate coursework prior to enrollment in dental school. Program Advisor: Craig Tepper

Preparation for a Career in a Professional Field

Education

To prepare for a career as a teacher at the K-12 level, see the statements given under the Departments of Education, Music, or Kinesiology, and consult with that department before December 1 of your sophomore year. For a career in higher education, consult the faculty members in the field of your interest about the proper preparation, about your choice of graduate school, and about the joys and trials of earning a Ph.D. Notice also that several departments, under the description of their major, list additional courses to be taken for students interested in graduate work.

Law

According to the Law School Admission Council,

A college education should stand on its own merits as preparation for a lifetime of active involvement in a diverse and changing society. Admission committees are usually impressed by applicants who can convincingly demonstrate that they've challenged their thinking and reasoning skills in a diverse course of undergraduate study. While no single curricular path is the ideal preparation for law school, you should choose courses that sharpen analytical reasoning and writing skills. Law schools prefer students who can think, read, and write well, and who have some understanding of what shapes human experience. You can acquire these attributes in any number of college courses, whether in humanities, the social sciences, philosophy, or the natural sciences. It's not so much a matter of what you study as it is a matter of selecting courses that interest you, challenge you, and require you to use researching and writing skills. Because a lawyer's work involves most aspects of our complex society, a broad liberal arts curriculum is the preferred preparation for law school.

High academic standards are important when selecting your undergraduate courses. The range of acceptable majors is broad; the quality of the education you receive is most important. You should acquire skills that enable you to think critically, reason logically, and speak and write effectively. Undergraduate programs should reveal your capacity to perform well at an academically rigorous level. An undergraduate career that is narrow, unchallenging, or vocationally-oriented is not the best preparation for law school.

Additional information about preparation for law school may be found on the Cornell College web site at http://www.cornellcollege.edu/pre_law/.

Consistent with the best advice of law schools themselves, Cornell College has no formal "pre-law major" and no specific list of recommended courses. Rather we have pre-law advisors who can help you plan a curriculum to meet your personal needs while maximizing your chances of admission to law school. If you are considering a legal career, you should consult regularly with a pre-law advisor about your course of study.

Several departments offer courses specifically concerned with the law and legal issues. Among them are HIS 251 (Federal Indian Policy) and 351 (The Age of Revolution in America); PHI 353 (Philosophy of Law); POL 222 (Foundations of the First Amendment), 252 (when the topic is Principles of Advocacy), 325 (Anglo-American Constitutional Thought), 361 (Race, Sex, and the Constitution: Public Law in the Age of Multiculturalism), 364 (Congress and the Presidency), 365 (Constitutional Law: The American System), and 366 (Constitutional Law: Rights and Liberties); and SOC 248 (Contemporary Native Americans), 348 (Race and Ethnic Relations), 366 (Gender and Social Institutions), and 376 (Civil Rights and Western Racism).

Prospective law students are encouraged to take the Law School Admission Test (LSAT) no later than October of the year preceding their anticipated matriculation in law school. The LSAT contains sections on reading comprehension, analytical reasoning (structure of relationships), and logical reasoning (verbal arguments). Application materials and advice on preparation are available from the pre-law advisors: Craig Allin, M. Philip Lucas, Mary Olson, and Rob Sutherland.

Medicine

The requirements for admission to medical school (including osteopathy, podiatry, and veterinary medicine) and the courses which are prerequisites for the Medical College Admission Test (MCAT) are more or less the same. The MCAT is based upon a core of work in the sciences which should be completed before attempting the test. Consult the Dimensions web site located at <http://cornellcollege.edu/dimensions/>, or consult the pre-med advisors (Barbara Christie-Pope and Craig Tepper) for further information.

At Cornell the essential minimum preparation consists of the following courses: BIO 141 and 142 (Foundations: Cellular Biology and Foundations: Organismal Biology), 205 (Cell and Molecular Biology); CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry), 225, 326, and 327 (Organic Chemistry I, II, and Laboratory); MAT 119-120 or 121 (Calculus of a Single Variable); and either PHY 101, 102, and 114 (Introductory Physics I, II, and Laboratory) or 111, 112, and 114 (General Physics I, II, and Laboratory). Other relevant courses are BIO 211 (Evolution), 313 (Developmental Biology), 315 (Genetics), 326 (Microbiology), 327 (Immunology), 328 (Neurobiology), 329 and 330 (Human Anatomy and Physiology I and II); CHE 334 (Biochemistry); and INT 201 (Statistical Methods I).

Social Work/Human Services

Although graduate programs in Social Work/Human Services generally accept any major, students preparing for direct entry into these fields should consider majoring in one or more of the following: Sociology, Psychology, or an

individualized major designed around some particular area (childhood, family, delinquency, etc.).

Students preparing for either graduate training or direct employment should include in their programs these core courses: ECB 101 (Macroeconomics); PSY 161 (Fundamentals of Psychological Science); SOC 101 (Sociological Perspectives); POL 262 (American Politics); and one course in recent American history.

Students are strongly urged to acquire experience in social work or human services as volunteers or interns. It is possible to earn credit for this kind of experience during the academic year through PSY or SOC 280/380, and in the summer through PSY or SOC 299/399.

Theology/Ordained Ministry

Most religious groups and denominations require a graduate professional degree from an accredited seminary or divinity school for entrance into the ordained ministry. The American Association of Theological Schools encourages prospective candidates to present a wide variety of courses in humanities, social sciences, language, and science which reflects a broad appreciation for the human community. There is no prescribed pre-theological curriculum, but students moving toward ordained ministry will find that courses in English, history, philosophy, psychology, religion, and sociology provide solid background for graduate courses related to ministry. Some students create their own individualized majors combining work in several departments, capped by an internship. Students considering ordained ministry should contact the offices of their tradition to secure any special recommendations for their course of study, and the steps to follow in order to be recognized as a candidate for ordination.

Most seminaries and divinity schools expect that applicants for the Master of Divinity degree are connected with a specific denomination. It is the candidate's religious tradition, not a school's affiliation, that confers ordination after completion of the degree. Therefore, students are encouraged to maintain their religious life while attending Cornell and may do so by volunteer service in area congregations, campus religious programs, summer opportunities for service and/or credit internships arranged by the Chaplain and the Department of Religion. The Chaplain of the College maintains active relationships with many theological schools and arranges for students to speak with representatives who come to campus. The Chaplain is available for discussions concerning the many dimensions of ministry and to assist students seeking admission to graduate theological schools. The Department of Religion also supports and advises students preparing for theological education.