Get 9th graders ready early, excited about college

As educators, passionate about the work we do, we can all agree that starting the college process in 11th grade is simply too late. The earlier the college conversation, the more opportunities a student has to prepare in high school for college readiness. As 9th grade students begin their high school career, there are many things we can do to prepare them for success. Here is a list of items to get them STARTed:

**Save money**—encourage your students to put aside $10 every week specifically for college. If they do this every week for 4 years, they will have about $2000 saved and will have learned about managing money and perhaps a bank account.

**Ten things they like doing**—have your students create a list of 10 things they like to do. By doing this early, they can start to evaluate which clubs and organizations they’d like to be involved with (or even found)! It will also help them keep accurate records of their involvement.

**Anticipate the future**—looking to the future will be important for 9th graders. If they start looking for summer opportunities like internships, camps, course options, volunteer positions, they can be prepared for completing potential applications. They should also begin creating a high school plan that includes required classes and ideas for courses they may want to explore in school.

**Talk with your student**—build a bond with your students early. Be a sounding board for them, and create a safe space for them to share their thoughts and ambitions. Begin conversations with them about their future goals, so when it comes time for them to articulate it for college applications, they will have had immense practice.

Early preparedness can only benefit students as they embark on the college process. High school course options are often determined in ninth grade. Involvement in the community also begins early, the sooner 9th graders can begin these processes, the more prepared for college they will be!
Cornell Outdoor Education and PE offerings

Although it is considered Physical Education (PE), the Cornell Outdoor Education (COE) program provides students with alternative options to get their PE credit outdoors. All classes listed “for credit” are PE credit courses.

Discover the wilderness, experience a new adventure, and explore the world. Cornell offers the most comprehensive collegiate outdoor education program in the country.

Who can register?
Cornell Outdoor Education serves the broad membership of the Cornell community, students and student instructors, faculty and staff, alumni and friends, local community and outside groups. All COE courses are open to the public. Students can sign-up online during pre-enrollment as well as open enrollment by email.

COE’s classes and programs believe that in our conduct with each other, in our interactions across the campus, and in our dealing with those outside of Cornell, we should be committed to: teamwork, excellence, caring, responsibility, and health and wellness.

COE offers over 130 courses: backpacking, canoeing, climbing (rock and ice), hiking, kayaking (sea and whitewater), leadership, biking, and more. Most are available for PE credit. COE’s classes encourage teambuilding—developing community and team skills among students, staff, alumni, and corporate groups throughout the US. Through the Outdoor Odyssey, COE conducts 25 expeditions for new students to develop meaningful friendships and ease transition to Cornell.

Cornell Outdoor Education’s Outfitting Center is Ithaca’s most comprehensive outdoor equipment rental center. Located in Bartels Hall, the center can supply the necessary gear for all of COE’s course offerings.

Physical Education
Cornell boasts one of the largest and most diverse Physical Education Programs in the country, with more than 100 courses taught by experienced instructors.

PE Requirement
All incoming freshman are required to take two credits (two courses) of PE, one credit each semester of the first year on campus. Registered participants in Cornell Athletics may receive PE credit. All requests for accommodations to the Physical Education or Swim Test requirement due to disability must be made through Student Disability Services.

Helping students think about campus living

While degree programs and learning environment are important factors in the college search process, student life can be just as important to many young adults. You can’t study all the time, so the right balance between the learning and living experience is important. For many, student life begins on campus in the residence halls. It’s important that your students take time to consider housing options at each institution – whether that is researching online or during a campus visit.

While most colleges do not require students to live on campus their freshman year, it is highly encouraged. Research indicates that living on campus contributes to greater success and more interactions with students and faculty. Students who live on campus are more connected to their campus community and are therefore more likely to graduate.

Below is a list of questions to help your students explore housing options.

Am I required to live on campus? Can students choose the residence hall they live in?
What amenities do rooms have? (Air conditioning, refrigerator, bathrooms, cable TV, fitness center)
Do all students live on campus? What factors will be used to select a roommate for me?
What security measures are in place? Are residence halls open during holiday breaks?
How close are the residence halls to classes, dining halls, activities? Is housing guaranteed for 4 years?
Premed, cont.

English Composition 6 semester credit hours
Mathematics (required by some schools; recommended by others)
Advanced Biology recommended by most
Cornell’s prerequisite courses for veterinary school
Biology or Zoology (with lab) 8 semester credit hours
Intro/Inorganic Chemistry (with lab) 8 semester credit hours
Organic Chemistry (with lab) 8 semester credit hours
Biochemistry 4 semester credit hours
Physics (with lab) 8 semester credit hours

General Microbiology (with lab) 3 semester credit hours
English Composition 6 semester credit hours

Additionally:
If students are set on a premed or prevet path from the start, they will likely be able to complete the minimum number of required courses at many health professional schools by the end of sophomore or junior year in most of the colleges or schools at Cornell.

Students will be a much more attractive candidate for admission to schools of human and veterinary medicine if, in addition to science courses, they have taken courses in the social sciences and humanities.

Cornell students with equivalent academic credentials from the Colleges of Agriculture and Life Sciences, Arts and Sciences, Engineering, or Human Ecology are equally successful in gaining admission to medical schools.

Most prevet students major in biology or animal science at Cornell and applicants to vet schools aren’t required to complete a specific undergraduate degree program or a designated major.

Veterinary medicine applicants should be prepared to present evidence of firsthand experience with animal care and some understanding of the duties and responsibilities of veterinarians and the scope of veterinary medicine.

Skype with Us!

The Office of Undergraduate Admissions is available via Skype for live, face-to-face interactions with you and your students!

Skype session topics

- Cornell Info Session
- Financial Aid
- CSS Profile
- Essay Writing
- Application Workshop
- Bus group visits
- Essay writing
- How to create a partnership
- Articulating Fit

For more information, please email:

diversity@cornell.edu
CBO Spotlight: Cornell Student

Gaylord Minett—Class of 2017; Urban Prep Charter Academies for Young Men

My name is Gaylord Minett, I am a sophomore in the College of Architecture, Art, and Planning, and I BELIEVE! Believing became a part my everyday life thanks to the internalization of the slogan of my alma mater, Urban Prep Charter Academies for Young Men, “We Believe.” A non-profit organization on the South Side of Chicago, Urban Prep grooms young black men expected to be future inmates, drug dealers, and killers into exceptional men, and most importantly college students. This is all due to the essence of believing.

From the time I walked into Urban Prep my junior year of high school, I saw that the standards for all of us were high. We were expected to memorize, internalize and recite our creed and all 8 of our core values. We were expected to live the 8 core values. Our uniforms were expected to abide by the dress code perfectly (khakis, a white, long sleeved button-up, red and gold striped tie, black or brown dress shoes, dress socks, and black blazer with the UP Seal on it). We were expected to complete all of our work and ace all of our classes. We were expected to write the best personal statements, and get millions of dollars in scholarships. We were expected to go to college. It was when I realized this that I jumped on the revolutionary bandwagon to excellence with my brothers, met and exceed those expectations. Setting these expectations for us shows that all of the affiliates of Urban Prep believed in all of its students. In believing in us, we began to believe in ourselves, and showed everyone who didn’t believe what happens when you do believe.

The values and preparation of Urban Prep have stayed with me to and through my first year of college. I remain my brother’s keeper by mentoring the youth, and sharing my experiences at Cornell by hosting prospective students. Exemplifying accountability, exceptionality, resilience, and relentlessness got me through some of the hardest nights of my life at Cornell. Reminiscing on the sleepless nights of writing essays that had to be in M.E.A.L. and MLA format as I tackled the accumulation of essays for my college classes made life a lot easier to deal with. Knowing that I was able and that I was prepared for this life at Cornell made it so much better for me my freshman year. I give it all up to Urban Prep for believing.

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 our students, the people of New York, and others around the world.

Our 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 the state of New York, we apply the results of our endeavors in service to our alumni, the community, the state, the nation, and the world.

We're on the Web!
admissions.cornell.edu/living/diversity