

DYSON SCHOOL OF APPLIED ECONOMICS AND MANAGEMENT

Overview

The Charles H. Dyson School of Applied Economics and Management is located within two colleges - the SC Johnson College of Business and the College of Agriculture and Life Sciences at Cornell University. Its internationally renowned areas of expertise in food and agricultural economics, management, environmental and resource economics, and international and development economics work in concert to fulfill the School's mission to inform and foster the public stewardship and private management of businesses, organizations, livelihoods, and natural resources. The Dyson School offers BS, MS, MPS, and PhD degrees, conducts frontier research and delivers innovative extension/outreach programs in all four of the School's areas of expertise. Its undergraduate degree is accredited by AACSB International—the Association to Advance Collegiate Schools of Business.

Website: dyson.cornell.edu (<https://dyson.cornell.edu/>)

General Information

Administration

- Jinhua Zhao, The David J. Nolan Dean
- Aija Leiponen, Senior Director of Dyson Programs
- Ivan Rudik, Director of Graduate Studies
- Calum Turvey, Associate Director of Graduate Studies
- Stephen Shu, Director of Master of Professional Studies & Director of CEMS
- Sarah Wolfolds, Director of Undergraduate Studies & Director of Grand Challenges
- Christopher A. Wolf, Director of Land Grant Programs
- Jennifer Majka, Director of Diversity and Inclusion
- Erica Ostermann, Director of Student Services & Advising
- Nicole Heasley, Registrar
- Jackie Doyle, Managing Director of Career Management

Special Academic Opportunities

Study Abroad

Undergraduate students in the Dyson School have two approved channels for studying abroad during the fall or spring semesters: the CALS Exchange Program or Cornell Abroad. Through these two options, students have literally hundreds of opportunities in more than 70 countries. Both options allow students to earn credit toward their Cornell degree, including the College of Agriculture and Life Sciences (CALS) distribution requirements and Dyson's core and concentration requirements.

CALS Graduation Requirements for the Bachelor of Science

Students are responsible for understanding and fulfilling all the requirements necessary for graduation. Additionally, students must

promptly notify the college of any discrepancies or issues with their academic records.

CALS undergraduate students follow college distribution requirements corresponding to their matriculation/entry term and class standing. Students matriculating/entering before Fall 2025 will complete the existing CALS distribution requirements. First-year students matriculating/entering Fall 2025 or later will be subject to the new CALS 2025+ distribution requirements. However, sophomore and junior transfer students matriculating/entering in Fall 2025 will follow the existing CALS distribution requirement to align with students in their corresponding cohort year. All students must adhere to the requirements designated for their matriculation/entry term and class standing. *There are no exceptions to this policy.*

Although specific requirements vary between the curriculums, all students must complete the following Graduation Requirements to earn the Bachelor of Science degree:

1. University Graduation Requirements
2. Credit Requirements
3. Distribution Requirements
4. Residency Requirement
5. GPA Requirement
6. Major Requirements
7. Application to Graduate

Credit Requirement Policies

1. Minimum total credits: 120 academic credits are required for graduation.
 - Important Exceptions:
 - Repeated Cornell courses that do not allow repeat for credit will not count towards the number of credits required for graduation. These credits do count toward the minimum twelve (12) credits required for full-time status and good academic standing.
 - Forbidden Overlaps will not count towards credits required for graduation. These credits do count toward the minimum twelve (12) credits required for full-time status and good academic standing. More information can be found under the Course Enrollment and Credits page.
 - Review or supplemental courses (e.g., 1000- to 1099-level) do not count towards the number of credits required for graduation. These credits do not count toward the minimum twelve (12) credits required for full-time status or good academic standing.
 - Physical Education courses do not count toward the required 120 credits for graduation. They also do not count toward the minimum twelve (12) credits required for full-time status or good academic standing.
2. Minimum Credits at Cornell: Sixty (60) academic credits must be completed at Cornell (includes Cornell in Rome, Capital Semester, and Brooks School Cornell in Washington DC Connect Program, and Shoals Marine Laboratory).
3. Maximum Non-Cornell Credits: Sixty (60) non-Cornell credits (AP, CASE, IB, GCE, French Baccalauréat, Cambridge Pre-University, and external transfer coursework) can be applied toward degree requirements. A student can transfer in a maximum of fifteen (15) academic credits earned before matriculation as a first-year student at any accredited college/university (AP, CASE, IB, GCE,

French Baccalauréat, and external transfer credits). Refer to Non-Cornell (Transfer) Credit under Policies and Procedures for additional information.

4. All CALS students are required to fulfill a minimum number of CALS Credits, structured credits, and letter-graded credits. Specific policies are in the curriculum sections below.

Residency Requirements

- Eight (8) semesters of full-time study are expected. External transfer students are credited with one (1) semester in residence for each full-time semester (or equivalent) completed at another accredited institution prior to matriculation at Cornell.
- Internal transfer students must complete two (2) semesters in residence in CALS.
- The final semester before graduation must be completed in a Cornell program as a full-time student. Summer or winter semesters cannot be counted as a final semester. (The School of Continuing Education does not count towards a final semester in residency.)
- Students in the ninth (9th) (or equivalent) and final semester may be eligible to apply for prorated tuition. The eligibility criteria are listed online (<https://cals.cornell.edu/undergraduate-students/cals-student-services/degree-advising/cals-graduation-requirements-for-bachelor-of-science/>).
- The following programs are in residency: Cornell in Washington DC Connect Program (Fall or Spring only), Capital Semester, Shoals Summer Semester.

Grade Point Average (GPA) Requirements

Minimum cumulative GPA: 2.00 or above must be maintained. Students must earn a minimum cumulative GPA of 2.00 or better to graduate. The cumulative GPA includes all letter grades earned at Cornell.

CALS Degree Requirements Prior to 2025 (applies to Transfers entering Fall 2025)

These requirements apply to: First-year students who matriculated before Fall 2025, sophomore transfers who matriculate prior to Fall 2026, and junior transfers who matriculate before Fall 2027. All students must follow the requirements based on their matriculation and expected graduation dates. *There are no exceptions to this policy.*

Students are required to fulfill:

1. University Graduation Requirements:
 - a. Physical Education.
 - b. Swim Requirement.
2. Credit Requirements: 120 academic credits, of which a minimum of fifty-five (55) must be taken from the College of Agriculture and Life Sciences at Cornell. A minimum of one hundred (100) credits must be in courses for which a letter grade was received. PE and supplemental courses do not count as academic credit.
 - a. Fifty-five (55) CALS Credits are required for graduation. CALS Credits consist of courses offered within CALS and in Applied Economics and Management, Biological Sciences, Biology & Society, Earth and Atmospheric Sciences, Environment and Sustainability, Information Science, Nutritional Science, and the Department of Statistics and Data Science. CALS Credits include all courses with the following subjects: AGSCI, AIISP, ALS, AEM, ANSC, BEE, BIOG, BIOAP, BIOCB, BIOEE, BIOMG, BIOMI, BIOMS, BIONB, BIOSM, BSOC, BTRY, COMM, DSOC, EAS, EDUC, ENTOM,

ENVS, FDSC, GDEV, IARD, INFO, LA, LEAD, NS, NTRES, PLBIO, PLBRG, PLHRT, PLPPM, PLSCI, PLSCS, STSCI, VIEN.

- b. Minimum Letter-Graded Credits: One hundred (100) credits. Proration of letter-graded credits may be applicable to students that transfer non-Cornell credits (see Proration Chart for non-Cornell credit (<https://experience.cornell.edu/sites/default/files/resource-files/Proration%20Chart%20for%20Students%20with%20Non%20Cornell%20Credit.pdf>)).
- c. Maximum Credits earned through Special Studies (Independent Study, Research, Teaching Assistantships, and/or Internships): Fifteen (15) credits of "unstructured" coursework can be applied towards graduation requirements. Proration of structured credits may be applicable to students that transfer non-Cornell credits (see Proration Chart for non-Cornell credit (<https://experience.cornell.edu/sites/default/files/resource-files/Proration%20Chart%20for%20Students%20with%20Non%20Cornell%20Credit.pdf>)).
3. Residency: Eight (8) semesters of full-time study are expected. External transfer students are credited with one (1) semester of residence for each full-time semester (or equivalent) completed at another accredited institution prior to matriculating at Cornell.
4. GPA: Students must earn a minimum cumulative GPA of 2.00 or better to graduate. The cumulative GPA includes all letter grades earned at Cornell.
5. Physical and Life Sciences: Eighteen (18) credits, of which six (6) credits must be Introductory Life Sciences/Biology and three (3) credits must be Chemistry or Physics.
6. Quantitative Literacy: Faculty legislation requires minimum competency in quantitative literacy. This requirement can be satisfied by taking an approved calculus or statistics class.
7. Social Science and Humanities: Students must complete four (4) courses within the seven (7) categories of Humanities and Social Sciences. The courses MUST span at least three (3) different categories. Human Diversity (D) is a required category. Humanities courses must be a minimum of three (3) credits.
8. Written and Oral Expression: Nine (9) credits total, of which at least six (6) must be in Written Expression. Oral Expression is not required by the college but may be required for some majors. If Oral Expression is not required by the major, all nine credits may be in Written Expression.
9. Major: See individual department listings for major requirements.
10. Application to Graduate: See Graduation Resources (<https://cals.cornell.edu/undergraduate-students/cals-student-services/graduation-resources/>).

Distribution Requirements

The purpose of the distribution requirement is to have all students achieve common learning outcomes. It is expected that through college and major course requirements graduates will be able to:

- Explain, evaluate, and effectively interpret factual claims, theories, and assumptions in the student's discipline(s) (especially in one or more of the college's priority areas of Food & Energy Systems, Social Sciences, Life Sciences, and Environmental Sciences) and more broadly in the sciences and humanities.
- Find, access, critically evaluate, and ethically use information.
- Integrate quantitative and qualitative information to reach defensible and creative conclusions.
- Communicate effectively through writing, speech, and visual information.

- Articulate the views of people with diverse perspectives.
- Demonstrate the capability to work both independently and in cooperation with others.

Through the study of Physical and Life Sciences, students develop their understanding and appreciation of the physical sciences, enhance their quantitative reasoning skills, and gain an appreciation of the variability of living organisms. Social Sciences and Humanities gives students perspective on the structure and values of the society in which we live and prepares them to make decisions on ethical issues that will affect their work and role in society. Written and Oral Expression is designed to help students become competent and confident in the use of oral and written communication to express themselves and their ideas.

Important Notes:

- Credits received for independent study, fieldwork, teaching, research, work experience, and internships cannot be used to fulfill the distribution requirements
- Review or supplemental courses, such as 1000- to 1099-level courses, will not be counted in the distribution areas.
- First-Year Writing Seminars (FWS) cannot be used to satisfy the Physical and Life Sciences distribution area.
- Courses that fulfill distributions are approved by the CALS Curriculum Committee. Distributions cannot be applied to a course retroactively, and individual student petitions for Cornell courses to fulfill distributions will not be accepted. Students may request a review of external transfer courses for fulfilling distribution requirements.

Physical and Life Sciences:

Eighteen (18) credits, of which six (6) credits must be Introductory Life Sciences/Biology and three (3) credits in Chemistry or Physics. Courses that count for Introductory Life Sciences/ Biology, Chemistry/Physics, Quantitative Literacy, and Other Physical and Life Sciences count towards the eighteen (18) credits for this requirement

Introductory Life Sciences/Biology Requirement (BIO-AG):

Students must complete at least six (6) academic credits of Introductory Life Sciences/Biology. Courses that count towards this requirement have the BIO-AG distribution attribute. Note: CALS does NOT accept BIO-AS for BIO-AG.

Offerings in the area provide a foundation in the field of biology. Courses must include: an evolutionary component, instruction on applying the process of science and a significant student-centered teaching component.

Chemistry/Physics (CHPH-AG):

Students must complete a minimum of three (3) credits of Chemistry or Physics. Includes all Cornell courses with the CHEM or PHYS prefix (excluding courses that are supplemental, independent study, research, TA, internship, and First-Year Writing Seminar). Courses that count towards this requirement have a CHPH-AG distribution attribute. Additionally, courses with the prefix CHEM or PHYS of at least 11xx numbering and a minimum of three (3) credits are accepted as fulfilling CHPH-AG.

Courses that meet the CALS Chemistry or Physics (CHPH) requirement provide students with a foundational understanding of key scientific principles. These courses delve into the study of chemistry (focusing on the composition, properties, and transformations of substances) or physics (exploring the principles of matter, energy, and their interactions). Fulfilling this requirement equips students with essential scientific

knowledge that supports practical and innovative applications in fields like agriculture, environmental science, and food science, thereby fostering their ability to address and solve critical challenges within these domains.

Quantitative Literacy (MQL-AG):

Students must complete one (1) Quantitative Literacy course. Courses that count towards these requirements have an MQL-AG distribution attribute. Additionally, courses of at least 11xx numbering with the MATH prefix may fulfill this category. Calculus courses and Introductory Statistics courses may also fulfill MQL-AG.

Faculty legislation requires minimum competency in quantitative literacy. Courses that fulfill the Mathematics and Quantitative Literacy distribution in CALS enhance students' problem-solving skills by teaching them to understand abstract, logical relationships. These classes focus on the mathematical analysis of data, modeling natural and man-made systems, and developing algorithms critical for computation. Students will learn various quantitative methods and how to apply quantitative reasoning across different fields.

This requirement can also be satisfied by earning a score of four (4) or five (5) on the AP Calculus exam or a score of five (5) on the AP Statistics exam, or transfer of an approved calculus or statistics course with a minimum letter grade of "C" or better.

Other Physical Life Sciences (OPHLS-AG):

Other Physical Life Sciences courses count towards the eighteen (18) credit total for the Physical and Life Sciences requirement. Courses that count towards this requirement have the OPHLS-AG distribution attribute. The number of OPHLS-AG courses taken will vary by student. Courses with the following distributions are also accepted for the CALS OPHLS-AG distribution: PBS-HE, BIO-AS, PHS-AS, SDS-AS. Additionally, any course with BIO-AG, CHPH-AG or MQL-AG may alternatively fulfill OPHLS-AG.

Offerings in this area explore additional physical and life science subjects as well as quantitative literacy (math) courses. Courses satisfying this requirement help students understand and appreciate the physical sciences, enhance quantitative reasoning skills, or explore the variability of living organisms.

Social Sciences and Humanities:

Students must complete four (4) courses within the seven (7) categories of Humanities and Social Sciences. The courses MUST span at least three (3) different categories. Human Diversity (D) is a required category. Humanities courses must be a minimum of three (3) credits.

No more than two (2) courses in the same department will be counted toward the distribution requirement. Social Sciences & Humanities Categories:

(Also refer to Distribution Requirement Codes (<https://catalog.cornell.edu/general-information/distribution-codes/>))

Cultural Analysis (CA-AG)

These courses study human life in particular cultural contexts through interpretive analysis of individual behavior, discourse, and social practice. Topics include belief systems (science, medicine, religion), expressive arts and symbolic behavior (visual arts, performance, poetry, myth, narrative, ritual), identity (nationality, race, ethnicity, gender, sexuality), social groups and institutions (family, market, community), and power and politics (states, colonialism, inequality).

CALS also accepts courses of at least three (3) credits with the following distributions as fulfilling CA-AG: ALC-AS, ALC-HA, ALC-AAP, CA-HE, CA-AAP, GLC-AS

Foreign Language (FL-AG)

Foreign Language courses available for CALS students at Cornell are offered by several departments, including Africana Studies and Research Center (AS&RC – language courses only), Asian Studies with languages such as Bangla-Bengali, Burmese, Chinese, Hindi, Indonesian, Japanese, Khmer, Korean, Sanskrit, Tagalog, Thai, and Vietnamese, and Classics (CLASS – language courses only). Additional offerings are provided by German Studies, which includes German, Dutch, and Swedish (language courses only), Linguistics (LING – language courses only), Near Eastern Studies (NES - language courses only), Romance Studies with languages like Catalan, French, Italian, Portuguese, Quechua, and Spanish, and Russian Studies, covering Russian, Hungarian, Polish, Serbian/Croatian, and Ukrainian. CALS will recognize these Foreign Language (FL) classifications by any college at Cornell, provided the class is taken for three (3) or more credits. Transfer students may have non-Cornell courses that meet SUNY World Languages requirements and are a minimum of three (3) credits reviewed as fulfilling FL-AG.

Human Diversity (D-AG)

These courses analyze historical or contemporary marginalized communities and the culturally specific contexts that produce unequal power relations in terms of race, nationality, ethnicity, indigeneity, sexuality, disability, religion, gender, or economic status.

Definition of “marginalize”: Any groups with reduced access to social status, political influence, economic advancement, educational advancement, healthcare, information, or any of the goods, services, and powers of a society can be considered “marginalized.” Causes of marginalization may be related to ethnic status, religion, country of origin, sexual orientation, geography, economics, and government policies. Those who exist on the furthest margins of a society are frequently subject to several of these forces.

CALS also accepts courses of at least three (3) credits with the following distributions as fulfilling D-AG: SCD-AS, SCD-HA, D-HE.

Non-equated external transfer courses will only be considered for junior transfer students who have taken an appropriate course at their prior institution and whose schedule does not allow space to take a Human Diversity (D-AG) course at Cornell. These situations will be reviewed individually after a required appointment with CALS Student Services.

Historical Analysis (HA-AG)

These courses interpret continuities and changes—political, social, economic, diplomatic, religious, intellectual, artistic, scientific—through time. The focus may be on groups of people, dominant or subordinate, a specific country or region, an event, a process, or a time period.

CALS also accepts courses of at least three (3) credits with the following distributions as fulfilling HA-AG: HA-AAP, HST-AAP, HST-AS, HST-HA, HA-HE

Knowledge, Cognition, and Moral Reasoning (KCM-AG)

These courses investigate the bases of human knowledge in its broadest sense, ranging from cognitive faculties shared by humans and animals such as perception, to abstract reasoning, to the ability to form and justify moral judgments. Courses investigating the sources, structure, and limits of cognition may use the methodologies of science, cognitive psychology, linguistics, or philosophy. Courses focusing on moral

reasoning explore ways of reflecting on ethical questions that concern the nature of justice, the good life, or human values in general.

CALS also accepts courses of at least three (3) credits with the following distributions as fulfilling KCM-AG: ETM-AAP, ETM-AS, ETM-HA, KCM-AAP, KCM-HE

Literature and the Arts (LA-AG)

These courses explore literature and the arts in two different but related ways. Some courses focus on the critical study of artworks and on their history, aesthetics, and theory. These courses develop skills of reading, observing, and hearing and encourage reflection on such experiences; many investigate the interplay among individual achievement, artistic tradition, and historical context. Other courses are devoted to the production and performance of artworks (in creative writing, performing arts, and media such as film and video). These courses emphasize the interaction among technical mastery, cognitive knowledge, and creative imagination.

CALS also accepts courses of at least three (3) credits with the following distributions as fulfilling LA-AG, ALC-AS, ALC-HA, ALC-AAP, LA-AAP

Social and Behavioral Analysis (SBA-AG)

These courses examine human life in its social context through the use of social scientific methods, often including hypothesis testing, scientific sampling techniques, and statistical analysis. Topics studied range from the thoughts, feelings, beliefs, and attitudes of individuals to interpersonal relations between individuals (e.g., in friendship, love, conflict) to larger social organizations (e.g., the family, society, religious or educational or civic institutions, the economy, government) to the relationships and conflicts among groups or individuals (e.g., discrimination, inequality, prejudice, stigmas, conflict resolution).

CALS also accepts courses of at least three (3) credits with the following distributions as fulfilling SBA-AG: SSC-AS, SBA-HE, SBA-AAP, SSC-AAP

Written and Oral Expression:

Nine (9) credits total, of which at least six (6) must be in Written Expression. Oral Expression is not required by the college but may be required for some majors. If Oral Expression is not required by the major, all nine (9) credits may be in Written Expression. Writing in the Majors (WIM) courses do not count towards Written Expression.

Written Expression (WRT-AG)

All students are required to take at least six (6) credits of Written Expression and may take nine (9) credits to fulfill the Written and Oral Expression requirement. Courses that fulfill the Written Expression requirement in CALS focus on enhancing students' writing skills. Courses meeting this requirement devote at least 50% of class time to writing proficiency, involve at least five (5) writing assignments with detailed feedback, and emphasize revision and development. These courses ensure personalized attention and help students articulate ideas clearly, argue effectively, and engage with evidence critically. This structure supports students in improving both their writing mechanics and their ability to communicate persuasively across contexts.

CALS also accepts FWS courses as fulfilling WRT-AG. Transfer students may have courses that meet the SUNY Writing Requirement considered to fulfill this requirement.

Oral Expression (ORL-AG)

Students may take one (1) Oral Expression course towards the nine (9) required credits for Written and Oral Expression. Courses that fulfill the CALS Oral Expression requirement enhance students' public speaking and communication skills. Courses meeting this requirement center

on improving oral proficiency, dedicating over 50% of class time to the principles of effective communication. Each course involves at least five (5) formal oral presentations, with four (4) undergoing detailed revisions based on structured feedback that focuses on speech organization, clarity, evidence use, and delivery. These courses offer personalized guidance and encourage students to apply feedback to subsequent presentations. The aim is to refine students' abilities to articulate ideas persuasively and adapt messages for different contexts, ensuring they can communicate effectively on any topic.

CALS 2025+ Degree Requirements (applies to first-year students who start Fall 2025 or after)

The 2025+ CALS Curriculum applies to first-year students who enter CALS starting Fall 2025 and all semesters after. Transfer students entering Fall 2025 and all continuing students will follow the Prior to Fall 2025 Requirements. There are no exceptions to this policy.

All students are required to complete:

1. University Graduation Requirements
2. Credit Requirements
3. 120 Credits are required to graduate, of the 120:
 - A minimum seventy-five (75) must be CALS Credits (fifty-five (55) for transfer students).
 - A minimum of 105 must be structured academic credits (transfer courses can count towards this requirement).
 - A minimum of one hundred (100) letter-graded academic credits (transfer courses can count towards this requirement).
 - The following courses do not count towards the 120: PE course, courses numbered 1000-1099, forbidden overlap courses, and repeated courses (that do not allow repeats).
4. Residency Requirement
5. GPA Requirement
6. Distribution Requirements
7. E3 Learning Milestone
8. Major Requirements: See individual department listings for major requirements.
9. Application to Graduate: Information can be found on graduation webpage.

75 CALS Credits

Students are required to take seventy-five (75) CALS Credits. The following counts as CALS Credit:

- Any course with the following prefixes: AGSCI, AIIS, ALS, ANSC, BEE, BIOG, BIOAP, BIOCB, BIOEE, BIOMG, BIOMI, BIOMS, BIONB, BIOSM, BSOC, BTRY, COMM, EAS, EDUC, ENTOM, ENVS, FDSC, GDEV, INFO, LA, LEAD, NS, NTRES, PLSCI, STSCI, VIEN
- Courses with the FWS attribute (two (2) courses maximum)
- For BSBU students only: prefix AEM
 - AEM courses will not count towards the required seventy-five (75) CALS Credits, except for students who have officially been accepted to the AEM major. CALS students who choose to complete an AEM minor cannot count AEM courses towards their seventy-five (75) required CALS courses.

Students with matriculation status of Transfer will have a requirement of fifty-five (55) CALS Credits.

Distribution Requirements

The College of Agriculture and Life Sciences (CALS) college distribution requirements are the cornerstone of a diverse and comprehensive education.

These requirements encourage our students to venture beyond familiar subjects, develop a deeper understanding of others, uncover insights that can spark new interests, and pave the way toward meaningful careers that can shape a just and sustainable future.

The CALS distribution requirements consist of:

- A minimum of thirty-nine (39) credit hours of coursework.
- A single course may not fulfill more than one college distribution requirement. However, a single course can simultaneously fulfill college and major requirements.
- Students in CALS have the option to take some of these courses either for a grade or using S/U grading. However, letter grades may be required for some majors.
- Non-academic credit courses (numbered 1000-1099 and PE) do not fulfill distribution requirements. Special Topics Courses (numbered 4940) do not fulfill distribution requirements.
- Courses that fulfill distributions are approved by the CALS Curriculum Committee. Distributions cannot be applied to a course retroactively, and individual student petitions for Cornell courses to fulfill distributions will not be accepted. Students may request a review of external transfer courses for fulfilling distribution requirements.

Students must complete all of the following:

Agriculture, Food Systems & Human Nutrition (AFS-AG)

- Take one (1) Agriculture, Food Systems & Human Nutrition (AFS-AG) course.

The Agriculture, Food Systems & Human Nutrition distribution requirement at CALS emphasizes a comprehensive understanding of the food system, including production, processing, distribution, consumption, and waste, with a focus on the integration of these multiple components. Students must learn to describe, analyze, and understand the interdependent nature and the environmental and nutritional impacts of the food system. To fulfill the requirement, a course must cover at least two components of the food system, analyze their interactions, and dedicate at least half of its content to this holistic view, potentially including topics like agricultural history, food sustainability, and nutrition access.

Biological Sciences (BSC-AG)

- Take one (1) Biological Sciences (BSC-AG) course. Note: the following are NOT accepted as fulfilling BSC-AG: BIO-AG, BIO-AS.

Courses that meet the Biological Sciences requirement for CALS dedicate most of their content (at least 75%) to exploring one or more of the following biological concepts: evolution, structure and function, the flow, exchange and storage of information, pathways and transformations of energy and matter, or living systems. These courses include an evolutionary component, teach students how to apply scientific methods, and include at least one of the following competencies: quantitative reasoning, modeling and simulation, interdisciplinary thinking, interdisciplinary collaboration and communication, or science and society relational understanding. Courses also emphasize student-centered learning activities such as labs, problem solving, case studies, research projects, or collaborative projects. Some courses within this distribution are identified as suitable for non-life sciences majors— these

courses have no prerequisites and require only high school-level science knowledge.

Physical Sciences (PSC-AG)

- Take one (1) Physical Sciences (PSC-AG) course.

CALS Physical Sciences courses cover at least 75% of their content in fields such as chemistry, physics, earth science, atmospheric science, or astronomy, connecting theoretical knowledge to practical applications.

Courses also emphasize student-centered learning activities such as labs, problem solving, case studies, research projects, or collaborative projects. Some courses within this distribution are identified as suitable for non-sciences majors - these courses have no prerequisites and require only high school-level science knowledge.

Sustainability Challenges (SCH-AG)

- Take one (1) Sustainability Challenges (SCH-AG) course.

Courses that satisfy the sustainability distribution requirement in CALS must allocate at least 30% of content or learning outcomes to examining the intricate interplay between economic, socio-political, and environmental aspects of sustainability issues or their solutions or to exploring the connections among three or more UN Sustainable Development Goals in relation to the main class topic. Additionally, the course must incorporate a learning outcome focused on one of three key proficiencies: systems thinking, decision-making amidst uncertainty, or understanding the factors that constrain sustainability, thereby ensuring students gain a comprehensive and interdisciplinary perspective on sustainability challenges.

Data Literacy (DLG-AG and DLS-AG)

Two required courses:

- Take one (1) course with attribute Data Literacy Statistics (DLS-AG).
- Take one (1) course with attribute Data Literacy General (DLG-AG) OR one (1) course with attribute Data Literacy Statistics (DLS-AG).

CALS courses fulfilling the Data Literacy General (DLG-AG) requirement are designed to teach students how to interpret and articulate insights from both quantitative and qualitative data, with an emphasis on various competencies such as data analysis, acquisition methods, curation, and security. Students will be expected to understand the types of data, their applications, and the ethical implications of data misuse upon completion of these courses. The courses must dedicate a significant portion of content to at least three (3) specific data literacy competencies and include at least one of these competencies as a main learning outcome.

Courses that fulfill Data Literacy Statistics (DLS-AG) additionally provide explicit instruction on mathematical approaches to collection, description, analysis, and inference of conclusions from quantitative data. Course content focuses on the Data Manipulating & Analysis competency: Ability to draw conclusions from data with quantitative and/or qualitative methods, which may include statistical or computational methods and may include tools like R, Python, Stata, Tableau, Unix, NVivo, QGIS, Excel, SPSS, etc.

Ethics (ETH-AG)

- Take one (1) course with attribute Ethics (ETH-AG). Note the following are NOT accepted as fulfilling ETH-AG: KCM-AG, ETM-AAP, ETM-AS, ETM-HA, KCM-AAP, KCM-HE.

Courses that fulfill the CALS Ethics requirement are designed to immerse students in the study of ethical principles impacting various facets of

life, including personal, social, and global spheres, as well as in research and professional practices. These courses aim for students to critically engage with their values, understand diverse ethical perspectives, and articulate reasoned ethical positions. To satisfy the Ethics requirement, a course must devote over half of its content to ethical issues relevant to its main topic, incorporate historical or modern ethical debates, foster personal ethical reflection, and include specific learning outcomes focused on ethics.

Human Diversity (D-AG)

- Take one (1) course with attribute Human Diversity (D-AG).

CALS Human Diversity courses foster a comprehensive understanding of the complexities surrounding historically or contemporarily marginalized communities, emphasizing the critical analysis of unequal power dynamics shaped by factors such as race, nationality, ethnicity, indigeneity, sexuality, disability, religion, gender, or economic status. To meet this requirement, a course must allocate at least 50% of its content to examining these issues, be a minimum of three (3) credits, and achieve specific learning outcomes. These outcomes include demonstrating knowledge of diverse cultural practices, understanding systemic oppression, and assessing personal cultural perspectives to identify potential biases.

CALS also accepts courses of at least three (3) credits with the following distributions as fulfilling D-AG: SCD-AS, SCD-HA, D-HE.

Non-equated external transfer courses will only be considered for junior transfer students who have taken an appropriate course at their prior institution and whose schedule does not allow space to take a Human Diversity (D-AG) course at Cornell. These situations will be reviewed individually after a required appointment with CALS Student Services.

Cultural, Social & Historical Understanding

Take two (2) courses of the below distributions, with a maximum of one (1) course in each category: CA-AG, FL-AG, HA-AG, LA-AG, SBA-AG.

Cultural Analysis (CA-AG)

These courses study human life in particular cultural contexts through interpretive analysis of individual behavior, discourse, and social practice. Topics include belief systems (science, medicine, religion), expressive arts and symbolic behavior (visual arts, performance, poetry, myth, narrative, ritual), identity (nationality, race, ethnicity, gender, sexuality), social groups and institutions (family, market, community), and power and politics (states, colonialism, inequality).

CALS also accepts courses of at least three (3) credits with the following distributions as fulfilling CA-AG: ALC-AS, ALC-HA, ALC-AAP, CA-HE, CA-AAP, GLC-AS.

Foreign Language (FL-AG)

Foreign Language - Foreign Language courses available for CALS students at Cornell are offered by several departments, including Africana Studies and Research Center (AS&RC – language courses only), Asian Studies with languages such as Bangla-Bengali, Burmese, Chinese, Hindi, Indonesian, Japanese, Khmer, Korean, Sanskrit, Tagalog, Thai, and Vietnamese, and Classics (CLASS – language courses only). Additional offerings are provided by German Studies, which includes German, Dutch, and Swedish (language courses only), Linguistics (LING – language courses only), Near Eastern Studies (NES - language courses only), Romance Studies with languages like Catalan, French, Italian, Portuguese, Quechua, and Spanish, and Russian Studies, covering Russian, Hungarian, Polish, Serbian/Croatian, and Ukrainian. CALS will recognize these Foreign Language (FL) classifications by any college

at Cornell, provided the class is taken for three (3) or more credits. Transfer students may have non-Cornell courses that meet SUNY World Languages and are a minimum of three (3) credits reviewed as fulfilling FL-AG.

Historical Analysis (HA-AG)

These courses interpret continuities and changes - political, social, economic, diplomatic, religious, intellectual, artistic, scientific - through time. The focus may be on groups of people, dominant or subordinate, a specific country or region, an event, a process, or a time period.

CALS also accepts courses of at least three (3) credits with the following distributions as fulfilling HA-AG: HA-AAP, HST-AAP, HST-AS, HST-HA, HA-HE.

Literature and the Arts (LA-AG)

These courses explore literature and the arts in two different but related ways. Some courses focus on the critical study of artworks and on their history, aesthetics, and theory. These courses develop skills of reading, observing, and hearing and encourage reflection on such experiences; many investigate the interplay among individual achievement, artistic tradition, and historical context. Other courses are devoted to the production and performance of artworks (in creative writing, performing arts, and media such as film and video). These courses emphasize the interaction among technical mastery, cognitive knowledge, and creative imagination.

CALS also accepts courses of at least three (3) credits with the following distributions as fulfilling LA-AG: ALC-AS, ALC-HA, ALC-AAP, LA-AAP.

Social and Behavioral Analysis (SBA-AG)

These courses examine human life in its social context through the use of social scientific methods, often including hypothesis testing, scientific sampling techniques, and statistical analysis. Topics studied range from the thoughts, feelings, beliefs, and attitudes of individuals to interpersonal relations between individuals (e.g., in friendship, love, conflict) to larger social organizations (e.g., the family, society, religious or educational or civic institutions, the economy, government) to the relationships and conflicts among groups or individuals (e.g., discrimination, inequality, prejudice, stigmas, conflict resolution).

CALS also accepts courses of at least three (3) credits with the following distributions as fulfilling SBA-AG: SSC-AS, SBA-HE, SBA-AAP, SSC-AAP.

Written and Oral Expression

Nine (9) credits total, of which at least six (6) must be in Written Expression. Oral Expression is not required by the college but may be required for some majors. If Oral Expression is not required by the major, all nine (9) credits may be in Written Expression. Writing in the Majors (WIM) courses do not count towards Written Expression.

Written Expression (WRT-AG)

All students are required to take at least six (6) credits of Written Expression and may take nine (9) credits to fulfill the Written and Oral Expression requirement. Courses that fulfill the Written Expression requirement in CALS focus on enhancing students' writing skills. Courses meeting this requirement devote at least 50% of class time to writing proficiency, involve at least five (5) writing assignments with detailed feedback, and emphasize revision and development. These courses ensure personalized attention and help students articulate ideas clearly, argue effectively, and engage with evidence critically. This structure supports students in improving both their writing mechanics and their ability to communicate persuasively across contexts.

CALS also accepts FWS courses as fulfilling WRT-AG. Transfer students may have courses that meet the SUNY Writing Requirement considered to fulfill this requirement.

Oral Expression (ORL-AG)

Students may take one (1) Oral Expression course towards the nine (9) required credits for Written and Oral Expression. Courses that fulfill the CALS Oral Expression requirement enhance students' public speaking and communication skills. Courses meeting this requirement center on improving oral proficiency, dedicating over 50% of class time to the principles of effective communication. Each course involves at least five (5) formal oral presentations, with four (4) undergoing detailed revisions based on structured feedback that focuses on speech organization, clarity, evidence use, and delivery. These courses offer personalized guidance and encourage students to apply feedback to subsequent presentations. The aim is to refine students' abilities to articulate ideas persuasively and adapt messages for different contexts, ensuring they can communicate effectively on any topic.

Engaged, Experiential, Entrepreneurial (E3) Learning Milestone

The E3 Learning Milestone allows students to blend experiential learning with academics, apply theory to practice, and deepen their community and professional engagement. This milestone emphasizes learning through experience, engagement, and/or entrepreneurship, encouraging students to apply their academic knowledge in real-world settings in collaboration with diverse groups and community partners. By completing an E3-designated course or experience, students are able to link their classroom learning with practical application, understand how their experiences align with their academic goals at Cornell, and recognize their contributions to a broader community. Eligible E3 experiences include community-engaged courses, undergraduate research, internships, study-abroad programs, and more—each designed to foster these outcomes and enhance the student's role in their field and community.

Learning Outcomes

Upon completion of a course or experience that fulfills the E3 Learning Milestone requirement, students should be able to:

- Make connections between their disciplinary and scholarly learning and the practice or application of that knowledge.
- Explain how their course/experience contributes to and is informed by their learning goals at Cornell (i.e. in their major or course of study, as they define it).
- Explain how they engaged with and contributed to, or served, a community or cause greater than themselves.

The E3 Learning Milestone can be fulfilled by courses or non-course-based experiences. Courses cannot apply to another distribution requirement if used for E3.

The following courses are accepted as fulfilling E3:

- Any course with CU-CEL attribute.
- Any course with EEE-AG distribution.
- CALS E3 Research and Teaching courses with EEE-AG. With advisor approval some Independent Study (4970) and Internship academic components (4960) may fulfill this requirement.

Courses and experiences that fulfill the E3 Learning Milestone must meet the following requirements:

1. Involve practice and application of knowledge in a real context.
2. Provide learning outcomes at the outset of the course or experience, including but not limited to the learning outcomes articulated above.
3. Include an assignment or activity that promotes student reflection on their experience.

Degree Programs

- Applied Economics and Management (BS) (<https://catalog.cornell.edu/programs/applied-economics-management-bs/>)
- Applied Economics and Management (MPS) (<https://catalog.cornell.edu/programs/applied-economics-management-mps/>)
- Applied Economics and Management (MS) (<https://catalog.cornell.edu/programs/applied-economics-management-ms/>) - (administered by the Graduate School)
- Applied Economics and Management (PhD) (<https://catalog.cornell.edu/programs/applied-economics-management-phd/>) - (administered by the Graduate School)

Policies and Procedures

Academic Integrity

The Charles H. Dyson School of Applied Economics and Management, students, and administration support and abide by the University Code of Academic Integrity (<https://deanoffaculty.cornell.edu/faculty-and-academic-affairs/academic-integrity/code-of-academic-integrity/>). Absolute integrity is expected of every student in all academic undertakings; students must in no way misrepresent their work, fraudulently or unfairly advance their academic position, be a party to another student's failure to maintain academic integrity or violate the principle of academic integrity in any other manner. The following actions are examples of violations of the Code of Academic Integrity. This is not a definitive list:

- Knowingly representing the work of others as one's work.
- Using, obtaining, or providing unauthorized assistance on examinations, papers, or any other academic work.
- Fabricating data in support of laboratory or fieldwork.
- Forging a signature to certify completion of a course assignment or a recommendation to graduate school.
- Unfairly advancing one's academic position by hoarding or damaging library materials.
- Misrepresenting one's academic accomplishments.

The Essential Guide to Academic Integrity at Cornell (<https://undergrad.cornell.edu/students/academic-integrity/essential-guide-academic-integrity-undergraduate-students/>) includes the actual Code of Academic Integrity (<https://deanoffaculty.cornell.edu/faculty-and-academic-affairs/academic-integrity/code-of-academic-integrity/>).

Academic Standing

The Dyson School expects all of its students to maintain good academic standing, which is defined as:

- Semester GPA of at least 2.00.
- Cumulative GPA of at least 2.00.
- Satisfactory completion of a minimum of 12 or more academic credits per semester.
- Reasonable progress toward meeting the requirements to graduate. Reasonable progress means completing courses to meet both

college and major requirements to facilitate graduating within eight semesters.

Committee on Academic Achievement and Petitions

The Charles H. Dyson School of Applied Economics and Management is committed to helping each student reach their full academic potential. Students are encouraged to give thoughtful consideration to their academic and personal goals leading them to take responsibility for their academic choices and decisions. The Dyson Committee on Academic Achievement and Petitions, in consultation with the CALS Committee on Academic Achievement and Petitions, has two main tasks:

1. to decide on students' petitions for exceptions to college or major requirements or rules and
2. to review the records of students who fail to maintain good academic standing and to take appropriate action.

For students not making satisfactory progress, the committee takes appropriate academic action. It accomplishes both tasks with attention to each individual situation.

Petitions

Students with extenuating circumstances that necessitate exception to normal rules may be eligible to submit a petition to the Committee on Academic Achievement and Petitions. College and University policies guide petition decisions. The Committee on Academic Achievement and Petitions reviews the petition and determines whether the evidence would warrant an exemption or other action.

The degree requirements and policies of the Dyson School of Applied Economics and Management were established with an educational purpose and should only be adjusted in very rare, extenuating circumstances. Cost of attendance, completing additional coursework (second concentration, minor, or double major) or previous understanding of the material for a required course, are not reasons to expect a petition will be approved.

If the committee does not believe the case warrants review, the petition will be denied. All decisions are final. Students may appeal a decision only if they can present new information or documentation.

For more information, please see the Forms and Petitions section on the Dyson Launchpad (<https://launchpad.dyson.cornell.edu/>) or contact the Dyson Office of Student Services, B34 Warren Hall (dyson_oss@cornell.edu).

Academic Actions

At the end of each semester, the Committee on Academic Achievement and Petitions reviews the records of all students and takes appropriate action, including but not limited to issuing warnings, placing students on academic probation, granting students leave of absence, advising students to withdraw, or placing students on a required academic leave. Students are urged to explain their academic performance.

Leave of Absence/Return/ Withdrawal

Students wishing to take a leave are required to request a voluntary leave of absence with intent to return in a future semester. A leave of absence is granted for up to five years. A request for an extension of the leave past five years must be submitted in writing prior to the end of the last semester on leave. A leave exceeding five years results in an official withdrawal from the University. Due to changing curriculum and major requirements, readmission from a leave five years or greater may require reapplication through S.C. Johnson College of Business Admissions.

Students on a leave of absence may not enroll in any courses offered by the University. Students on a leave of absence are not eligible for services such as housing, dining, library, and transportation services. To satisfy Cornell degree requirements, courses taken at an external institution must be pre-approved. Credit for courses completed at foreign institutions during a leave of absence will not be accepted for transfer credit unless students are returning to their countries of permanent residence during their leave of absence.

Types of Leaves

Voluntary Leave

A voluntary leave may be taken for no less than one semester and no greater than five years. During the semester, a student may request to take a voluntary leave of absence through the last day of the term. Students who are in good standing with the college at the conclusion of a semester may request to take a voluntary leave to suspend their studies prior to the start of the upcoming semester. Submitting the form serves as appropriate notification to university offices and assures that the leave is reflected appropriately on the student's official transcript. Once a leave of absence granted during the semester has been approved, the effective date of the leave is backdated to the date the student submitted the form.

Students sometimes find it necessary to take a leave of absence at some point during the semester. These are characterized as "in-term" leaves and may have academic and financial impacts depending on the specific date the leave is officially requested (see the Proration Schedule for Withdrawals and Leaves of Absence). Students may wish to consult with an academic advisor to understand their individual situations and the implications of taking an in-term leave. The Dyson Office of Student Services & Advising may place academic conditions on the return based on curriculum sequencing, time-to-degree requirements, or academic actions that will be determined and communicated to the student at the end of the term.

Required Leave

Refer to the Academic Standing section for more information.

Health Leave

Students with health concerns must pursue a Health Leave of Absence (<https://health.cornell.edu/get-care/health-leave-absence/>) through Cornell Health. The Dyson Office of Student Services will grant and readmit a student from health leave only upon the recommendation of Cornell Health.

Enrollment Restrictions while on Leave

Students on any leave of absence may not enroll in any classes offered through Cornell University including through the School of Continuing Education (summer/winter sessions). Students wishing to attend summer or winter sessions at Cornell must request a return from leave and obtain college approval. Courses taken without college permission will not count toward degree requirements.

Credit for courses completed at foreign institutions during a leave of absence from the Dyson School will not be accepted for transfer credit. International students on leave of absence from the Dyson School may enroll in courses at an accredited college or university in their home country only, as such enrollment is not defined as study abroad.

Return From Leave

A student requesting to return from a leave of absence, voluntary, or conditional must request to return. All requests for readmission must be received prior to the start of the semester in which the student would like to return. Returns from required leaves are reviewed by the Committee on Academic Achievement and Petitions. Students on a health leave

must receive clearance from both Cornell Health and the college to be readmitted. Students should initiate the return process with Cornell Health and then submit the request to return.

All grading/incomplete policies are in effect during all types of leaves. If you have questions concerning the make-up of incomplete grades, please speak with an academic advisor in the Dyson Office of Student Services & Advising.

Withdrawal

Voluntary withdrawal

A student who decides to withdraw from Cornell University for personal reasons or matriculation in another institution of higher learning, with no intention of returning, must submit the online University Withdrawal Form (<https://withdrawal.cornell.edu/default/>). Students not requesting a leave and who fail to become registered will be withdrawn from the university.

Required withdrawal

Refer to the Academic Standing section for more information.

Non-Cornell (Transfer) Credit

The Charles H. Dyson School of Applied Economics and Management and Cornell University reserve the right to determine, in their sole discretion, whether course credit earned at other schools, either secondary or post-secondary, meet the College's and the University's academic standards and will, therefore, be eligible to be applied toward Cornell degree requirements.

Applicants and matriculated students should not assume that, because a particular course is taken at another accredited institution listed as a recommended course or a foundational course, will necessarily be eligible for Cornell credit.

For information about how transfer credit is defined, reviewed and accepted by the university, please refer to University Transfer Credit Policy (https://registrar.cornell.edu/credit_evaluation/).

Non-Cornell (transfer) credit defined and accepted by Dyson

- Credit earned through the Cornell University-Ithaca College (<https://sce.cornell.edu/courses/register/credit/cu-ic-exchange/>) Exchange Program.
- The credits have not been applied toward high school graduation requirements. (Please note: A student earns credit in high school for successfully completing the AP class. If the student receives a sufficient score on their AP exam, the student will be given credit/exemption out of a course).
- Students are limited to 15 advanced placement credits (<https://cals.cornell.edu/undergraduate-students/cals-student-services/academic-resources/#advanced-placement>) (this includes all non-Cornell (transfer) credit earned before matriculation as a first-year student from an accredited college/university).

Transfer credits are recorded and can be applied toward CALS credits and distribution requirements, and/or Dyson core and concentration requirements.

- Non-Cornell courses that are similar to courses offered in CALS are recorded as CALS credits and count toward the minimum of 75 CALS credits required for graduation.
- Non-Cornell courses that are equivalent to Cornell courses that fulfill distribution requirements are recorded under the appropriate distribution area.
- Non-Cornell courses that are equivalent to endowed courses can be applied toward distribution requirements or general electives.

- Students who matriculate to Cornell as first-year students may transfer up to 2 courses toward the Dyson core requirements, limited to the following: calculus, statistics, microeconomics, macroeconomics or business law.
- Students who matriculate to Cornell as transfer students are not restricted to 2 courses toward the Dyson core requirements at the time of transfer. However, if the 2-course limit is reached or exceeded at the time of transfer, students will not be permitted to take additional courses for transfer toward the Dyson core requirements.
- If a course has no comparable course at Cornell, the Dyson Office of Student Services will determine how the credit should be applied.
- Additional course materials may be required to review the course including textbooks, syllabus, etc.

Credits earned through Global Learning study abroad programs, including Dyson Exchange can be applied toward Dyson core and concentration requirements.

- No core courses may be taken abroad from the Dyson core management and economics requirements.
- 3 credits of applied economics requirements may be taken abroad.
- 6 credits total in a concentration may be taken abroad, but no more than 3 credits of required courses in a concentration.
- Rare exceptions may be made by petition.

To Pre-approve Non-Cornell (transfer) Credit

Students who plan to take courses at another regionally accredited institution should have prospective transfer courses pre-approved so that you can be certain they will transfer. Contact the Dyson Registrar for information on pre-approval.

College Credit Earned While in High School

Cornell University does not accept credit for courses sponsored by colleges or universities but taught in the high school to high school students, even if the college provides an official college transcript.

Coursework completed while in high school may be considered for credit if there is sufficient evidence that:

- The course was a standard course available to all students registered at the college/university.
- The course is taken on a college/university campus with matriculated degree students and is taught by a college/university professor.
- The course instructor is a faculty member (includes adjunct) at the college offering the course.
- The course is not listed on the high school transcript as a course counting towards the high school diploma.

Credit may be awarded only after the S.C. Johnson College of Business First-Year Admissions Requirements for Secondary School Subjects criteria (<https://admissions.cornell.edu/how-to-apply/first-year-applicants/college-and-school-admissions-requirements/>) have been met. Students must submit the Dyson application for credit earned while in High School for each class (<https://launchpad.dyson.cornell.edu/>) along with an official college transcript to:

Dyson Office of Student Services
B34 Warren Hall
Ithaca, NY 14853
dyson_registrar@cornell.edu

College Credit Earned by Homeschooled Students

If a student is enrolled in college or university courses during their homeschool experience, non-Cornell credits may be awarded only after the S.C. Johnson College of Business First-Year Admissions Requirements for Secondary -School Subjects criteria (<https://admissions.cornell.edu/how-to-apply/first-year-applicants/college-and-school-admissions-requirements/>) have been met. Transfer credit cannot be awarded toward courses used to satisfy secondary school/General Education Diploma (GED) requirements. If a General Education Diploma is awarded, students may be able to apply a maximum of 15 non-Cornell credits, earned before receipt of the General Education Diploma.

AP/IB/Credit by Examination

Dyson students can earn up to 15 Advanced Placement (AP) credits. These credits are awarded by achieving high scores on placement exams or completing college-level coursework that meets the guidelines for transfer while still in high school. Credits can be applied toward distribution requirements. The Dyson School does not accept AP/IB/Credit by Examination for any major core courses including, calculus, statistics, microeconomics and macroeconomics. More information and scores can be found on the Dyson Launchpad (<https://launchpad.dyson.cornell.edu/>).

Advising

Academic Advising

The academic advising team within the Office of Student Services & Advising supports all Dyson undergraduate students, supports the faculty mentoring system, and offers consultation and support for academic issues including the college petitions process. There are several staff members available to assist students in understanding college/university policies as well as provide an additional network of support and referral throughout a student's undergraduate career.

Academic advisors in the Office of Student Services & Advising work closely with students throughout their time in Dyson as part of an intentional and developmental process to help students succeed. Academic advisors also assist in short- and long-term course planning, verification of degree requirements, processing petitions, connecting students to on-campus academic and wellness support services, and providing general support.

Career Development

Career development services are available to support all students and alumni of the College in exploring careers and developing strategies to reach one's career goals. Services include self-assessment, support with career exploration, decision making, and transition to employment as well as graduate and professional school. An active on-campus recruiting program brings more than 135 employers to campus each year to interview students for full-time positions and internships. Services are designed to assist students and alumni in developing the career planning and job search skills necessary to manage one's career.

Faculty Advisors

Faculty advisors help students explore the intersection of their academic and career interests. Faculty can facilitate networking with other faculty, staff, and alumni. The faculty/student relationship is valuable in supporting a student's development, networking, career tips, job references, letters of recommendation, graduate school applications and more.

International Engagement

To support students' diverse interests, needs, and desires, there are a variety of international opportunities available to Dyson students. While

a semester or academic year may be the more traditional approach to an international experience, this is not the only option. We encourage students to look at all of the opportunities available to them based on their needs, interests, and goals. Having a meaningful international experience can increase a student's independence, ability to be flexible, and marketability in the workforce.

Grades

Letter Grades

See Grading Guidelines.

S/U (Satisfactory/Unsatisfactory) Grades

The purpose of the Satisfactory/Unsatisfactory (S/U) system is to encourage students to venture into courses outside their main areas of familiarity without great risk to the academic record.

- S means satisfactory, as defined by performance that would be graded C- or higher, and U means unsatisfactory, as defined by performance that would be graded below C-.
- Cornell does not issue grades on a Pass/Fail basis; the S/U threshold for successfully completing and earning credit for a course is a minimum grade of C-.
- Grades of S and U are not given grade point values or considered in computing grade point averages.
- Students earn credit toward the fulfillment of graduation requirements for course grades of S, but not for course grades of U.
- Students must select their grading option by the end of the drop-deadline of the semester. No exceptions to this deadline are permitted.
- Within the 120 credits required for the degree, a minimum of 100 letter credits must be earned.

More information is in the Grading Guidelines section of the catalog.

Incompletes

The symbol of Incomplete is only appropriate when two basic conditions are met:

1. The student has substantial equity at a passing level in the course with respect to work completed; and
2. the student has been prevented by circumstances beyond their control, that prevents them from completing all of the course requirements on time.

While it is the student's responsibility to initiate a request for a grade of incomplete, reasons for requesting one must be approved by the instructor. The instructor will establish specific make-up requirements and deadlines for completion.

Dyson students should not re-enroll in a course where they have received an incomplete (INC). Instead, coursework should be completed under the direction of the course instructor. Generally, deadlines are two successive semesters, but instructors may require shorter deadlines. Once a Dyson student has graduated, no additional work can be completed. Evidence of an incomplete remains permanently on the transcript.

Changes in Grades

To avoid the influencing of grades by improper consideration or student pressure, a grade, once given, may only be changed if an error in the original grade is confirmed by the instructor. The instructor should be willing to review the basis of an assigned grade with an inquiring student and correct the grade if an error is found. As a matter of equity, grades must not be changed after the end of a semester on the basis of a

student's subsequent completion of additional work. Upon graduation, all courses and grades on a student's transcript are frozen and may not be altered.

Registration and Enrollment

University Record Holds

The University assumes certain legal responsibilities for persons who participate as students in the University environment. As a result, specific requirements must be met in order to be eligible to remain enrolled for a current term or enroll in a subsequent term. For more information, refer to University Record Holds.

Enrollment

Students may add and drop classes during the specified enrollment periods (pre-enrollment and add/drop) of each fall and spring semester through Student Center (<http://studentcenter.cornell.edu/>) enrollment pages. Students select and enroll in up to 18 academic credits during the pre-enrollment¹ period through Student Center (<http://studentcenter.cornell.edu/>) and up to a maximum of 22 credits during Add/Drop. Students must enroll in at least one CALS/Dyson course each semester until 75 CALS credits have been earned. Review or supplemental courses (1000- to 1099-level courses and Physical Education (PE) courses) will not count toward the 12-credit minimum required for full-time status.

¹ Pre-enrollment is an enrollment request; it is not a guarantee of enrollment. Dyson students may also benefit from bulk enrollment early in their academic careers, which can result in reduced stress surrounding enrollment and successful sequencing of core courses. Additional information on the bulk enrollment management practice is shared with students during onboarding, orientation and leading up to enrollment periods. Before the beginning of each semester, course requests are evaluated by the offering college department. At the beginning of the Add/Drop period, it is the student's responsibility to confirm their schedule in Student Center (<http://studentcenter.cornell.edu/>). Students can electronically enroll in 18 academic credits during pre-enrollment and are limited to a maximum of 22 credits during the Add/Drop process.

Specific deadlines and further instructions regarding course enrollment are available in the Course Enrollment and Credits section of this catalog and the Class Roster (<https://classes.cornell.edu/>) each semester. Note: individual courses may have add/drop deadlines separate from the University dates.

Minimum Number of Credits per Semester

Students must be enrolled in a minimum of 12 academic credits per semester to be considered a full-time student in good academic standing.

Students should enroll in an average of 15 academic credits per semester to be on track to graduate in 8 semesters.

Maximum Number of Credits per Semester

First-year students may not enroll in more than 18 academic credits (including PE, project teams, etc.). Students with sophomore standing or higher may not enroll in more than 22 academic credits. If a student wishes to exceed 22 academic credits (up to a maximum of 24 academic credits) in one semester, they must submit a request (<https://launchpad.dyson.cornell.edu/>) to add the additional course(s). To be eligible for consideration, the student must be in good standing with Cornell University and Dyson and have:

- Completed one full semester in Dyson
- Minimum cumulative GPA of 3.75
- No incomplete grades.

In general, petitions based upon a desire for early graduation, additional certifications (double major, double concentrations), cost of attendance, or early entry to graduate programs are not extenuating circumstances to be granted to enroll beyond 22 credits.

Taking a Course More Than Once (Repeated)

Students wishing to pursue research opportunities may enroll in Cornell courses such as research or independent study more than once. For more information go to repeat coursework.

Repeated courses are courses taken a second (or subsequent) time, even if a passing grade was earned. It is the student's responsibility to inform the Dyson Office of Student Services (dyson_oss@cornell.edu) that they are planning on repeating a course. Note:

- Both classes and both grades are included on the official transcript (i.e., if a course is repeated, the second course does not replace the first course on the official transcript) and calculated as part of the cumulative GPA.
- If a student retakes a course in which a passing grade was earned, both grades will be recorded and calculated accordingly as part of their cumulative GPA (grades of U and UX have no impact on a GPA).
- Credits earned from repeating a course do not count toward the minimum number of credits required for graduation.
- Repeated course credits count toward the minimum of 12 credits per semester required for good academic standing and full-time status.
- If a student repeats a course with a non-Cornell (transfer) class after the course has previously been passed at Cornell, the course will not transfer into Dyson.

Time Conflict

Students will not be able to enroll in two classes that meet at the same time. If you have an exceptional situation that requires enrollment in conflicting classes, submit the time conflict form located on the Dyson Launchpad (<https://launchpad.dyson.cornell.edu/>). The completed form must be received by the add deadline for the current semester. Contact the Dyson Office of Student Services (dyson_oss@cornell.edu) with any questions.

Forbidden Overlaps

The university offers a broad range of diverse courses. Many of these courses have overlapping content, and students must make their selections carefully to ensure that they will receive credit for each course they take. Students who enroll in courses with overlapping content will only receive credit for one of those courses. Please refer to the list of courses with overlapping content.

Students may enroll in a course that is considered to be an overlap. It is the student's responsibility to inform the Dyson Office of Student Services (dyson_oss@cornell.edu) that they are planning on enrolling in a forbidden overlap course. Note:

- Forbidden overlap courses count toward the minimum of 12 credits per semester required for good academic standing and full-time status.
- Both courses and both grades are included on the official transcript (i.e., if a class is repeated, the second course does not replace the

first course on the official transcript) and calculated as part of the cumulative GPA.

- Completing a forbidden overlap course will increase the number of credits required for graduation by the number of credits in the class.
- Credits earned from a forbidden overlap course do not count toward the minimum number of credits required for graduation.

Audit

Undergraduate students may not audit courses.

Enrollment Changes

A student is held responsible for and receives a grade for enrolled courses unless the student officially changes their enrollment.

All changes in courses, credits, grading options, or sections must be made by the student using the online Add/Drop through Student Center (<http://studentcenter.cornell.edu/>) or by submitting the official course Add/Drop form at the Dyson Office of Student Services (dyson_oss@cornell.edu), B34 Warren Hall. Approval from a student's Student Services academic advisor may be required to change course enrollment. Department or course instructor approval may be required for select courses

- Brief add/drop periods exist for half-semester courses.
- Students may add courses and change credit hours, if applicable, during the first 15 days of the semester.
- Drop courses and change grading options through the 57th calendar day of the semester.
- Requests to add a course to previous semesters enrollment are not permitted.
- After the academic drop deadline, through the withdrawal deadline for a given term, students may request to withdraw from a class by submitting a petition to the Dyson Office of Student Services.
- If the drop results in a student going lower than 12 academic credits or there are issues of Academic Integrity at stake, a student will be required to meet with a Dyson Student Services Advisor before the petition is processed.
- Courses with "no drop" policies or early drop dates are not eligible for this process.
- Courses officially dropped after the academic drop deadline will be permanently noted on the transcript with a "W" where the grade would normally appear and there is no impact to the student's cumulative grade point average (GPA). This is a matter of record and is permanent.
- A meeting with a Dyson Office of Student Services advisor might be required if there are questions about the above criteria.

Faculty

A

Addoum, Jawad, Ph.D., Duke U. Assoc. Prof.

Alexander, Terence J., Ph.D., U. of Maryland. Sr. Lecturer

B

Barrett, Christopher B., Ph.D., U. of Wisconsin. Prof.

Basu, Arnab, Ph.D., John Hopkins U. Prof.

Blalock, Garrick, Ph.D., U. of California, Berkeley. Assoc. Prof.

C

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