

University of Rochester

Official Bulletin

Undergraduate Studies

2017–2019

Arts, Sciences, and Engineering
School of Arts and Sciences
Edmund A. Hajim School of Engineering and Applied Sciences

Eastman School of Music

School of Medicine and Dentistry

School of Nursing

William E. Simon Graduate School of Business Administration

Margaret Warner Graduate School of Education and Human Development

The information in this bulletin was prepared in the spring of 2017. Provisions of this publication are not to be regarded as a contract between the student and the University. The University reserves the right to make changes in its course offerings, degree requirements, regulations, policies and procedures, and fees and expenses as educational and financial considerations require.

The Undergraduate Studies Bulletin is compiled well in advance of the academic year it covers. Changes in programs, policies, and the academic calendar may occur. All requirements should be verified with departmental advisors or the Office of the University Registrar. Archived versions may be accessed by contacting the Office of the University Registrar.

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General Information

The University of Rochester, founded in 1850, is one of the most innovative of the leading private research universities in the country—and for undergraduates, it’s a university in perfect balance.

Rochester offers the choices and intellectual excitement of a large research university with the intimacy and opportunities for personal involvement of a small liberal arts college. More than 95 percent of classes are taught by faculty, not teaching assistants, and it’s not uncommon for senior faculty to teach introductory courses. There’s no separation between researching and teaching, between faculty’s own professional excellence and the excellence they bring to the classroom.

Rochester students live on a lively, self-contained campus, just minutes from metropolitan Rochester—a dynamic city that offers a mix of commerce, culture, and history.

Rochester balances its innovative spirit and responsiveness to individual needs with a commitment to the lasting values of a classic liberal arts education.

The results of the Rochester experience are self-evident in the track record of its alumni—in their careers and in their personal lives. “To put it simply,” says one student, “Rochester opens doors.”

For many undergraduates, the Rochester experience means surrounding a chosen major with clusters of related courses that contribute to a broad liberal education, or with a minor or two in areas distinct from the major. Others choose double majors or earn certificates in complementary fields. Still others individually design their own interdepartmental programs.

And Rochester students can also benefit from the offerings of other schools and departments. For example, undergraduates can enroll in graduate courses, in classes at the medical school or the business school, or take lessons at the Eastman School of Music; future engineers can diversify their studies with an advanced course in Chaucer.

Rochester’s opportunities are outlined in this publication. They include:

The Rochester Curriculum

Students have the freedom to define their own academic paths, driven by interest and curiosity. At Rochester, we believe that excellence requires freedom.

The Take Five Scholars Program

Cited as one of the more innovative liberal arts programs in the country, undergraduates may apply for a fifth year of courses tuition free to follow their intellectual passion.

The Senior Scholars Program

Selected undergraduates devote at least half of their entire senior year to a creative project, whether in the form of scholarly research, a scientific experiment, or a literary or artistic endeavor.

The Fifth Year in Teaching Program

A limited number of undergraduates pursue a fifth year of study tuition free in a master’s program at the Margaret Warner Graduate School of Education and Human Development to prepare as urban school teachers.

The Guaranteed Rochester Accelerated Degree in Education (GRADE)

A five-year BA/BS + MS education program assures students admitted to the University of Rochester who are interested in becoming educators admission to the Margaret Warner Graduate School of Education and Human Development.

The e5 (formerly known as KEY) Program

Selected undergraduates devote a tuition-free fifth year to the study or practice of entrepreneurship: transforming an idea into an enterprise that generates value.

The Rochester Early Medical Scholars (REMS) Program

Selected Rochester freshmen receive a conditional acceptance to the University of Rochester’s School of Medicine and Dentistry when they finish the bachelor’s degree. The program frees these students to develop their intellects broadly before they launch into their medical studies.

The Graduate Engineering at Rochester (GEAR) Program

A select number of freshman applicants are given an assurance of admission into one of seven engineering and computer science master's degree programs at the University of Rochester.

The Bachelor of Arts Degree in Engineering

Recognizing the need for broadly educated decision makers who are well versed in engineering, this program gives a student substantial technological knowledge and competence in at least two areas of engineering while also providing the opportunity for a liberal arts education.

There are approximately 5,900 full-time undergraduates including 500 or so at the Eastman School and 3,500 full-time graduate students at the University. The great majority of classes are small in size, enabling all students to work closely with their teachers. There is a single faculty for all students; some of the most distinguished senior professors teach beginning courses. Reflecting the personal scale of Rochester's programs, undergraduates are encouraged to work where possible with individual faculty members in the pursuit of original scholarship.

College students must make two major transitions in their first two years. In their first year, they make the important leap from high school to college. As sophomores, they choose their major. The College's Dean of Freshmen takes special responsibility for those two important years in students' careers at the University.

Professional advisors also offer support, starting with an orientation program on campus before the beginning of freshman year. They are also available to supply advice on course and major requirements; to help students find paying internships and employment opportunities; and to assist in the development of post-college plans.

Students can't expect to gain a "Rochester education" simply by studying and attending class. Out-of-class activities—whether they're intramural sports, political clubs, community service, or movies and concerts—are a major part of undergraduate life.

The College

Administrative Officer

Jeffrey Runner, PhD (University of Massachusetts) *Dean of the College in Arts, Sciences and Engineering*

About the College

The College is the undergraduate division of Arts, Sciences and Engineering. The majority of University undergraduate students are enrolled in the College, which is the oldest of the University's academic units. It remains the "home" college for most undergraduates during their studies at Rochester. For more information about the College visit www.rochester.edu/college.

School of Arts and Sciences

The School of Arts and Sciences provides undergraduate and graduate degree programs in the humanities, natural and physical sciences, and social sciences. The juxtaposition of these fields enables undergraduate students in the College to draw upon a rich array of learning opportunities, and through the Rochester Curriculum, to engage deeply with areas of interest that may be outside of their intended majors. Each academic department within the School offers one or more degree programs, and there are also a number of programs and degree options to specifically enable multidisciplinary work. The latter are promoted and supported by the Multidisciplinary Studies Center. These include individualize majors and minors. Certificate programs such as literary translation studies, actuarial science, and mathematical modeling also have a multidisciplinary approach. For more information about the School of Arts and Sciences visit www.sas.rochester.edu.

Edmund A. Hajim School of Engineering and Applied Sciences

The Edmund A. Hajim School of Engineering and Applied Sciences offers programs to students with an interest in concentrating in one of the engineering and applied science disciplines. Many students declare a major within the School upon their entry into the College, but students may also move into a Hajim School program at any time after their first semester provided they have the appropriate science and mathematics background and have, or can schedule, the necessary prerequisites for their intended majors. The school's Bachelor of Science programs in biomedical, chemical, electrical and computer, and mechanical engineering are accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>, the national accreditation agency for the engineering profession. For more information about the Hajim School visit www.hajim.rochester.edu.

Inventory of Registered Programs

The New York State Education Department has authorized the University of Rochester to offer the undergraduate-level programs which appear in the following inventory. A listing of graduate programs offered at the University may be found in the [Official Bulletin: Graduate Studies](#). Programs offered at the Eastman School of Music may be found in the [Official Bulletin: Eastman School of Music](#).

School of Arts and Sciences

<i>Program Code</i>	<i>Hegis Code</i>	<i>Program Name</i>	<i>Degree</i>
27645	2211	African and African-American Studies	BA
25080	1199	American Sign Language	BA
35314	0313.00	American Studies	BA
10797	2202	Anthropology	BA
83250	1703	Applied Mathematics	BS
33666	2203.00	Archaeology, Technology, and Historical Structures	BA
10677	1003	Art History	BA
10676	1002	Studio Arts	BA
33040	0499	Bioethics	BA
10608	0401	Biology	BA
81462	0401	Biological Sciences	BS
21510	0401/ 0425	Biological Sciences—Neuroscience	BS/MS

20182	2002	Brain and Cognitive Sciences	BA
29039	2002	Brain and Cognitive Sciences	BS
34311	0501.00	Business	BA
36694	0501.00	Business	BS
10767	1905	Chemistry	BA
10766	1905	Chemistry	BS
78107	1503	Comparative Literature	BA
32810	1008.00	Dance: Creative Expression and Performance	BA
32810	1008.00	Dance: Dance Studies	BA
37404	0799.00	Data Science	BS
35191	0605.00	Digital Media Studies	BA
36201	0302	East Asian Studies	BA
91548	0420	Environmental Science	BS
91549	0420	Environmental Studies	BA
33041	1299.00	Epidemiology	BA
10776	1914	Geological Sciences	BA
10779	1914	Geological Sciences	BS
10669	0912	Geomechanics	BS
10798	2204	Economics	BA

32273	2204	Economics and Business Strategies	BA	32178	2210	International Relations	BA
10729	1501	English	BA	10739	1505	Linguistics	BA
10729	1501	English: British and American Literature	BA	10744	1701	Mathematics	BA
10729	1501	English: Creative Writing	BA	27779	1701	Mathematics	BS
10729	1501	English: Language, Media and Communication	BA	77418	1799	Mathematics and Statistics	BA
10729	1501	English: Theater	BA	78107	1503	Comparative Literature	BA
37157	0426	Environmental Health	BS	10702	102	French	BA
33041	1299	Epidemiology	BA	10706	1103	German	BA
83154	1010	Film and Media Studies	BA	87111	1108	Japanese	BA
31197	2204	Financial Economics	BA	10715	1106	Russian	BA
83147	4903	Gender, Sexuality and Women's Studies	BA	10714	1105	Spanish	BA
85228	2299	Health and Society	BA	10691	1005	Music	BA
33039	2299	Health Behavior and Society	BA	10740	1509	Philosophy	BA
33042	1214	Health Policy	BA	10756	1902	Physics	BA
10802	2205	History	BA	10758	1902	Physics	BS
10812	4901	Interdepartmental Degree Program	BA	10775	1901	Physics and Astronomy	BA
				10774	1901	Physics and Astronomy	BS
				10805	2207	Political Science	BA
				09314	2001	Psychology	BA
				10736	1504	Classics	BA
				10743	1510	Religion	BA
				19679	0307	Russian Studies	BA
				10751	1702	Statistics	BA

85431	1702	Statistics/ Medical Statistics	BA/MS
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**Edmund A. Hajim School of
Engineering and Applied Sciences**

<i>Program Code</i>	<i>Hegis Code</i>	<i>Program Name</i>	<i>Degree</i>
35926	0901.00	Audio and Music Engineering	BS
20883	0905	Biomedical Engineering	BS, BS/ MS
10662	0906	Chemical Engineering	BS, BS/ MS
19800	0701	Computer Science	BA
19799	0701	Computer Science	BS
10663	0909	Electrical and Computer Engineering	BS
80164	0909	Electrical and Computer Engineering	BS/MS
10655	0901	Engineering & Applied Science	BS
91240	0901	Engineering Science	BA
10669	0912	Geomechanics	BS
10668	0910	Mechanical Engineering	BS
20445	0910	Mechanical Engineering	BS/MS
34106	0999.00	Optical Engineering	BS
10673	0999	Optics	BS, BS/ MS

School of Nursing

<i>Program Code</i>	<i>Hegis Code</i>	<i>Program Name</i>	<i>Degree</i>
26701	1203.00	Accelerated Bachelor's Programs for Non-Nurses	BS

22440	1203.00	RN TO BS Nursing	BS
26702	1203.00/ 1203.10	Nursing/Accelerated Master's Program for Non-Nurses— Adult Nurse Practitioner	BS/MS
26703	1203.00/ 1203.10	Nursing/Accelerated Master's Program for Non-Nurses— Acute Care Nurse Practitioner	BS/MS
26704	1203.00/ 1203.10	Nursing/Accelerated Master's Program for Non-Nurses— Pediatric Nurse Practitioner	BS/MS
26706	1203.00/ 1203.10	Nursing/Accelerated Master's Program for Non-Nurses— Family Nurse Practitioner	BS/MS
26708	1203.00/ 1203.10	Nursing/Accelerated Master's Program for Non-Nurses— Psychiatric/Mental Health Nurse Practitioner	BS/MS
31860	1203.00/ 1203.10	Nursing/Accelerated Master's Program for Non-Nurses —Child & Adolescent Psychiatric Mental Health Nurse Practitioner	BS/MS
31859	1203.00/ 1203.10	Nursing/Accelerated Master's Program for Non-Nurses— Family Psychiatric/Mental Health Nurse Practitioner	BS/MS
34891	1203.00/ 1203.10	Nursing/Accelerated Master's Program for Non-Nurses— Pediatric Nurse Practitioner with Pediatric Behavioral Health	BS/MS
91014	1203.10	Nursing/Acute Care Nurse Practitioner	BS/MS
91018	1203.10	Nursing/Adult Nurse Practitioner	BS/MS
84160	1203.10	Nursing—Pediatric Nurse Practitioner	BS/MS
22502	1203.10	Nursing—Pediatric Nurse Practitioner/Neonatal Nurse Practitioner	BS/MS

20271	1203.10	Nursing/Family Nurse Practitioner	BS/MS
91016	1203.10	Nursing/Psychiatric/Mental Health Nurse Practitioner	BS/MS
31862	1203.10	Nursing/Child & Adolescent Psychiatric Mental Health Nurse Practitioner	BS/MS
31861	1203.10	Nursing—Pediatric Nurse Practitioner with Pediatric Behavioral Health	BS/MS
32667	1203.10	Nursing/Adult Nurse Practitioner/Geriatric Nurse Practitioner	BS/MS
33760	1203.00/ 1203.10	Nursing/Adult Nurse Practitioner/Geriatric Nurse Practitioner	BS/MS
34890	1203.10	Nursing/Family Psychiatric/Mental Health Nurse Practitioner	BS/MS

Eastman School of Music

Program Code	Hegis Code	Program Name	Degree
10684	1004	Applied Music	BM
10679	1004.10	Composition	BM
19692	1004	Jazz Studies and Contemporary Media: Performance	BM
19692	1004	Jazz Studies and Contemporary Media: Writing	BM
13890	0832	Music Education	BM, Cert B
23682	0832	Music Education Birth–12	BM, Cert B
22428	1004	Musical Arts	BM
10683	1004.10	Theory	BM

Student Services

Academic Assistance Services

Academic effectiveness is a major concern of many students. The following services are offered by the Center for Excellence in Teaching and Learning to help students in the College improve academic performance.

Course-Specific Support. Students can participate in weekly student-led workshops and study groups to improve their learning in specific courses and to become more confident when taking exams.

Study Skills. Individual consulting and group workshops address concerns about preparing for exams, reading effectively, taking notes, managing time, and enhancing concentration. In concert with the Office of Minority Student Affairs, CETL also provides a study skills course in both the fall and spring semesters; this course is available to all students.

Tutoring. Individual and small group tutoring is available for a variety of subjects through the College Tutoring Program in CETL.

Disabilities. CETL serves students with disabilities by coordinating classroom accommodations and by offering transition support and self-advocacy skill development. Students interested in these services are encouraged to request a meeting with a disability access coordinator.

Students seeking more information or wishing to make appointments may do so in person, by phone, or by email. The main office of the Center for Excellence in Teaching and Learning is located in 1-154 Dewey Hall, (585) 275-9049. Our email address is cetl@rochester.edu, and our website can be found at www.rochester.edu/college/cetl.

Admissions and Financial Aid

The office also provides services for current students including:

- Awarding and administering financial aid
- Counseling students and families on the affordability of a Rochester education
- Facilitating the Federal Work-Study Program
- Increasing financial literacy (<http://enrollment.rochester.edu/financial-literacy>)

For comprehensive information about the services offered by the Office of Admissions and Financial Aid Office, visit <http://enrollment.rochester.edu>.

Advising

The College Center for Advising Services (CCAS) is committed to assisting undergraduate students with their academic needs by helping them find accurate academic information, opportunities for their undergraduate years, and solutions to academic problems.

CCAS offers a variety of services to students including:

- Academic planning
- Major, minor, and cluster declaration
- Advanced placement and transfer credit
- Independent study
- Academic petitions, comment forms, praise forms and complaint forms
- Inactive status and withdraw
- Special approvals: overloads, underloads, S/F option and graduate-level courses

To see a complete list of services, and to learn more about CCAS, visit their website at <http://www.rochester.edu/college/CCAS/>.

Athletics and Recreation

The Department of Athletics and Recreation strives to provide vibrant, student-oriented programs that enhance the educational experience and recreational interests of the members of the University community. The department supports the educational mission of the College by providing high-quality instruction and facilities to attract the best students and provide them a meaningful athletic and recreational experience as a part of their overall development.

Twenty-three intercollegiate varsity programs offer a competitive Division III opportunity for 540 student-athletes. The intramural sports program features traditional competition and group fitness classes for over 3,000 participants. The diverse 39 club sports program accommodates approximately 1,100 students. More than 1,300 students, faculty/staff, and community members use the Goergen Athletic Center on a daily basis.

For additional information, call (585) 275-7643.

Transportation and Parking

Students (Seniors, Juniors, and Sophomores) may bring vehicles to the University (Parking is not available for resident Freshmen), but should be aware that parking spaces are limited. Monday through Friday from 7:30 a.m. to 7 p.m. on-campus parking for students, employees, and visitors is by permit. Vehicles displaying any paid University of Rochester parking permit may park in central campus lots not restricted by posted signs between 4 p.m. and 7:30 a.m. weekdays, and at any time on weekends and University holidays.

For one-day visits to the campus, parking information is available (and permits for the day may be purchased) at the Information Booth on Wilson Boulevard near Elmwood Avenue.

Parking on Wilson Boulevard is limited to short-term parking through a mobile service provider and is not intended for student use.

More information on parking guidelines and shuttle bus schedules can be found on the Parking web page at www.rochester.edu/parking.

Bicycles, Mopeds, Motorcycles, and Scooters

Most resident students make use of the shuttle buses between University properties. Free shuttle buses providing service from the more distant lots to the campus, run various times weekdays when school is in session.

In all but the snowiest of seasons, bikes are a convenient and popular means of getting between University buildings and to nearby shopping areas. Bicycle registration is available to the University community free of charge and registration can be completed online at www.rochester.edu/parking. Parking permits are required for motorcycles.

Intercampus and Public Bus Services

First Transit provides free scheduled shuttle bus service to members of the University community with a University I.D. between River Campus, Medical Center, South Campus, all University apartment buildings, and off-campus parking lots. Free service is also provided between River Campus, the Eastman School of Music Living Center, and stops at selected points along the route.

Regional Transit Service (RTS) provides regular, full-fare, scheduled service between downtown Rochester and University facilities.

Banking Services

Branches of JPMorgan Chase Bank are located on the River Campus in Todd Union and at the Medical Center. Each provides full service banking. Check cashing is provided for students who have JPMorgan Chase accounts. Such service also may be provided, up to a \$100 maximum, at nominal charge for others with a University identification card. Additionally, ATMs are located throughout the campuses.

Branch of Advantage Federal Credit Union is located at the Medical Center. The branch provides full service banking.

ATMs are located throughout River Campus. The ATMs are as follows: JPMorgan Chase Bank in Todd Union and Rush Rhees Library Road, Advantage Federal Credit Union in Wilson Commons and Susan B. Anthony Halls.

Campus Mail Center

The Campus Mail Center, located in the lower level of Todd Union, serves the University community for all of their mailing and shipping needs. In addition to offering most of the services that a regular U.S. Post Office would, the Campus Mail Center (CMC) provides full domestic and international shipping services through USPS, UPS, FedEx, and DHL. Students may send outbound mail and packages by visiting one of the front customer service windows. Another postal service office is located in the University Medical Center.

In order to receive mail and packages on campus, students must have their own mailbox. The mailbox number will remain the same during the length of the student's undergrad status and will serve as the sole address for all inbound mail and packages, regardless of carrier. Please note that packages of any size cannot be sent to individual residence hall rooms. Incoming freshmen will automatically be assigned a mailbox number at orientation. The Campus Mail Center is open Monday through Friday 9 a.m. – 5 p.m. and Saturday 10 a.m. – 2 p.m., except on University holidays. There are no Saturday hours during the winter and spring breaks and the summer session.

Students are notified by email upon receiving a package or piece of special service mail. Perishable items such

as flowers or food are always treated with priority. By taking advantage of the intramural mail system, students can send mail to any University location-postage free.

A variety of packaging supplies to include boxes, envelopes, and tape rolls are available for purchase at the CMC. Students can also take advantage of the Package Reuse Station where items such as bubble wrap, packing peanuts, cardboard pieces, and other useful items are collected and made easily accessible for those seeking an environmental friendly option in assembling their outgoing packages. Students can also send or receive faxes at the CMC for a nominal fee.

The mailbox fee for an undergraduate student is \$56 (\$28 per semester) for the period July 1 through June 30.

Bursar

The Bursar Office is responsible for student billing and cashiering operations. Students have the option to pay their tuition online through UR ePAY (log into Blackboard and look for the link on the left-hand side), in person at 300 Meliora Hall or by mail. All checks should be made payable to University of Rochester; please include the student name and URID in memo line. For more information about the Bursar's Office visit their website at www.rochester.edu/adminfinance/bursar/index.htm.

The Gwen M. Greene Career and Internship Center

The Gwen M. Greene Career and Internship Center aims to enhance individual career readiness, connect organizations and talent, and transform our communities through education and collaboration. At the Greene Center, students are assisted in achieving their individual career goals by providing them with the resources and tools needed to develop connections between their aspirations, academic pursuits and co-curricular experiences. These experiences can include on-campus employment, research activities, and internships. Through the Greene Center, students have access to 1:1 career exploration and industry advising appointments, drop-in advising, graduate and professional school preparation, on and off-campus recruitment activities, internship funding for summer internships, programs and events, and alumni connections.

Career Exploration

The Greene Center is available to assist and support students throughout their career exploration. The exploration of academic majors and career options is encouraged for students as early as their freshman year in order to better evaluate their skills, interests and values, and develop their career goals. Students are offered a range of curricular offerings, programs, and events designed to support their career development and exploration.

Career Communities

At the University, career communities are networks of partners (alumni, employers, Greene Center career educators, faculty, parents, student groups, and fellow students) from a group of related industries that seek to:

- Educate students about roles and industry norms/culture
- Share industry-specific knowledge, resources, and advice
- Connect students with industry professionals and opportunities

Students are encouraged to explore multiple career communities that align with their goals and career development.

Building Connections

Through connecting with alumni, employers, faculty, and staff, students can learn more about their chosen industries and receive advice about the skills and experiences that are needed in order to achieve success. Students can explore industries through participating in alumni networking events, attending on and off-site programming, and visiting local, national and international employers facilitated by the Greene Center.

Annually, students are offered opportunities to explore internship options and career paths by meeting and networking with alumni and employers in Rochester as well as industry-specific cities. Students can explore what it's like to work in Boston's biotech and healthcare industries, consulting firms in Washington D.C., on Wall Street within the finance industry, or in Silicon Valley's tech industry.

Choosing Courses

The courses students choose are important to their exploration of career options and offer the chance to

build knowledge and skills for any career community. As students schedule their courses they can consider the following offerings through the Greene Center:

- *CAS 104: Exploring Careers*—(1.0 credit, offered to second semester freshman and sophomores) This course is designed to assist students in developing the skills necessary to successfully navigate career choice and its challenges in a complex, global economy. It provides an introduction to prominent career development theories, decision making strategies, and career readiness competencies students should develop in order to transition successfully to post-graduate opportunities including jobs, graduate/professional school, volunteerism, and entrepreneurship. Walk away from this course with a career readiness plan in hand.
- *CAS 394I: Special Internship*—(.5 credits) This internship course is designed for students who would like to, or are being required to register for credit by an employer or immigration requirement, including international students seeking CPT authorization.

Additional course offering affiliated with the Greene Center and the Writing, Speaking, and Argument Program:

- *WRT 27X*—(2.0 credits) This interactive course teaches “real life” communication skills and strategies that help students present their best professional selves and develop a fulfilling career. Students will explore and articulate their internship, career, and graduate school goals for distinct audiences and purposes as they develop a professional communication portfolio of materials such as resumes, cover letters, statements of purpose, electronic communications, elevator pitches, project descriptions and abstracts, and online profiles (i.e., LinkedIn).

Career Competencies

There are eight competencies associated with career readiness. As you select your courses, consider how they will develop your skills in the areas listed below. For more information and definitions of each competency, visit the [Greene Center website](#).

- Critical thinking and problem solving
- Leadership
- Oral and written communication
- Career management
- Teamwork and collaboration
- Global and intercultural fluency
- Digital technology
- Professionalism and work ethic

Office of the Dean of Students

The Office of the Dean of Students provides programs and services that enhance student learning, promote community development, and support the educational goals of the undergraduate and graduate populations in the College. Through collaborative initiatives, the Office of the Dean of Students is dedicated to promoting a strong quality of life for students in both the academic and nonacademic realms. Areas of responsibility are described below.

Emergency Loan Program

The Office of the Dean of Students administers an Emergency Loan Program, which provides assistance to students for unexpected expenses. Undergraduate students may borrow up to \$150, and graduate students may borrow up to \$300.

For more information visit the [Dean of Students site](#).

Center for Student Conflict Management

The Center for Student Conflict Management (CSCM) helps students become positive community members during their college careers and beyond through four potential avenues: The CARE Network, the Conduct System, Alcohol and Other Drugs Education, and Conflict Resolution.

We encourage students to review the [Standards of Student Conduct](#).

Student Conduct—Students who may have acted in a manner that is inconsistent with the Standards of Student Conduct of the University of Rochester, may meet with a staff member from the CSCM to discuss the incident and develop a plan for how to move forward. Depending upon the circumstances of the incident, the issue may be resolved in an initial

meeting, a hearing, or participation in an alternative dispute resolution process.

CARE Network—The CARE Network enables members of the University community to express their concerns about a person, incident, or issue by submitting an Individual CARE referral, Bias-Related or a Community-Related Concern. To learn more about the CARE Network or to submit a concern, please visit the [CARE Network website](#).

Conflict Resolution—CSCM offers trainings and programs designed to increase students' ability to effectively work through conflicts before they arise. Programs for individuals encourage students to reflect upon their conflict resolution style and consider the benefits of other approaches. CSCM also supports students whom are actively involved in a conflict. Students seeking assistance with a conflict can contact the office and meet with a staff member who can help determine the best path for addressing their problem. If appropriate, students may be connected with staff members trained in mediation, restorative circles, and conflict coaching.

Alcohol and Other Drug Education—The Alcohol and Other Drug Education Program is a multidimensional resource for students who have questions about reducing negative consequences associated with heavy, episodic drinking and other substance abuse. The program offers support, education, and services to students at Rochester. In addition, the program plans, implements, and evaluates prevention programming on campus that aims to decrease the negative impact that alcohol/other drug use can have on the University community. To learn more about the program, visit our [Alcohol and Other Drug Education site](#).

For more information visit the [Center for Student Conflict Management website](#), call (585) 275-4085, or email us at conflict.management@rochester.edu.

Fraternity and Sorority Affairs (FSA)

The University of Rochester understands the role fraternities and sororities play in campus life with approximately 25 percent of the student body being members of the fraternity and sorority community. Fraternity and Sorority Affairs (FSA) promotes excellence on campus and in the Greater Rochester area through support, advocacy, and advisement of fraternity and sorority members. The fraternities and sororities empower community by creating collaborative networks that are aligned with the mission and values

of the College and the Office of the Dean of Students. As educators, FSA strengthens the relationship between the College and its recognized fraternities and sororities via a success-driven system rooted in the College. This strong program represents efforts to create a framework that encourages the cultural values, expectations, and practices of fraternities and sororities consistent with the values and academic mission of the College.

For more information about Fraternity and Sorority Affairs and its award-winning community, visit [our website](#).

Paul J. Burgett Intercultural Center

The Paul J. Burgett Intercultural Center (BIC) operates jointly within the Office of the Dean of Students and the David T. Kearns Center. The vision of the BIC is to work with students, staff, and faculty to foster a collaborative environment that celebrates the various cultures and identities represented on campus while providing opportunities for education and dialog on different topics. The BIC works closely with offices across campus to develop resources that complement and supplement curricular offerings, build intercultural competency, and promote and encourage cultural understanding and appreciation among the campus constituents.

Signature programs include:

- One Community Program, Dialogues, and Grant Opportunities
- Safe Zone Trainings
- Intercultural Awareness and Competency Workshops
- Implicit Bias and Privilege Workshops
- Intersectional Discussion Groups

For more information about how to get involved with the Paul J. Burgett Intercultural Center, please email bic@rochester.edu, call (585) 275-5678, or visit us [online](#).

M.K. Gandhi Institute for Nonviolence

This nonprofit organization works to realize the vision of the historic peacemaker by helping individuals and communities develop the inner resources and practical skills needed to achieve a nonviolent, sustainable, and just world. Located at the University of Rochester

since 2007, the organization works in the areas of nonviolence education and with hands-on community projects focused on restorative justice, racial equity, and sustainable living.

Initiatives of the Gandhi Institute include:

- Hosting the Gandhi Service Fellows, an academic year-long program for undergraduates interested in nonviolence and service
- Hosting Conversations on Race each semester, as part of a community series of conversations based at local libraries
- Trainings on campus and at the Gandhi House on conflict resolution, nonviolent communication, and social justice leadership skills
- Housing an urban agriculture project including a hoop house built by University of Rochester students that supports a youth employment project
- Offering the Gandhi House as a beautiful, near-campus, free meeting place for campus and community groups
- Organizing events with nationally known speakers related to matters of social and racial justice, nonviolence, and environmental sustainability

For more information visit [our website](#).

Parent and Family Relations

Parent and Family Relations, a unit in the Office of the Dean of Students, helps parents/families understand and support the student experience, learning, and growth. This office provides support and assists in orienting parents/families of students within the College. In addition, we serve as a resource for parents/families throughout their student's undergraduate career. The goal is to ensure that members of the University of Rochester parent/family community feel informed, valued, and respected.

Parent and Family Relations works collaboratively with University Communications and the Parents Program to produce *Parents Buzz*, an e-newsletter for parents. For more information about Parent and Family Relations, please visit [our website](#) at or call (585) 275-5415.

Rochester Center for Community Leadership (RCCL)

The Rochester Center for Community Leadership (RCCL) educates students to become engaged citizens and leaders capable of effecting positive social change in their communities. Through diverse and sustainable partnerships around the University and the greater Rochester metropolitan area, RCCL cultivates the skills, experiences and resources necessary to achieve innovative solutions to complex community issues. By engaging students, faculty, staff, and community members, RCCL envisions a world in which people of diverse backgrounds collaborate to transform their communities.

RCCL coordinates the following programs and initiatives in the areas of leadership, public service, and community-engaged learning:

- Citation in Community-Engaged Scholarship
- Rochester Urban Fellows program
- Rochester Youth Year Fellowship program
- Wilson Day
- Transition Opportunities at UR (TOUR)
- Learning and Exploring at Play (LEAP)
- Advisement of student organizations focused on politics and community service
- Voter registration and mobilization
- Alternative Spring Break
- Rising Leader Program
- Slingshot to Success
- Rochester Every Day student discount program

Complete information about all of the center's programs can be found online at [our website](#). Contact RCCL at community.leadership@rochester.edu or at (585) 276-6860.

Wilson Commons Student Activities

Wilson Commons Student Activities enhances the college experience and creates a diverse campus community by supporting over 250 student organizations. The office focuses on helping student leaders achieve their goals by encouraging them to explore and develop their interests and passions through experiential learning outside the classroom. The office

provides information about all student organizations, provides resources to student organizations and the University of Rochester community, and assists students in forming new organizations. In addition to coordinating major traditional events of the College such as Yellowjacket Weekend, Boar's Head Dinner, Winterfest, Springfest, and Senior Week, the office manages several student life spaces on campus including The Campus Center (Wilson Commons and Frederick Douglass Commons), Spurrier Hall, and O'Brien Hall. For more information visit, [our website](#).

Student Government—The Students' Association or SA, includes all undergraduates and is governed by a student-elected senate, president, and vice president. The SA exists as a governing body designed to represent the students, to voice their concerns, and to make decisions that directly impact campus life. For more information, visit the [student government site](#).

Clubs and Organizations—Students can be involved in and attend events sponsored by a wide range of student organizations under the following categories: academic honor societies, academic undergraduate councils, awareness, class councils, clubs, club sports, community service, cultural, entertainment programming, fraternity/sorority, hall councils, intercollegiate competition, performing and fine arts, political, pre-professional, publications /media, religious, and special interest housing. Information regarding all student organizations, their officers, and their activities is found on the [Campus Community Connection website](#). At the beginning of each semester, students can attend an Activities Fair that showcases the wide variety of student organizations on campus.

Dining Services

University Dining Services satisfies nutritional needs of students by serving outstanding, value-added meals. Unique, chef-inspired menus featuring international dishes, seasonal influences, and fresh ingredients add flavor to the dining choices. All active, full-time students must be enrolled in a meal plan.

Meal Plan Special Services—University of Rochester Dining Services makes every effort to accommodate students' special dietary requirements and provide a selection of dining options including vegetarian, vegan, and kosher. Students with special dietary needs or food allergies can contact University of Rochester Dining Services at (585) 275-6265.

For more information please visit our website: www.rochester.edu/dining/. Here you can find our daily menus, hours of operation, contact information, important dates and forms, and much more!

Disability Resources

The Director of Disability Compliance works closely with access coordinators in each school to review medical documentation of a student's disability and make recommendations for reasonable accommodations. Anyone seeking further information about what resources are available should contact the Office of Disability Resources at (585) 276-5075 or disability@rochester.edu.

Health Services

Primary health care is provided for all full-time University students on a prepaid basis through the Student Health Program. Medical care and health education services are provided by the University Health Service (UHS), and mental health services are provided by the University Counseling Center (UCC). Access to medical and mental health care is provided 24 hours a day, 7 days a week, throughout the calendar year.

Student Health Plan. All full-time students pay a mandatory health fee that entitles them to use the University Health Service (UHS) and the University Counseling Center (UCC) throughout the academic year and the following summer (August 1 - July 31), as long as they are enrolled on a full-time basis. The mandatory health fee covers visits to UHS primary care providers in the University Health Service (UHS), a comprehensive initial assessment and an individualized treatment plan with UCC mental health professionals, and health education services. In addition to the mandatory health fee, all full-time students must have health insurance. A University-sponsored health insurance plan is available through the University Health Service. This plan provides coverage for diagnostic laboratory tests and X-rays, surgical procedures, hospitalization, prescription medications, and other specific services not covered by the mandatory health fee. Students already covered by health insurance comparable to the University-sponsored plan can waive the fee for health insurance. All non-immigrant international students and their families who are in the United States with them must comply with INS requirements and University policies governing health insurance. A family insurance plan is

available for students who wish to have coverage for themselves and their dependent child(ren).

Online Insurance Process. Each year, all full-time students must inform UHS about their health insurance coverage by completing the online insurance process. Students who do not complete this process will automatically be enrolled in the health insurance offered through the University Health Service. Students are financially responsible for fees not covered by their health insurance. Should a student choose to see a private physician or seek care outside UHS without the appropriate referrals, the student assumes responsibility (including financial responsibility) for the health care received.

University Health Service

The University Health Service (UHS) provides confidential, high-quality primary health care services for full-time University of Rochester students. The UHS clinical staff includes physicians who are specialists in internal medicine and family medicine, nurse practitioners, and registered nurses. To provide students with more personal and effective interaction, all students are assigned a physician or nurse practitioner as their primary care provider (PCP) at UHS. Students are encouraged to schedule appointments with their PCP.

UHS provides a full range of primary care services, including the treatment of illnesses and injuries, women's health care, the management of ongoing medical problems, and care and advice for any health concerns. Health education programs and services are provided by the UHS Health Promotion Office of the University Health Service.

Confidentiality. The relationship between UHS health care providers and their patients is confidential. UHS will not share information about the fact or nature of a student's visit to UHS without the student's permission. Notification of others, including parents, is considered the student's responsibility unless the condition is life-threatening and the student is unable to assume responsibility for informing others. Parental notification and consent will be obtained for students under age 18, as required by law.

Locations and Hours. For the convenience of students, UHS has offices on the River Campus, in the Medical Center, and at the Eastman School of Music. The River Campus Office is located in the UHS Building, which is next to Susan B. Anthony Residence Halls. This office

is open seven days a week during the academic year and on weekdays during school breaks and summers. The office in the Medical Center is open weekdays throughout the year. The Eastman School of Music Office, located in the Eastman Student Living Center, is open weekdays during the academic year while classes are in session. The hours for the three UHS offices are listed on the UHS website (www.rochester.edu/uhs).

Scheduling an Appointment. Visits to UHS are by appointment. Students should call the main appointment line at (585) 275-2662 to schedule an appointment.

When UHS Is Closed. UHS provides access to medical care 24 hours a day throughout the year. Whenever UHS offices are closed, a UHS physician is on call and available by phone for urgent concerns that cannot wait until UHS reopens. Unless it is a life-threatening emergency or a serious accident, students should call UHS at (585) 275-2662 before going elsewhere (e.g., the emergency department of a local hospital) for care. The University Counseling Center (UCC) has a mental health professional on call 24 hours a day throughout the year. Call (585) 275-3113 to reach the mental health professional on call. In an emergency, students should call Public Safety at (585) 275-3333 for immediate assistance.

Health History Forms/Immunization Requirements. All entering matriculated full-time and part-time students must submit the Health History Form, which includes the student's record of immunizations, prior to the start of classes. New York State law requires all students to provide proof of immunity to measles, mumps, and rubella. Students who fail to comply with the requirements may be withdrawn from the University. Students with questions can contact UHS at hhf@uhs.rochester.edu or (585) 275-0697.

Paying for Health Care Services. All full-time students participate in the Student Health Plan, which includes the mandatory health fee and health insurance. The mandatory health fee assures the availability of accessible, high quality health care services on campus for all full-time students. The mandatory health fee covers care and services provided by the University Health Service (UHS) and the University Counseling Center (UCC). In addition to the mandatory health fee, all full-time students must have health insurance coverage. Students can enroll in the University-sponsored health insurance, or they can choose to waive the health insurance if their own plan meets University criteria.

Health Education. The UHS Health Promotion Office promotes the wellness of the University community by providing educational programs and activities that encourage the development of a healthy lifestyle and the effective use of health care services. The office provides opportunities for students to become involved in promoting health on campus. Opportunities include enrolling in the Peer Health Advocacy course (PH 216), joining the Peer Health Advocate team, becoming a member of the Student Health Advisory Committee, collaborating with the UHS Health Promotion Office on a specific project, and co-sponsoring programs and events with the UHS Health Promotion Office. Students interested in getting involved are asked to call (585) 273-5775.

UHS Website. Located at www.rochester.edu/uhs, the UHS website offers complete information about UHS services, hours, locations, scheduling an appointment, the mandatory health fee, health insurance, announcements, and more.

University Counseling Center

The University Counseling Center (UCC) provides evaluation, counseling, and referral services. All interested University of Rochester students who pay the mandatory student health fee will receive a comprehensive initial assessment, individualized treatment plan, and support to put such a plan into action. UCC staff will develop a treatment program with each client to address their unique needs and concerns. UCC staff members strive to provide services with sensitivity to individual and cultural differences.

The individualized treatment plan may include referral to group therapy, workshops, therapist assisted on-line therapy or brief therapy at the UCC as well as information, case management support and referral to campus or community agencies for specialty or long-term services. UCC therapists have experience in assisting students with a variety of concerns such as anxiety, apprehension about major life decisions, depression, relationship difficulties, family problems, eating concerns, sexual functioning, sexual identity, roommate hassles, and general discomfort about what is happening in the students' life. UCC also offers a variety of therapy groups on topics such as adult children of alcoholics, survivors of sexual abuse, eating disorders, bereavement, and relationship issues.

Confidentiality. All contacts with a UCC therapist are confidential. The fact that students are using UCC is not

disclosed to any University official or faculty member, or to family, friends, or roommates without permission of the students. Because of the sensitive nature of visits, extreme care is taken to protect the confidentiality of patients' records.

Locations and Hours. UCC is located on the third floor in the University Health Service Building on the River Campus. UCC also has offices in the Eastman Student Living Center at the Eastman School of Music and in the University of Rochester Medical Center. The office on the River Campus is open weekdays all year. The Eastman School office and the URMC office are open part time during the academic year, while classes are in session. The hours are listed on the UCC website. Appointments for any UCC office can be scheduled by calling (585) 275-3113.

After-Hours Care. A mental health professional is on call and available 24 hours a day throughout the year to deal with urgent situations and can be reached at (585) 275-3113 any time of the day or night.

UCC Website. Located at www.rochester.edu/ucc, the UCC website provides information about the services provided and links the readers to other on-line health care sites.

Student Identification Cards

The University provides identification cards for all students. They are required for checking out books from the library, cashing checks on campus, and may be required for admission to various campus events, certain facilities, and activities. The card displays the student's name, an identifying color bar for campus affiliation, and photo. Students at the Medical Center are required to wear identification badges while in the Medical Center. The ID card satisfies hospital code and accreditation requirements for hospital identification. ID cards include a magnetic stripe and a bar code, which serve as keys for authorized admission to residence halls, laboratories, Goergen Athletic Facility and other areas secured by access card readers. The ID card is required by students to make purchases from their Dining Plan contracts, vending machines, and campus convenience stores. In addition, the student ID card is the principal means for identification on campus and it is useful for positive identification elsewhere.

Entering first-year students are photographed during Freshman Orientation and keep their cards through their senior year. Transfer students are photographed

early in the fall and spring terms. No charge is made for the initial identification card, but there is a fee for replacement of a lost card. Worn or damaged ID cards may be turned in for a free replacement. Upon turning 21, a student may go to an ID Card Office and exchange an "Under 21" ID card, to include an updated photo and a change in the age designation field to "21 or Over." There is no charge for this service provided they return the "Under 21" card.

Security Services - Department of Public Safety

Campus Crime Statistics—In October of each year, University Department of Public Safety and Environmental Health and Safety, provide to all students and staff the latest security and fire safety annual reports, incorporated in one document called "Think Safe." It contains campus security, fire safety, emergency notifications, and personal safety information.

Topics include crime prevention, Public Safety Services authority, fire and crime reporting policies, disciplinary procedures, and other matters of importance related to security and fire safety on campus. "Think Safe" contains crime statistics for the three previous calendar years concerning reported crimes that occurred on campus, and in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to, and accessible from the campus. Fire statistics are included for on-campus student housing areas. Statistics are reported to the U.S. Department of Education (USDoED) and are available on their web site at <http://ope.ed.gov/security/> and on the University's site at www.publicsafety.rochester.edu. You can obtain a hard copy of "Think Safe" by contacting University Security Services at (585) 275-3340 or Environmental Health and Safety at (585) 275-3241. University Security services are available 24 hours/day, 7 days/week by calling x5-3333 from any campus phone or by dialing x13 for emergencies. In addition, AT&T and Verizon customers may make a free call to our emergency Communications Center by pressing #413 from their cell phone while in the Rochester area. We are in immediate contact with local police, fire departments, and emergency medical resources.

Information Technology

The staff of University Information Technology provide IT services and support to enhance students' education. Students at the University of Rochester have access to:

- high-speed wireless and wired networks accessible in most buildings and public locations around campus
- computer labs with printers and dozens of software applications to help complete assignments (www.rochester.edu/it/maps)
- a mobile app that provides access to many University services, including GPS-activated campus maps and bus locators, course schedules, event calendars, and more (www.rochester.edu/urmobile)
- a large IT Center with an IT Help Desk to assist with IT questions and issues
- a University account that provides access to the University web portal my.rochester.edu and many other online services (<http://myidentity.rochester.edu>)
- research computing services, including computer visualization capabilities and workshops on programming languages, specialty software, and supercomputing platforms (www.circ.rochester.edu)
- discounted cellular phone service;
- on-campus technology stores that offer educational discounts on computers, software, accessories, video gaming products, popular consumer electronics, and other technologies (www.rochester.edu/it/store);
- information about a range security measures and “Security Tips of the Week”

Students living in residence halls can request digital telephone services, including free local calling and voicemail service. For enhanced voicemail, analog adaptors, ADA-compliant services, TDD equipment, or general questions or support for any of these services, contact the IT Center at (585) 275-2000 or univithelp@rochester.edu.

Visit the University IT website (<http://www.rochester.edu/it>) for more information about IT services.

Intercessor

Intercessors provide a personal and confidential resource for students, staff, and faculty who want to talk through a problematic issue and pursue resolution. They may address concerns regarding sexual harassment, racial harassment, and discrimination on the basis of gender, disability, religion, race, ethnicity, gender identity or expression, sexual orientation, national origin, age, veteran status, or any other status protected by law. They are particularly interested in identifying patterns and resolving organizational problems in order to make the campus environment more inclusive and hospitable. The intercissors can be reached at (585) 275-9125.

Interfaith Chapel

Distinguished by the diversity of its members, the College welcomes men and women from various faiths practiced by the world's peoples. The Interfaith Chapel affirms and celebrates a rich mixture of religious expression and heritages by offering a variety of opportunities for religious worship and meditation, social service and personal counseling, and cultural and social events. Chaplains and advisors are available to work with all members of the University community. The director of the Interfaith Chapel works with students, chaplains, and University departments to facilitate and coordinate the many programs carried on within the chapel. Chapel rooms may be reserved for lectures, discussions, or social events.

While there are regular Catholic, Jewish, Muslim, Protestant and Orthodox Christian services run by chaplains, the Chaplain's Office also helps identify advisors from other religious traditions to actively support and work with other groups. The Interfaith Chapel, with the Student Association for Interfaith Cooperation, also offers a variety of interfaith activities, including a weekly Interfaith Café Conversation on Thursday evenings, interfaith dialogue and education events and interfaith service projects. Students can call (585) 275-4321 to learn more about those options. Additional information can be found at www.rochester.edu/chapel.

International Services Office

The International Services Office (ISO) provides a full range of programs and services for over 3,500 international students and 450 scholars from over 130 countries, who study and work at the University each year. The ISO administers the F-1 and J-1

visa programs for the University under specific US government regulations. Our staff provides detailed advising on immigration requirements and permissions for sponsored individuals and issues immigration documents through the Student Exchange Visitor Information System (SEVIS).

The ISO acts as the University's official liaison with the Department of Homeland Security, Department of State, foreign and American consulates, and local government agencies. Additionally, the office works with members of the University community to advocate for and address various needs of international students and scholars

The ISO also serves as an information resource to assist members of UR's international populations in adjusting to the United States, the University, and the Rochester community. Services and programs include: our comprehensive website and online resources (www.iso.rochester.edu); electronic newsletters; *TIPS On-Demand* video tutorials (available through Blackboard), orientation programs for new arrivals, and logistical support with government forms, taxes, and reporting requirements. Additionally, individual counseling is provided to assist students in effectively coping with personal challenges and cultural adjustment. In order to promote intercultural understanding on our campuses, the ISO also contributes to cultural, social, and educational programming efforts within the University and the Rochester community.

The International Services Office is located in 213 Morey Hall. For more information or to contact ISO staff, call (585) 275-2866 or email questions@iso.rochester.edu. Please visit us online at www.iso.rochester.edu.

Minority Student Affairs

The Office of Minority Student Affairs focuses on enhancing the academic life of minority students. The office actively collaborates with University departments to promote student academic success and retention, and to ensure they successfully negotiate university life. The office's emphasis on academic success is facilitated by providing such services as student counseling and referrals, promoting educational opportunities, offering workshops and symposia, and broadening the awareness of issues of relevance to minority students in the University community.

The Office of Minority Student Affairs manages two programs for the College:

Early Connection Opportunity (ECO) Program—ECO is a pre-freshman summer residential orientation program designed to offer supplemental academic support in order to assist students in making a successful transition from high school to college. Participating students learn about the attitudes, skills, and social connections that characterize successful University of Rochester students. ECO prepares students for classes, informs them about resources and services available to them, and introduces them to social life on campus.

The Arthur O. Eve Higher Education Opportunity Program (HEOP)—HEOP serves students of diverse racial, ethnic, and cultural backgrounds. It is a program that provides an opportunity for eligible applicants to attend a private four-year institution of high academic standing. The program is designed to assist those students who, because of their economic and educational background, might not consider attending our University. HEOP staff coordinate a variety of academic support, counseling, and financial aid services to enable participating students to successfully complete a degree in 8 to 10 semesters. To be eligible for HEOP, students must be residents of New York State and meet specific academic and economic criteria.

The Office of Minority Student Affairs is located in 2-161 Dewey Hall. For more information, feel free to contact the Office of Minority Affairs at (585) 275-0651 or via email at omsa@ur.rochester.edu. Also, please visit the website at www.rochester.edu/college/OMSA.

National Testing Programs

The Testing Office administers national testing programs as noted below, as well as a variety of special exams.

Additional information about testing can be obtained in the Testing Office in 364 Rush Rhees Library (Jacqui Rizzo, jacquilyn.rizzo@rochester.edu). Please note that the testing reporting room locations should be indicated on the admission ticket.

The major testing programs administered by this office include:

- Graduate Record Examination (GRE) – subject only

- Law School Administration Test (LSAT)
Please note: the LSAT exam will be administered with the last paper exam on June 3, 2019. Beginning with the July 15, 2019 exam, it will be administered digitally.
- Multistate Professional Responsibility Exam (MPRE)

Parking

Parking is free and open to all test takers on Saturdays. If you are testing for a Monday exam, please stop at the information booth on Wilson Boulevard and purchase a parking pass for \$4.00. See the [parking website](#) for more information.

Test Administration Staff

Jacqui Rizzo, Testing Administrator
jacquilyn.rizzo@rochester.edu
(585) 275-2052 (Monday-Friday 9 a.m. – 5 p.m.)

In case of emergencies, contact Public Safety
<http://www.publicsafety.rochester.edu>
(585) 275-3333
#413

2019-20 Testing Calendar for National Exams

Reporting time for all exams is 8:30 a.m. with the exam beginning at approximately 9:00 a.m. (once all candidates have been checked in and the instructions read).

Check back frequently for updates.

- January 26 (Saturday) 2019 8:30 a.m. LSAT Exam (Reporting location Schlegel 407), Schlegel 103
- March 23 (Saturday) 2019 8:30 a.m. MPRE Exam (Reporting location Harkness 115), Meliora 205, 206, 209, 218, Gavett 310, 312
- March 30 (Saturday) 2019 8:30 a.m. LSAT Exam (Reporting location: Harkness 115), Meliora 205, 206, 209, 218, 219, 221, 224, Gavett 310
- April 6 (Saturday) 2019 9:00 a.m. GRE Exam (Reporting location Harkness 115), Meliora 205, 206, 209, 218, 219, 221, 224, Gavett 310, 312
- June 3 (Monday) 12:30 p.m. 2019 LSAT Exam (Reporting location Goergen 108), Meliora 221, 224, Gavett 310, 312, Morey 501, 502, 504, 524, 535

- July 15 (Monday) 2019 12:30 p.m. LSAT Exam (Digital) (Reporting location Hutchison 140), Lattimore 201, Meliora 203, CSB 209
- August 10 (Saturday) 2019 8:30 a.m. MPRE Exam (Reporting location TBA)
- September 21 (Saturday) 2019 8:30 a.m. LSAT Exam (Digital) (Reporting location TBA)
- November 9 (Saturday) 2019 8:30 a.m. MPRE Exam (Reporting location TBA)
- November 25 (Monday) 2019 12:30 p.m. LSAT Exam (Digital) (Reporting location TBA)
- January 13 (Monday) 12:30 p.m. 2020 LSAT Exam (Digital) (Reporting location TBA)
- March 30 (Monday) 12:30 p.m. 2020 LSAT Exam (Digital) (Reporting location TBA)

Special Exams

Occasionally we host special exams requiring a proctor for University of Rochester staff, students or exchange students. Graduate and undergraduate students are eligible to take these special exams. Vicki Mullen can be contacted regarding these special requests. Proctors for these exams are hired on an as needed basis.

A testing fee is charged for students and staff who take these exams so that we can pay our proctors.

The following fees are charged:

- 1-2 hours \$45.00
- 2-3 hours \$60.00
- 3-4 hours \$75.00

\$5.00 less if the student is a University of Rochester student.

Any questions can be referred to Vicki Mullen, special testing coordinator, by email at vicki.mullen@rochester.edu or by visiting 312 Lattimore Hall.

Registrar

The Registrar provides students with access to their academic records, enrollment and degree verifications, academic calendars, and exam schedules along with other important student data.

For more information about Registrar services, visit www.rochester.edu/registrar/.

Residential Life

The Residential Life Program is designed to enhance students' academic progress and provide opportunities for personal growth. As a comprehensive program, The Office for Residential Life and Housing Services provides a dedicated freshman housing program in the Susan B. Anthony Area (including the new Genesee Hall), and the Freshman Quad. Upper-class housing options exist in traditional residence halls, suites and apartment style halls, fraternity houses, and special interest housing programs. There are graduate and family housing options on campus. The off-campus living program includes support services for students and landlords, a listing service of available apartments and houses in the area, newsletters and activities. If it has anything to do with where a student lives, it's within the Residential Life mission. Visit Residential Life at www.rochester.edu/reslife for more information.

Study Abroad

The Center for Education Abroad believes that studying abroad is an integral part of the undergraduate curriculum. With careful planning, students in any major, including engineering, may study abroad. The College offers study abroad programs in more than 40 countries in the fall, spring, full year and summer terms.

Students who are interested in studying abroad should attend a study abroad general information meeting to get started. After attending an information meeting, students can set up an appointment to meet with a study abroad adviser. It's never too early to start!

Study abroad advisers assist students with researching and applying to study abroad programs, academic planning, transfer credit, pre-departure orientation and reentry programming.

For details and more information, visit our website at <http://www.rochester.edu/college/abroad/>.

Writing and Speaking Center

The Writing and Speaking Center offers a wide variety of writing and speaking support services for undergraduate students of all levels and in all disciplines. The Center is staffed by graduate-student writing consultants and undergraduate writing and speaking fellows from the humanities, the social sciences, and the natural and applied sciences. Our tutors provide individualized feedback and assistance on all types of academic writing and speaking. We invite students to use our services during any stage

of the writing process, from brainstorming ideas to polishing a final draft. Similarly, students can visit a speaking fellow at any point as they are developing or practicing a presentation. The Writing and Speaking Center is located on the ground floor of Rush Rhees Library, G-121. For more information about face-to-face and online tutoring services, please visit our website at writing.rochester.edu or call (585) 273-3584.

Edmund A. Hajim School of Engineering & Applied Sciences

Administrative Officers

Wendi Heinzelman, PhD (Massachusetts Institute of Technology) *Dean of the Edmund A. Hajim School of Engineering and Applied Sciences*

James M. Zavislan, PhD (University of Rochester) *Associate Dean of the Edmund A Hajim School of Engineering and Applied Sciences*

About

The Hajim School offers undergraduate degree programs leading to the Bachelor of Arts, and Bachelor of Science degrees. Based on the fundamentals of science and engineering, the programs exist in and benefit from a strong liberal arts environment. As an example, since data analysis is a critical component of engineering design, the College's multidisciplinary degrees in data sciences are comprised of significant courses from the Hajim School's Computer Science Department.

The Hajim School's undergraduate program provides education for a lifetime career, not simply training for a specific job. The programs have two main objectives:

1. To prepare students for positions as practicing engineers, scientists, and leaders in industry, government, education, and other areas of society.
2. To prepare students for graduate work leading to professions in medicine, law, and business as well as engineering and science, giving them an understanding of science and technology that will provide a firm foundation for their lifework.

Each major has adopted more specific goals and objectives that are given in the appropriate discipline sections of this bulletin. The emphasis is on both

individual opportunity and collaborative team effort. Students are encouraged to participate in the many active research projects both in the school and through cooperative internships in business and industry. Flexibility in each program makes it possible to incorporate specialized coursework. For instance, engineering students can pursue elective work and undertake research projects in such fields as architecture, environmental studies, and materials science.

In their first year, enrolled students who have expressed interest in engineering or computer science majors are assigned Hajim School faculty advisors in their department of interest who counsel interested students on the school's degree requirements, policies, and procedures. Students formally enter the school at the end of their sophomore year or at any time in their undergraduate tenure that they have satisfied the necessary prerequisites. Students remain with their assigned advisors throughout their tenure in their intended major. Students may declare majors in the Hajim School at any time, but will find it necessary to first satisfy those prerequisites they may be lacking.

In our current global economy, the importance of cultural understanding and experience has never been so important for our future workforce. With this increased focus on engineering around the world, study abroad and other international opportunities have been brought to the forefront of the student experience. The Hajim School faculty hopes to see 25% of its students studying abroad, and continuously seeks to expand its offerings of English-language technology and engineering courses overseas. Currently, The Hajim School has formal programs in the following countries: Australia, Belgium, Botswana, Denmark, Great Britain, Hong Kong, Ireland, Italy, Israel, Japan, New Zealand, South Africa, South Korea, Spain, Sweden, Turkey, and the United Arab Emirates. Additional information on these and other programs is available at the Center for Education Abroad, 2-147 Dewey Hall, and on the web at the Hajim School's study abroad [web page](#).

The School of Arts and Sciences

Administrative Officer

Gloria Culver, PhD (University of Rochester) *Dean of the School of Arts and Sciences*

About

With 18 departments, more than a dozen programs, and numerous centers and institutes, the School of Arts and Sciences is the largest school at the University. The School has a strong tradition of crossing and connecting disciplines and departments due in large part to this diversity of intellectual interests. Undergraduate students within the School engage with nationally recognized faculty, scholars and educators that are leaders within their fields and committed to furthering the intellectual and personal development of all students. Under this tutelage, students excel in the classroom, participate in independent study, conduct research, study abroad, and engage in extracurricular activities, community service, and entrepreneurial endeavors.

Undergraduate education in the School of Arts and Sciences provides a strong academic foundation in multiple fields and prepares students for a wide variety of professional careers. The Rochester Curriculum is the centerpiece of this educational mission, and allows students the freedom to explore their own intellectual interests from the very start of their academic career. Academic departments and programs within the School of Arts and Sciences (and the Hajim School) develop the majors, minors and clusters that are the building blocks of this curriculum. Students also have the opportunity to explore a wide range of interdisciplinary majors and minors through the Multidisciplinary Studies Center, which administers degree programs in East Asian Studies, Public Health, Legal Studies, Digital Media Studies, and Sustainability, among other offerings.

Undergraduate students also benefit from the intellectual opportunities provided by a variety of institutes and centers within the School, including the Humanities Center, the Institute for Performing Arts, the Center for Energy and the Environment, and the Goergen Institute for Data Science. These centers, along with the academic departments, have had many positive effects on academics within the School, generating new majors and minors and helping to develop innovative courses and more experiential offerings, inside and outside of the classroom.

When combined with co-curricular and student activities offered through the undergraduate College, departments and centers of the School create a robust and exciting undergraduate experience for students across the arts and humanities, social sciences and natural sciences. More details on these experiences

and academic programs can be found throughout this Bulletin.

Other Schools of the University

Eastman School of Music

Known throughout the world as a major center for the education of professional musicians as well as for the study and creation of music, the Eastman School of Music offers diverse curricula leading to undergraduate and graduate degrees. Students pursuing a Bachelor of Arts degree with a major in music through the College may take some of their coursework at the Eastman School. Other University undergraduates, having met the requirements and with permission, may also take applied music lessons or other music courses at Eastman. Some students apply and are admitted both to the College and the Eastman School, and pursue a dual degree program.

School of Medicine and Dentistry

In addition to the programs leading to the MD, MA, MS, MPH, and PhD degrees, the School of Medicine and Dentistry offers unusual opportunities for undergraduates. In the Rochester Early Medical Scholars Program (REMS), a BA/BS-MD program, exceptionally talented students enter the University with a conditional acceptance to the medical school. In the Summer Scholars program, undergraduate researchers from around the country have the opportunity to participate in a 10-week, hands-on, independent research project.

School of Nursing

The School of Nursing offers study leading to the Bachelor of Science degree with a major in nursing. Admission to the School of Nursing requires either a registered nurse license or a prior baccalaureate degree in a non-nursing field. The curriculum is designed to be responsive to adult learners, and this has become the focus of the baccalaureate nursing program. The degree programs offered by the school include a Bachelor of Science in nursing, an RN to BS or RN to BS to MS program for registered nurses, Master of Science nurse practitioner specialties, MS in leadership in health care systems, MS in Nursing Education, CNL, MS and PhD dual-degree programs, Doctor of Nursing Practice, and the Doctor of Philosophy in Nursing and Health Science. Post-master's certificate programs are also available.

William E. Simon School of Business

Ranked among the leading graduate business schools in the world, Simon Business School offers graduate degree programs in the most sought-after industries, including accounting, finance, marketing, and management. The School is recognized as a pioneer in the application of economic principles to problems that managers encounter in their interactions with consumers, employees, government entities, and other firms. Three top business journals—the Journal of Accounting and Economics, The Journal of Financial Economics, and the Journal of Monetary Economics were all founded by the Simon Business School to advance the world's understanding of how economics can help firms profitably create value and help policymakers design better institutions and regulations to facilitate innovation and economic growth.

The Full-Time two-year MBA program offers 11 concentrations to suit our student's needs and meet their career goals, while our full-time MS programs are one year of focused study designed for early career professionals.

Simon also offers a variety of part-time Professional MBA and Executive MBA degree options that allow busy professionals to continue working while pursuing their degree, but utilizes the same rigorous coursework that will prepare them for success in today's competitive business climate.

In addition, Simon Business School and the University's College of Arts, Sciences, and Engineering jointly offer degrees in business through the Barry Florescue Undergraduate Business Program. The program challenges students to consider how they want to change the world and provides them the tools for achieving their vision. University of Rochester undergraduate students can minor in business, taking as few as three business courses, or major in business, earning either a Bachelor of Arts or a Bachelor of Science. Students opting for the BS degree choose from among five career-oriented tracks: Accounting, Business Analytics, Business Finance, Entrepreneurship, or Marketing.

Simon Business School's in-house Career Management Center is dedicated to connecting our students to professional opportunities. From résumé development to mock interviews and individual career counseling, we prepare our students to be the leading candidates in a competitive marketplace.

With world-renowned faculty and a curriculum grounded in analytics and economics, our graduates are well prepared to be successful in an ever-changing business climate. For more information about Simon Business School, visit: simon.rochester.edu.

Margaret Warner Graduate School of Education and Human Development

The Warner School of Education provides a broad range of courses of interest to undergraduates considering graduate work in education, counseling, and human development and those interested in the many issues related to schools, socialization, learning, leadership, community mental health, and change. The Warner School offers master's and doctoral degree programs in teaching and curriculum, K-12 school leadership, higher education, educational policy, counseling, and human development (including a specialization in Applied Behavior Analysis (ABA)). Warner also offers interdisciplinary programs in health professions education, online teaching, and program evaluation. There is also a new certificate as well as master's program for undergraduates interested in teaching English abroad. Undergraduates are encouraged to take courses at the Warner School.

Issues such as the relations among race, gender, language, ethnicity, class, disability, sexuality, and schooling; the uses of technology as teaching and learning tools; interdisciplinary research and its application to human learning and development, community mental health counseling; the ties among economic, social, and educational practices and policies; community-based engaged scholarship; entrepreneurship and innovation involving education; and other matters of significance to contemporary society may be studied at the Warner School.

In most cases, the basic teacher preparation program (leading to NYS Initial Teaching Certification and fulfilling all the academic requirements for Professional Teaching Certification) is offered through 15 months of postgraduate study and is offered at the early childhood and elementary levels and in mathematics, English, Latin, French, Spanish, German, Italian, Chinese, biology, chemistry, physics, earth science, and social studies at the secondary level. Programs for those interested in Teaching English to Speakers of Other Languages (grades K–12), Teaching Students with Disabilities (birth to grade 2, grades 1–6, and grades 7–12, as well as annotation for Teaching Students with Severe and/or Multiple Disabilities), and Reading and

Literacies (at either birth to grade 6 or grades 5–12) are also available.

The Warner School also offers combined undergraduate and graduate programs in counseling and human development, designed for qualified University of Rochester undergraduate students planning either to become school counselors or mental health counselors, or to continue with graduate study in counseling psychology, clinical psychology, developmental psychology, or human development. Students begin graduate study toward the Master of Science (MS) degree during their senior year. The master's in human development - offering students a general program in human development or specializations in early childhood, family studies, developmental differences, gerontology, research—all of which can be completed in one year of postgraduate study—and a specialization in Applied Behavior Analysis (ABA) that takes longer. The school counseling program, which leads to New York State certification as a school counselor, takes about two years of postgraduate study. The program in community mental health counseling program, which leads to New York State licensure in mental health counseling, also can be completed in about two additional years. Consult with a counselor in the Warner School Admissions Office, (585) 275-3950 or admissions@warner.rochester.edu, for exact requirements for the combined undergraduate and graduate programs in counseling and human development.

The Warner School offers the Guaranteed Rochester Accelerated Degree in Education (GRADE) program, which is a five-year BA/BS + MS education program for undergraduate students admitted to the University of Rochester who are interested in becoming educators (six years if pursuing a specialization in counseling). GRADE students enter the University with an assurance of admission to the Warner School with the Steven Harrison quarter-tuition scholarship for the duration of the program (this offer is contingent on students meeting prerequisites for their selected area of specialization by the time they complete their undergraduate program). The program is designed to offer students a quality liberal arts education while also preparing them to become educators.

The University of Rochester recognizes the critical need for teachers who can serve traditionally marginalized students well. The Warner School of Education offers a unique program to encourage its undergraduates from diverse backgrounds and subject

areas experiencing shortages to enter the teaching profession and be prepared to teach in urban settings. Full-tuition scholarships are awarded to individuals who are able to increase the diversity of the urban teacher population or increase the number of certified teachers in specializations where there are the highest shortages in the Rochester area. Successful applicants are accepted into the Urban Teaching and Leadership (UTL) Program, where they will complete a master's program in teaching and curriculum leading to NYS Initial and Professional Certification and commit to teach in an urban school for two full academic years following graduation and complete all UTL post-graduation coursework and requirements.

The Warner School also offers a number of scholarship opportunities, including time-limited 50 percent guaranteed scholarships for programs leading to New York State teaching certifications, and for qualified University of Rochester graduating seniors who are interested in pursuing graduate study at the Warner School. For a complete listing of scholarship opportunities, visit www.warner.rochester.edu/admissions/scholarships.

Applicants to teacher preparation programs that lead to initial teacher certification or educational leadership programs that lead to the school building leadership (SBL) or school district leadership (SDL) certification must submit official scores of a graduate school entrance examination. To be in compliance with this new New York State regulation, the Warner School requires official results from the Graduate Record Examination (GRE) or Miller Analogies Test (MAT). The Warner School is now an official testing center for the MAT, providing students and the surrounding community a place to take the nationally standardized exam in Rochester.

Students who are interested in a career in education and human development are encouraged to meet with a Warner School admissions counselor to learn more about programs and opportunities for coursework as an undergraduate. The Office of Admissions offers day and evening appointments for student counseling and school tours. The Warner School is housed in LeChase Hall, located on the historic Wilson Quadrangle between Todd Union and Wilson Commons on River Campus. For more information about the Warner School, visit: www.warner.rochester.edu/.

Program Information

Publications about Undergraduate Programs at the University of Rochester

Most colleges and schools of the University publish brochures or official bulletins listing faculty, courses, and degree requirements. In addition, many departments offering undergraduate programs publish detailed brochures about their courses of study, faculty members, facilities, scholarships, etc. Most undergraduate programs have valuable information on their [departmental websites](#).

Requests for information about the programs and how to apply should be made to the following:

ARTS, SCIENCES AND ENGINEERING

Undergraduate Studies

Jeffrey Runner
Dean of the College
University of Rochester
P.O. Box 270401
Rochester, New York 14627-0251
(585) 273-5000
www.rochester.edu/college

Jonathan Burdick
Dean of College Admission and Vice-Provost for Enrollment Initiatives
Office of Admissions
University of Rochester
P.O. Box 270251
Rochester, New York 14627-0251
(585) 275-3221 or (888) 822-2256
admit@admissions.rochester.edu
www.enrollment.rochester.edu/admissions

Nancy Specht
University Registrar
Office of the University Registrar
P.O. Box 270038
University of Rochester
Rochester, New York 14627-0038
(585) 275-5131
registrar@rochester.edu
www.rochester.edu/college/registrar

Summer Sessions

Crystal Cusimano-Figueroa

Director of Summer Programs
Office of Summer and Part-time Studies
University of Rochester
P.O. Box 270358
Rochester, New York 14627-0358
(585) 275-2345
osp@rochester.edu
www.rochester.edu/summer

Graduate Studies

Melissa Sturge-Apple
Dean of Graduate Studies
Arts, Sciences and Engineering Graduate Studies Office
University of Rochester
P.O. Box 270401
Rochester, NY 14627
(585) 275-4153
www.rochester.edu/college/gradstudies

EASTMAN SCHOOL OF MUSIC

Undergraduate and Graduate Studies

Matthew Ardizzone
Associate Dean of Admissions and Enrollment
Management
Eastman School of Music
26 Gibbs Street
Rochester, New York 14604
(585) 274-1060 or
(800) 388-9695 USA and Canada
admissions@esm.rochester.edu
www.esm.rochester.edu/admissions

Summer@Eastman

Eastman School of Music
26 Gibbs Street
Rochester, New York 14604
(585) 274-1074 or (844) 820-3766 (outside New York
state only)
summer@esm.rochester.edu

SCHOOL OF MEDICINE AND DENTISTRY

Flavia Nobay
Associate Dean For Admissions
University of Rochester
School of Medicine and Dentistry
Box 601-A
Rochester, New York 14642-0001
(585) 275-4539

admish@urmc.rochester.edu
www.urmc.rochester.edu/smd

Richard T. Libby
Senior Associate Dean for Graduate Education and
Postdoctoral Affairs
Graduate Admissions (PhD, MA, MPH, MS)
Graduate Education & Postdoctoral Affairs
School of Medicine and Dentistry
606 Elmwood Avenue, Box 316
Rochester, New York 14642-0001
(585) 275-4522
admish@urmc.rochester.edu
www.urmc.rochester.edu/smd

SCHOOL OF NURSING

Elaine Andolina
Director of Admissions
Office of Student Affairs
University of Rochester
School of Nursing
601 Elmwood Avenue, Box SON
Rochester, New York 14642
(585) 275-2375
SON_Admissions@urmc.rochester.edu
www.son.rochester.edu

WILLIAM E. SIMON SCHOOL OF BUSINESS

Rebekah Lewin
Assistant Dean of Admissions and Financial Aid
Simon Business School
University of Rochester
305 Schlegel Hall
P.O. Box 270107
Rochester, New York 14627-0107
(585) 275-3533
admissions@simon.rochester.edu

MARGARET WARNER GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Pamela Black-Colton
Executive Director of Admissions & Student Services
Office of Admissions
Margaret Warner Graduate School of Education and
Human Development
University of Rochester
LeChase Hall
P.O. Box 270425
Rochester, New York 14627-0425
(585) 275-3950
admissions@warner.rochester.edu

www.warner.rochester.edu

University Campuses

The River Campus is the University's main campus and the residential setting for College undergraduates. It is also the location of the Margaret Warner Graduate School of Education and Human Development and the William E. Simon Graduate School of Business Administration. On the southern edge of the city, the 114-acre campus is tucked in a bend of the Genesee River. Next door are the University Medical Center, the historic Mt. Hope Cemetery and one of Rochester's many parks.

The Medical Center, adjacent to the River Campus and the site of the School of Medicine and Dentistry, has extensive facilities providing an excellent spectrum of patient care and research to support the educational programs. Strong Memorial Hospital (including the Golisano Children's Hospital), with a capacity of 800 beds, is an integral part of the University's Medical Center and serves as the principal teaching hospital of the School of Medicine and Dentistry and the School of Nursing. The Medical Center also includes the Eastman Institute for Oral Health and the James P. Wilmot Cancer Center, and is affiliated with the nearby Highland Hospital.

The Eastman School of Music campus is located in downtown Rochester and linked to the other campuses by free shuttle buses. Opened in 1921 as the University's first professional school, Eastman presents more than 700 concerts a year, many of them free. Its primary concert venues include Kodak Hall at Eastman Theatre, the performance home for Eastman's large ensembles as well as the Rochester Philharmonic Orchestra; Kilbourn Hall, Howard Hanson Recital Hall, and Kilian and Caroline Schmitt Organ Recital Hall in the school's main building; and Hatch Recital Hall in the newest addition to the Eastman campus, the Eastman East Wing. The School's Sibley Music Library, housed in the Miller Center, has holdings of nearly three-quarters of a million items and is recognized as one of the foremost music research libraries in the world.

The University's **South Campus** is located in the town of Brighton, just south of the Canal. It is home to Whipple Park, the Laboratory for Laser Energetics; the Center for Optoelectronics and Imaging; the Robert L. Sproull Center for Ultra High Intensity Laser Research; the Larry and Cindy Bloch Alumni

and Advancement Center; and the University Facilities and Services Center.

With its permanent collection spanning 50 centuries of world art, the University's **Memorial Art Gallery** is considered one of the finest regional art museums in the country. Among its treasures are works by such artists as Monet, Cézanne, Matisse, Homer, and Cassatt. The Gallery offers a year-round schedule of exhibitions and tours and events as well as a restaurant and gift shop. A free shuttle bus to other campuses stops one block away.

C. E. K. Mees Observatory is located on Gannett Hill in the Bristol Hills south of Rochester.

The University's Mid Campus is located south & west of the Medical Center, bordered by the Erie Canal on its southern edge. It is home to the Helen Wood School of Nursing, the Saunders Research Building and a majority of the staff parking lots. The Mid Campus also includes a large amount / variety of student housing facilities and the main campus Chiller Plant.

Libraries

The River Campus Libraries holds more than 3.5 million volumes, as well as extensive collections of online databases, electronic journals, rare books and materials, and musical scores.

The River Campus Libraries includes

- Rush Rhees Library (art and music, humanities, social sciences, business, rare books, and medieval),
- Carlson Library (sciences and engineering),
- Physics-Optics-Astronomy Library, and
- A reference library at the Laboratory for Laser Energetics.

Beyond River Campus are the Edward G. Miner Library (Medical Center), the Sibley Music Library (Eastman School of Music), and the Charlotte Whitney Allen Library (Memorial Art Gallery).

Administration

Richard Feldman

Interim University President (*as of March 1, 2018*)

Robert L. Clark

Provost and Senior Vice President for Research

Holly G. Crawford

Senior Vice President, Administration and Finance;
Chief Financial Officer and Treasurer

Thomas J. Farrell

Senior Vice President and James D. Thompson Chief
Advancement Officer

Steven I. Goldstein

President and CEO, Strong Memorial Hospital and
Highland Hospital; Vice President, University of
Rochester Medical Center

Lamar Murphy

General Secretary and Chief of Staff to the President

Gail Norris

Vice President and General Counsel

Douglas W. Phillips

Senior Vice President for Institutional Resources

Peter G. Robinson

Vice President and Chief Operating Officer, University
of Rochester Medical Center; Vice President,
Government and Community Relations

Elizabeth Stauderman

Vice President for Communications

Mark B. Taubman

Senior Vice President for Health Sciences; CEO,
University of Rochester Medical Center and UR
Medicine; Dean, School of Medicine and Dentistry

Sasha Tulgan

Deputy to the President

Donald Hall

Robert L. and Mary L. Sproull Dean of the Faculty of
Arts, Sciences and Engineering (*as of July 1, 2018*)

University Accreditations

The University of Rochester is accredited by the Middle States Commission on Higher Education (www.msche.org), the New York State Board of Regents, and the Association for the Accreditation of Human Research Protection Programs. Programs within the University's Schools and Colleges are accredited by the following agencies:

- ABET (www.abet.org)

- American Dental Association, Commission on Dental Accreditation
- American Psychological Association Commission on Accreditation
- Association for Clinical Pastoral Education, Inc., Accreditation Commission
- Commission on Collegiate Nursing Education
- Council for the Accreditation of Educator Preparation
- Council on Education for Public Health
- Liaison Committee on Medical Education
- National Association of Schools of Music, Commission on Accreditation
- Council for Accreditation of Counseling and Related Educational Programs
- Commission on Accreditation for Marriage and Family Therapy Education
- Association to Advance Collegiate Schools of Business, International
- Accreditation Council for Continuing Medical Education
- Accreditation Council for Graduate Medical Education
- American Academy of Microbiology
- American Chemical Society
- American Nurses Credentialing Center

For additional information about our accreditations and recognitions, please visit www.rochester.edu/provost/accreditation/.

Consortium On Financing Higher Education

(COFHE)Rochester is one of the 35 members of this association of the nation's top private colleges and universities.

Association of American Universities

(AAU)Rochester is one of 62 members of this prestigious organization of the leading public and private research and graduate institutions in the United States and Canada.

Financing an Education

Anticipated Expenses

The cost of attendance comprises the Financial Aid Office's estimates of the direct costs students can expect to pay to the University and the indirect educational costs that they will incur. Direct costs include items such as tuition and fees as well as room and board. Indirect costs, or those costs that do not appear on a student billing statement, include books and supplies, transportation, and personal expenses.

The estimated cost of attendance for the 2017–2018 academic year is \$70,382, of which the direct costs totaled \$67,418. Please note that students who commute during the academic year typically have a cost of attendance significantly less than a student who lives on campus due to differences in room and board costs.

Auxiliary Services

University policy requires that parking, food, bookstore, and housing services—services that are used selectively and substantially as matters of individual preference—be sustained by the fees and other charges paid by those who use them, including provisions for depreciation, replacement of equipment, and maintenance. Those services, therefore, are self-supporting and not supported by the University's tuition and other educational income.

Fixed Costs

Tuition and fees for full-time undergraduates in the College is \$52,034 for the 2017–2018 academic year. (Please note that tuition and fees for the Eastman School of Music and the School of Nursing will vary.) A room in a campus residence, double occupancy, is \$9,342 per year. The most comprehensive board plan is \$5,982 per year. Freshmen incur a one-time charge of \$290 for meals and accommodations during orientation.

A mandatory health fee of \$600 per year is charged to all full-time students.

All students pay an activity fee, which is established annually by the student government. The fee is \$296 for the 2017–2018 academic year. In addition, all resident students pay a social fee of \$14 for the academic year.

All students accepted into the Edmund A. Hajim School of Engineering and Applied Sciences become responsible for two years of equipment fees. These fees are normally assessed in the junior and senior years at a rate of \$484 per semester.

In addition to fixed costs, undergraduates should expect to pay an average of \$1,290 for books, \$950 for personal expenses.

The College: Fixed Cost Summary 2017-2018

<i>Item</i>	<i>Cost</i>
Tuition	\$51,090
Room	\$9,342
Board*	\$5,982
Fees (approximately)	\$1,004
Total Annual Fixed Cost	\$67,418

Payment Options

Undergraduate students are billed tuition, fees, room and board for each semester they are enrolled. The University offers three payment plan options.

1. A Monthly Payment Option consists of four monthly payments for each semester. An administrative fee is charged when this plan is chosen.
2. A Semester Payment Option consists of one payment for each semester.
3. An International Payment Option for students with an international billing address consists of one payment for each semester. Students are billed two months in advance of the due date.

All students are required to sign a payment plan agreement. If full payment is not received by the due date, the University assesses a late payment fee of one percent of the amount past due. Students who have not returned a Payment Plan Agreement are unable to register for class until the Agreement is submitted. Arrangements to have funds available for payment should be made well in advance of each due date. Postdated checks submitted cannot be held for deposit. Students who are delinquent in their payments will not be allowed to register for the next semester, receive transcripts, participate in the housing lottery, or receive their diplomas until their account is paid in full. All prior academic year balances must be paid in full before the start of the next academic year.

The student's billing statement is viewed online from the student portal: learn.rochester.edu under **UR ePAY**. Students and Authorized Payers receive an email each month when the new billing statement is available. Students can set up individuals (parents, guardians, spouses, or third parties) as Authorized Payers to view and pay their bills online. Students are responsible for viewing their billing statement each month and will not receive a statement in the mail. Students are also encouraged to pay their bill online using **UR ePAY**. For more information regarding **UR ePAY**, visit the bursar's website: www.rochester.edu/adminfinance/bursar and click on **UR ePAY**.

Financial aid awards will be used as anticipated credits against the student billing statement. Questions concerning financial aid awards, what documentation must be submitted to the University, etc., should be directed to the [Financial Aid Office](#).

Financial Aid

The Financial Aid Office is here to help students and their families afford the investment of a Rochester education through a combination of different aid programs.

Applying for Financial Aid

Incoming students must complete the College Board's CSS PROFILE online at www.collegeboard.com. The CSS PROFILE is used to determine eligibility for need-based University of Rochester grant funding. The University of Rochester school code is 2928, and our priority deadline is February 15 for regular decision applicants (December 1 for early decision applicants). Students may also be required to submit copies of federal tax returns as well as W2 documents to the College Board's IDOC service for review.

In addition, students must submit the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov by February 15. The FAFSA is used to determine eligibility for all federal aid programs. The FAFSA is officially available after October 1. The University of Rochester school code is 002894.

All applicants who are not U.S. citizens or permanent residents should file the International Student Financial Aid Application, available through the Office of Admissions.

Renewing Financial Aid

Students receiving need-based financial aid must file the FAFSA each year. Additional application materials may also be required; students are notified at the end of the fall semester each year so that they may complete the application process by March 15. Returning students who do not submit their financial aid application with all supporting documentation by March 15 should be aware that they are not guaranteed full consideration for need-based assistance and will have their aid reduced due to limited funding.

Estimated Family Contribution

The family contribution is based on an analysis of the financial aid application materials provided by each student that takes into consideration income, assets, family size, number of siblings in college, and other variables. As these variables often change from year to year, students must submit application materials each year to assess the family contribution for the upcoming academic year.

General Awarding Guidelines

Students receiving merit- and/or need-based University scholarships/grants should be aware that certain restrictions apply:

- Entering freshmen are limited to eight semesters of scholarship/grant assistance; transfer students are eligible for assistance until the original graduation date determined at the time of admission
- University scholarships/grants require full-time enrollment (at least 12 credits/semester)
- Students must meet Satisfactory Academic Progress requirements
- University scholarships/grants are not available for summer coursework

Merit-Based Scholarships

Merit-based scholarship recipients demonstrate outstanding academic achievement, talent, leadership, and potential. The Admissions Office carefully considers students' application for admission when making these decisions. Merit-based scholarships will be included in the calculation of need-based aid. The Office of Admissions section provides additional information on these awards.

Need-Based Financial Aid Programs

Demonstrated need is calculated by subtracting a family's estimated contribution from the cost of attendance. The Financial Aid Office uses demonstrated need to determine eligibility for grants, loans, and work study. While students' financial aid packages vary based on students' demonstrated need, the following are some of the most common financial aid programs. Amounts will vary based on students' demonstrated need. Aid cannot disburse to the students' account until at least 10 days prior to the beginning of classes each term.

Grants

Federal Pell Grant. A federal program designed to assist students whose families demonstrate the highest need.

Federal Supplemental Educational Opportunity Grant (SEOG). A joint program between the federal government and the University of Rochester to provide additional funding to students whose families demonstrate the highest need.

New York State Tuition Aid Program (TAP). A NYS program based upon a family's NYS taxable income. This requires a separate application available once the FAFSA has been filed. Our school code is 1015. If the application is not completed, any estimated awards will be lost.

New York State Bundy Grant. A NYS program that allows the University to provide grant funding to NYS residents whose families demonstrate the highest need.

Rochester National Grant. The University of Rochester commits significant resources to need-based grant funding.

Endowed Scholarships. The Rochester National Grant is funded through hundreds of need-based endowed scholarships.

State Grants. Certain states outside New York will allow their grant programs to be used at schools in New York. Contact your state agency for more information.

Loans

Federal Perkins Loan. The Perkins Loan Program is a joint program between the federal government and the University designed to provide low interest loans to assist students whose families demonstrate the highest need.

Subsidized Federal Direct Loan. The Direct Loan Program is a federal program designed to provide students demonstrating financial need with a low-interest loan to help cover the cost of education. Maximum annual eligibility is determined by the students' class year standing.

Work Opportunities

Federal Work-Study Program (FWS). The FWS program is a joint program between the federal government and the University designed to provide opportunities for students to work during the school year to earn money to help cover their educational expenses. Opportunities are available across campus as well as the surrounding community. Students are paid an hourly wage for work performed. There is a special emphasis on community service opportunities.

University Student Employment. Campus employment is not limited to the FWS Program. Many students without FWS eligibility work in dozens of different departments on campus.

Other Financial Resources

In addition to the merit- and need-based programs offered through the University, there are many other financial resources students and families may wish to pursue. For example, the strength of the candidates who apply to the University often makes our applicants excellent candidates for outside scholarships. Family employers, local foundations, clubs, and community agencies are excellent sources for scholarship opportunities. In addition, students should take advantage of resources such as their guidance office, local library, and the Internet. The Financial Aid Office's website includes links to multiple resources: <http://enrollment.rochester.edu/financial-aid>.

Many families are also interested in financing a portion of the cost of education through long-term financing options. Additional information regarding these options is available on the Financial Aid Office's website.

Common programs include the following:

Unsubsidized Federal Direct Loan. The Direct Loan Program also offers an unsubsidized version for students whose financial need is met through other resources. The interest on this low-interest educational loan accrues while the students are in school.

Federal Direct Parent Loan for Undergraduate Students (PLUS). The PLUS Loan Program allows

parents to borrow up to the cost of education minus any other financial aid offered. This loan can be deferred while the students or the borrowers are enrolled at least half time in a degree-seeking program.

The Rochester Curriculum

In the American system of education, college is the time in which students' intellectual growth and personal growth coincide—as they gain the ability to make a series of critical choices.

Most of education through the 12th grade, and most of graduate and professional training, is mandated by someone else—a school board, an accrediting agency, the demands of a profession or a career. In America, it is uniquely in the college years that students choose their subjects and thereby sharpen their interests, develop their skills, and focus their goals. Through the freedom of the so-called modular system of education that marks American undergraduate learning, students grow as thinkers and as persons.

The Rochester Curriculum takes the special character of college education seriously and attempts to craft a structure of learning that both respects the students as individual learners and takes full advantage of Rochester's character as a research university. University researcher/teachers are self-motivated learners, people who every day work to sharpen understanding and create new knowledge. More than any other group in society, a university research faculty knows how to make learning the habit of a lifetime. The basic aim of the Rochester Curriculum is to break down the barriers between the way the faculty learn and the students learn so that students can make not just the content, but also the practice, of disciplined learning their own. The Rochester Curriculum is distinctive among American universities.

Students at Rochester are encouraged to explore a variety of disciplines during their freshman year. As students progress at Rochester, they choose a major, with at least 10 semester courses, in either the humanities, social sciences, or natural sciences (including mathematics and engineering). In addition, students choose a cluster of three related courses in each of the other two main divisions of the liberal arts named above. Students with a major in an accredited program in engineering or in optics only need to select one cluster.

More than 250 authorized clusters exist from which students may choose. Virtually every department and program in the College offers numerous clusters that meet the spirit of the Rochester Curriculum. Complete descriptions can be found on the web at www.rochester.edu/college/CCAS/clusters/. Examples from the humanities include Ethics and Values; Media, Culture and Communication; Sustainability and the Humanities. From the social sciences division, examples include Anthropology of Globalization; African-American Politics; Theoretical Economics. In the natural sciences division, examples include Life through Time, Music Cognition, The Nature of the Universe.

The opportunity exists for students to propose exceptions to already existing clusters, and—with the support of two faculty sponsors—students may also propose individualized interdepartmental divisional clusters. Final approval rests with the Curriculum Committee.

The Rochester Curriculum is simple, flexible, and reflects the true hallmarks of university life and learning—curiosity, competence, and community.

Curiosity—The most important discoveries in the history of science, the most enduring works of art and literature, and the most compelling theories of society are the consequences of curiosity—which brings with it scholarly or artistic energy and persistence that won't let a question rest until it is answered. The freedom to follow one's own curiosity is the prime motivator of faculty learning, and it works just as well for undergraduates as it does for faculty. Therefore, there is no restriction on students' freedom with a system in which they must take required courses to “get them out of the way.” Instead, students take responsibility and build their college education out of their own interests, goals, and aspirations. Broad and free experimentation with ideas and subjects allows them to discover and sharpen their own interests and to learn their own strengths and weaknesses.

Competence—For students to understand how a field of learning actually works, they need to spend sufficient time in it to learn its language, become familiar with its artifacts, and experience its logic. The Rochester Curriculum allows them to do so—not just in their major, but also in two other fields across the liberal arts disciplines. A key mark of a Rochester education is a demonstrable competence in the three major realms of thought and analysis and the consequent ability to

make informed intellectual connections across fields and disciplines.

Community—Curiosity does not thrive in isolation, and Rochester's researchers do not—indeed, cannot—work alone. Active participation in a community of inquiry and expertise, engagement in a heritage of curiosity, is a fundamental ingredient of the intellectual life in a research culture. By providing the framework for a major and two clusters, the Rochester Curriculum invites students into three different intellectual communities—three different sustained conversations about learning and ideas—during their undergraduate careers.

Policies & Procedures

A list of publications that fully describe all policies and rules pertaining to University programs is published on the University's website. These publications include, for example, the *Adviser's Handbook*, the [Official Bulletin: Graduate Studies](#), the [UR Here handbook](#) and the College Dean of Students' pamphlet entitled [Student Discipline: Conduct Standards, Policies, and Procedures, for Undergraduates](#).

Policies and rules for nursing students are listed in the [student handbook](#). Policies and rules for Eastman students are available on Eastman's [Office of the Registrar's website](#).

This section of the Undergraduate Bulletin describes policies and procedures relating to the following:

- [Academic Policies](#)
- [Academic Procedures](#)
- [Admissions](#)
- [Equal Employment Opportunity](#)
- [Grade Release Policy](#)
- [Family Educational Rights and Privacy Act \(FERPA\)](#)
- [Religious Holidays](#)

Academic Policies

Academic Honesty

The students, faculty and administrators of the College comprise a community of scholars who are committed to the pursuit of excellence in learning, teaching, creativity and research. Academic honesty is the cornerstone upon which excellence in these endeavors is based, as it creates the necessary conditions of mutual trust and open communication that make intellectual inquiry and growth possible.

Plagiarism is a common form of academic dishonesty. It involves the representation of another person's work as one's own. More specifically, it is the use of an idea, phrase, or other material from a written or spoken

source without signaling the source at the place of use in a work for which the student claims authorship.

Receiving, using, or having access to unauthorized aid is another form of academic dishonesty, as is giving unauthorized aid.

Other examples, further information, the complete faculty policy, and related resources for students can be found at <http://www.rochester.edu/college/honesty/>.

Students remain responsible for the academic honesty of work submitted in University of Rochester courses, even after the students have received a final course grade. This rule also applies to students who are no longer matriculated at the University of Rochester, including those who have graduated.

Orientation Honesty Policy Dissemination

Prior to arriving on campus for Orientation, all students are asked to review the AS&E Academic Honesty Policy and submit an online form acknowledging their acceptance of its provisions.

During Orientation, undergraduate advisors introduce students to the nature of academic honesty in the College. The discussion will assume familiarity with the policy and will focus on academic honesty as a core value of our community, situations that students may encounter and questions that students have. Transfer students receive their briefing on academic honesty from the College Center for Advising Services.

These pre-arrival and Orientation procedures are designed to reinforce the importance of academic honesty.

All students (matriculated and non-matriculated) enrolled in the College or in College courses must adhere to the AS&E Academic Honesty Policy, even if they do not attend Orientation or submit the acknowledgment form.

Class Attendance

Each instructor sets the regulations regarding attendance for each class; many do not make class attendance mandatory. Consistent absence from class, however, may determine whether or not students pass

a course. When it is necessary to be absent because of travel or illness, students are expected to make arrangements with instructors for catching up on class work they miss.

Students who are seen at the University Health Service (UHS) for an illness or injury can ask for documentation that verifies the date of the students' visit(s) to UHS without mention of the reason for the visit. If the UHS determines the students should curtail activities in the coming days or weeks, the provider will give the students written instructions with specific recommendations.

Course Definition

The ordinary unit of undergraduate instruction is the course. Many courses numbered between 100 and 399 carry the equivalent of four hours of credit. Every four-hour course requires approximately one-fourth of the students' working time for one term. Restrictions concerning prerequisites and approval required are noted in each semester's schedule of courses and must be observed carefully. In some cases, special forms are required and may be obtained at the Academic Services Counter at 312 Lattimore.

Credit Hour Policy

The ordinary unit of undergraduate instruction in the College is the course, which is defined as consisting of a coherent body of academic material requiring approximately 25% of the working time of the student during one term. Lecture and discussion courses normally meet for three fifty-minute or two seventy-five minute periods each week with the equivalent of a fourth period being made up of enriched independent study, lecture, or discussion. Laboratory courses ordinarily involve four fifty-minute class periods or their equivalent in laboratory sessions each week. For purposes of recording, computing grade averages, and reporting to the State Education Department, each course shall normally be assigned four hours of credit. This definition shall ordinarily apply to all courses in the College numbered between 100 and 399.

1. Partial-credit courses, with the exceptions noted below, may be used to meet degree requirements. These two-credit courses may last for one-half of a semester, or take one-half of the usual course time but last the entire semester. (Partial courses may also carry one credit hour.)

2. Students not majoring in Music shall be permitted to submit for degree credit no more than 16 credits of Applied Music, and no more than 8 credits of vocal or instrumental ensemble on the River Campus. All courses listed in the Undergraduate Bulletin as being taught at the Eastman School shall be awarded credit according to the system used at the Eastman School of Music.
3. Work in Naval Science courses may be credited toward the fulfillment of the requirements of the B.A. or B.S. degree to the maximum extent of five academic courses.
4. A student who passes a course by independent study without registering for it, and who passes an examination in that course, may receive degree credit for it upon petition to the Administrative Committee.
5. No more than three courses in a major or two courses in a minor may be used toward a separate major or minor. Allied field courses used to fulfill the requirements of the major are included in the set of courses subject to this restriction. However, prerequisite courses required for the major and non-departmental ancillary course requirements (such as chemistry for biology majors) are not subject to this restriction.

Enrollment Policy

The normal academic load is 16 credits per semester allowing students to complete 128 credits in eight semesters. To ensure that students get the full benefit of the residential college experience, students are expected to maintain full-time enrollment (i.e. registering for at least 12 credit hours) during the fall or spring semester for no less than seven semesters. (See table below for policy concerning transfer students.)

Semesters spent on UR study abroad academic year programs that permit continuation of UR financial aid are considered the equivalent of full-time semesters in residence. When the College has contracted for the provision of courses taken elsewhere (e.g. the Rochester Area Colleges Inter-Institutional Agreement), the Dean may waive the transfer credit limit.

Summer and transfer credit (including online courses taken elsewhere), credit for Advanced Placement and International Baccalaureate exams, as well as overload credits earned over the standard 16 per semester, may

be applied to meet College requirements. However, the total credit from these sources cannot be used to accelerate by more than one semester.

<i>Transfer students admitted as:</i>	<i>need to maintain full-time enrollment for:</i>
1-7 credits	seven semesters
8-23 credits	six semesters
24-39 credits	five semesters
40-55 credits	four semesters
56-71 credits	four semesters

Grading System

The undergraduate grading system for the College is as follows:*

<i>Letter Grade</i>	<i>Performance Level</i>	<i>Grade Points</i>
A	Excellent	4.0
A-		3.7
B+		3.3
B	Above Average	3.0
B-		2.7
C+		2.3
C	Minimum Satisfactory Grade	2.0
C-		1.7
D+		1.3
D		1.0
D-	Minimum Passing Grade	0.7
E	Failure	0.0
XE	Failure (academic dishonesty)	0.0

*The Hajim School of Engineering and Applied Sciences does not give the grades of D+ and D-.

Grades which carry no grade points:

I—Incomplete

W—Withdraw without effect on the grade point average

P—Pass (mandatory grading system in certain courses)

S—Satisfactory (Satisfactory-Fail option)

F—Failure (Satisfactory-Fail option)

XF—Failure (academic dishonesty in course with mandatory grading system)

Additionally, in the College, if the instructor in any course regards the written work of the students as deficient by reason of expository style, the grade will be so flagged on the final grade roster. This flag will not become part of the students' permanent records.

Dean's List

Following the close of the fall and spring semesters, a list is issued of those students whose academic achievement warrants notation on the Dean's List.

An overall semester grade point average of 3.4 and completion of 16 or more credit hours, at least 12 of which have normal letter grades (A through E), with no "I" or "N" grades, are required for students to be named to the Dean's List. (Seniors and students classified as Take Five or KEY need to complete successfully 12 or more credit hours with normal letter grades and no "I" or "N" grades.)

Part-time students can be named to the Dean's List by achieving a 3.4 grade point average in the immediately preceding semester if they have also completed 16 credit hours with a grade point average of 3.4 during the preceding 24 months (including summer grades). At least 12 of the 16 hours must be completed with normal letter grades, and the students must have no outstanding "I" or "N" grades.

Probation and Separation

The College regularly reviews the academic progress of registered students and acts to place on probation or separate those not meeting these standards:

- An overall (or cumulative) grade-point standing for all semesters completed of at least 2.0
- A grade point average for the latest semester of at least 2.0

- Acceptance into a major before achieving junior standing and, once accepted, a grade point average of at least 2.0 in the courses submitted for the major.

Usually, the College warns students of impending difficulty by placing them on probation for a semester before considering separation. Students on probation are encouraged to seek advising, tutoring and counseling assistance. Their advisors are notified of students' academic difficulties, as are the Department of Athletics and Recreation, the Director of Minority Student Affairs, the International Services Office, NROTC, HEOP, and the McNair/Kearns programs, when appropriate. The parents of all students except those who are over 21 years of age or who have declared independence from their parents are also notified. Any student whose enrollment is continued will be considered in good academic standing.

The students' dean can be asked to review actions on separation. Any request must be made in writing. Reviews are granted only when pertinent new evidence is presented.

Financial aid for students on probationary status is subject to adjustment. Federal and New York state aid recipients must meet standards of satisfactory academic progress in order to remain eligible for these awards. Additional information about these standards is available from the Financial Aid Office.

Grade Reports

Students may view their grades online through UR ACCESS*plus* at any time. Information available to students includes courses taken, grades received, credit hours earned, and semester and cumulative grade point averages.

For University policy regarding reports to parents, see [University Records](#).

Academic Transcripts

Official academic transcripts, which include a record of the students' entire undergraduate program, are issued by the registrar's office to other institutions or prospective employers at the students' written request. The University reserves the right to withhold academic transcripts in the event of an outstanding balance owed the University.

Bachelor's Degree Cum Laude, Magna Cum Laude, and Summa Cum Laude

The College recognizes outstanding College-wide achievement of its students by awarding these degrees. The dean assigns the levels of award, based on criteria established by the Steering Committee of the Faculty Council.

Bachelor's Degree with Distinction, High Distinction, and Highest Distinction

The College recognizes quality of performance in a major by awarding the degree with "distinction," "high distinction," or "highest distinction." Each department establishes its own criteria for the varying levels of distinction subject to the approval of the College Curriculum Committee and the Steering Committee of the Faculty Council.

Bachelor's Degree with Honors

Certain departments in the College offer programs of study leading to the degree "with honors in research." An honors program requires students to complete a minimum of 12 credit hours in courses designated by the department as "honors courses." These courses must include at least one advanced course or seminar in the course or courses in which the senior thesis or research project is completed. Specific course requirements for each major may be found in the appropriate departmental section in this bulletin.

Program of Courses

A normal schedule for regularly enrolled students in the College is four 4-credit courses per semester. This permits completion of the 32 courses (128 credit hours) required for graduation in eight semesters. Full-time students are expected to take four years for the degree. A few accelerate. Others occasionally find it necessary to make up work during the summer. Taking extra credits is not considered a means of speeding up the timetable for attaining a degree, but rather a means for enriching an academic program. Only students with a "B" average or better in one semester, with no "I" or "N" grades, are permitted to take more than 19 credit hours during the next semester. This is referred to as an "overload." (An overload consisting of six full courses, or 24 credit hours, is not normally permitted.) First-semester freshmen are not permitted to take more than 3 credit hours over their four regular courses. For full-time students, fewer than 14 credit hours is termed an "underload," and enrollment in at least 12 credit hours is required. Both overload and underload programs

must be approved by the students' dean, normally through the College Center for Advising Services.

The enrollment policy in effect for students admitted prior to the fall of 2013 stipulates that if credits in excess of the normal 16 credit hour course load are used for the purpose of accelerated graduation or completion of graduation requirements, a retroactive tuition adjustment will be assessed for those credits that count towards degree requirements. The assessment is generally made in the students' final semester. Additional financial aid resources are not available.

See [Enrollment Policy](#) for more information.

College Course Numbering System

001–099	Noncredit courses*
100–199	Introductory courses—usually at the first- and second-year level; no graduate credit
200–299	Courses at the third- and fourth-year level that may also carry graduate credit
300	Study abroad
301–399	Experimental courses, independent courses, courses toward degree with distinction or honors
400–489	Graduate courses at the master's level or the first year of graduate study; open to undergraduates by special permission
490–499	Master-level reading or research courses
500–589	Advanced or specialized graduate courses—usually at the doctoral level
590–599	Doctoral-level reading or research courses

**Noncredit course fees:* All persons attending noncredit courses must pay fees as announced for these courses. If they are organized outside the normal academic framework, noncredit courses may not be covered by the usual blanket undergraduate full-time tuition.

Registration

Entering students register for their courses during Orientation, which is scheduled during the week prior to the start of classes. Returning students who have received financial clearance from the bursar may

register online during regular registration periods. A person is not considered a student until registered.

Students who have not received financial clearance before the registration periods will forfeit their priority for course selection and lose the opportunity to participate in the room drawing procedure for on-campus housing.

In cases where students settle their accounts after the registration period, the bursar's office will notify the registrar's office that the students are cleared for registration. Cleared students may then register and apply for on-campus housing. Should accounts remain unsettled at the end of the term, the bursar's office will refer such cases to the dean of the students' college for withdrawal for financial reasons.

Student Conduct

Students are expected to abide by the rules of the University and its faculties and to conduct themselves in accordance with accepted standards of good citizenship, honesty, and propriety, and with proper regard for the rights of others. The Standards of Student Conduct, which also includes discipline processes and policies, along with policies on academic misconduct can be obtained from the Deans' offices at the College, Eastman School of Music, and School of Nursing.

University Records

The University policy on student records is available to students and their parents through the Office of the University Registrar.

Reports to Parents

Federal law permits the University to disclose education records to parents of dependent students. It is the policy of the University to consider all matriculated undergraduate students dependent until the age of 21 unless they formally declare their independence, either at the time of enrollment or subsequently through application to the dean's office of their college. The University and Eastman School registrars will release grade information to parents when permitted by law, unless the student objects and/or disclosure would not be in the student's best interest in the judgment of the College. The College and the Eastman School of Music will generally honor written (not email), signed requests by students to release their grades to parents or other persons specified. Signed, written (not email) grade requests by parents of undergraduates will also generally be honored; however, the College may deny a

request if the student objects or if the dean decides that disclosure is not in the student's best interest or if the student cannot be claimed as a dependent.

Unless otherwise directed, reports concerning dependent students will be sent to the parent(s) or guardian(s) at the address designated on the registration materials at the time of enrollment.

If divorced or separated parents wish to receive individual mailings, the student should so advise the registrar's office (College and School of Nursing students, Office of the University Registrar; Eastman School students, the Eastman School Registrar).

Notification of a change of address, or of a change in the designation of the parent who is to receive University mailings, should be made by the student to the appropriate registrar's office.

Transferring within the University

First-year students are admitted directly into the College either to pursue a major in arts and sciences or in engineering and applied sciences and may freely change majors within these areas, provided they have completed, or can schedule, the appropriate prerequisites.

Students considering changing majors should seek assistance from their undergraduate advisors and advisors in the College Center for Advising Services to help ensure that their first-year courses both explore potential majors and prepare them for each one which might be chosen.

Transferring into the Hajim School

Students with engineering or computer science interests may transfer into the Hajim School of Engineering and Applied Sciences from other institutions. If they have had the equivalent of the first two years of science, mathematics, and pre-engineering, such students may enter the school directly and complete their degree requirements in an additional two years. Otherwise, students may transfer into the Hajim School of Engineering and Applied Sciences at the University of Rochester at any time, but may find it necessary to satisfy those prerequisites they may be lacking. Course equivalency and credit are determined on a case-by-case basis.

Academic Procedures

Full-time students are subject to the following regulations. Part-time students should check with their college of enrollment for any variations in regulations.

Adjustment of Charges

Students who voluntarily or involuntarily withdraw, take a leave of absence, or go on inactive status during the term will receive a refund of tuition charges and mandatory fees according to the schedule. For more information about these types of actions, please go to: www.rochester.edu/registrar/policies.html#refunds. For students who change from full time to part time, tuition, and fees will be adjusted according to the schedule that is posted on the Bursar website: www.rochester.edu/adminfinance/bursar. The period for tuition adjustment will be measured from the beginning of classes to the effective date of the change determined by the appropriate academic dean's office.

For students withdrawing or declaring inactive status or changing to part-time status for medical reasons, tuition refunds will be calculated after consultation with University Health Service and the appropriate academic dean's office.

Adjustment of Financial Aid

Financial aid is based upon the total cost of attendance at the University of Rochester. Adjustments to the cost of attendance due to a change of enrollment status (withdrawal or inactive) could potentially result in a reduction of previously awarded financial aid. The Financial Aid Office will determine the reduction in aid after the date of the change in status has been verified by the dean. Federal regulations require that this calculation be completed within 45 days of notification of the change of status.

Inactive students studying at another institution are not eligible for University funding. A Consortium/Contractual Agreement may allow students to receive a Federal Direct Loan, Federal Pell Grant, and, if attending another New York school, TAP funding. Students must have already completed their application for financial aid and a Consortium/Contractual Agreement before requesting their federal and state funding to be applied to another school's charges.

Course Changes

Students register for their courses online during registration or at Orientation, as described earlier. They may later change their programs and withdraw from a

course, add a course, or drop one course and substitute another. These changes are made online or on a drop-add form that may be obtained from the Center for Advising Services until the deadline for the particular action, as described below.

Students in the College may add independent study courses through the third week, and other courses through the fourth week, with the instructor's written approval. They may drop them and have them deleted from the record through the fourth week. Students may withdraw from courses through the last day of the 11th week of the semester. For freshmen and sophomores who have not been formally accepted into a major, the authorization of the undergraduate advisor is needed for every add, drop, or withdrawal action. Courses from which students have withdrawn will appear on their transcripts with the "grade" of "W." The advising record will show in addition the week of the semester in which the course was withdrawn.

Students in the Hajim School of Engineering and Applied Sciences may add and/or drop a course during the first four weeks of each semester. The permission of the faculty advisor and the student's academic department are required for add and drop transactions.

For all students, course changes can be made only if the deadlines are met, if the instructors of the added courses approve, and if the change meets the provisions outlined earlier for overload or underload schedules.

Determination of Student Status

The University retains the right to determine the students' status within the University. The University has discretionary powers to maintain students' enrollment, to grant academic grades, to authorize graduation, or to confer any degrees or grant any certificates. Students concede to the University the right to require the students' withdrawal at any time for any valid reason, including failure to pay the term bill.

Incompletes

A grade of "I" should be given only when there are circumstances beyond the students' control, such as illness or personal emergency, that prevented the students from finishing the coursework on time. Under no circumstances may the "I" be given for the following situations:

- students who wish to do additional work after the course deadline to improve a grade

- students who wish to redo the coursework in a subsequent semester to improve the current grade.

A form requesting a grade of "Incomplete," indicating the work outstanding and the deadline for its completion, must be signed by both the students and the instructor and submitted to the College Center for Advising Services. There is a one-semester limit for completion of the course, unless the College permits an extension. (Extensions are routinely granted when students are expected to complete their work by attending the course the next time it is offered, if the course is taught only once a year.)

Once a final grade has been submitted, whether passing or failing, the grade of "I" will be removed from the transcript. The grade of "I," however, continues to appear on the advising record. The instructor may request a waiver of the recording of the "I" on the advising record when the lateness was created by circumstances unrelated to the students, such as equipment failure in a laboratory.

The students' failure to submit the form or to complete the work by the deadline will result in an "E" for the course, unless the instructor noted on the form that a different grade should be assigned. The dean of the College shall inform the student of an impending action to change the "I" grade before notifying the registrar.

Repeating a Course

There are times when students wish to demonstrate on their official record that they understand the material better than their grades indicate. Many complex issues are often involved, and students need to be sure that they have considered all of their options before making their decision to repeat a course. For these reasons, students who want to repeat a course need to secure the dean's approval by meeting with a professional advisor in the College Center for Advising Services. When a course is repeated at Rochester for a grade, both course registrations and both grades appear on the transcript, but only the second (not necessarily the better) grade is used to calculate the grade point average. Credit may be earned for a course only once.

The faculty of the College approved a modification of the repeat course policy that was implemented in the Spring of 2015. The new policy applies to courses taken for the first time in Fall 2014 or later.

The new faculty policy states that approval to repeat the course will not be granted if the course was taken

for the first time in Fall 2014 or later and passed with a satisfactory grade (i.e., “C” or better). However, students who earn an unsatisfactory grade (i.e., C-, D+, D, D-, or E) in a course that they complete in Fall 2014 or later may repeat that course for a grade as long as Dean’s approval is secured.

Satisfactory-Fail Option

Undergraduate students in the College are encouraged to venture outside areas of their major, investigate new disciplines, and discover new, perhaps unsuspected, interests. The satisfactory-fail option may reduce anxiety about electing a course in an area in which the student has had little or no prior experience.

Matriculated undergraduate students in the College may elect to take one course per semester up to a maximum of eight courses and receive grades of Satisfactory (S) or Fail (F). The grades “S” and “F” do not affect the cumulative grade point average. They may not elect this option for courses used to fulfill College, major, minor, or cluster requirements.

Instructors assign and submit regular letter grades for students choosing this option, as they are not informed which students have elected the option. The registrar records “S” for letter grades “A” through “D-” or “F” for the letter grade “E” on the students’ permanent record, retaining the letter grades “A” through “E” on file. Students who are interested in conveying maximum information on the transcript to professional and graduate schools should speak to an advisor prior to electing the option.

Students may declare the option by using the online form, or in the College Center for Advising Services, through the 11th week of classes (the same deadline as for withdrawing from courses), and except for first-semester freshmen and transfer students in their first semester who may change or declare the option through the 13th week of the semester, the option may not be changed. The option is not available in summer. Once notified of charges of academic dishonesty, a student may not declare the S/F option. The Board on Academic Honesty may revoke a previously declared S/F as part of a penalty imposed through the established hearing procedure.

Students planning degrees from the Hajim School of Engineering and Applied Sciences should note that courses taken with the satisfactory-fail option may not be used to fulfill department requirements or cluster courses. These courses may be used to fulfill additional

humanities or social sciences requirements or for free electives for an engineering degree. Otherwise, only courses taken beyond those required for a degree may be taken with the option.

Student Complaint Procedure

Both informal and formal procedures exist to resolve student complaints involving harassment, discrimination, and other issues. Information about such procedures can be obtained from the deans’ offices of the College, the Eastman School of Music, and the School of Nursing; from the University Intercossors; or by contacting the University’s Equal Opportunity Compliance Director at 271 Wallis Hall, (585) 275-7814.

Student Petitions

The faculty of the College establishes all degree requirements. The faculty recognizes that there are instances in which interpretations are required and exceptions should be made. The Administrative Committee, comprising both faculty and students, reviews requests for exceptions to faculty regulations.

Students seeking exceptions to regulations submit a written petition to the College Center for Advising Services or their dean’s office for review by the appropriate committee. It is an advantage to discuss the content of the petition with a faculty or academic advisor before submitting the petition. Students are informed in writing of the Committee’s action.

Withdrawal and Inactive Status

Students who contemplate withdrawal from the University should consult an advisor in the College Center for Advising Services or their school’s dean’s office.

Students wishing to spend a semester or more away from the University to work, to travel, or to study at another institution may apply for “leave of absence” status in the College Center for Advising Services or their school’s dean’s office. Students who study abroad and want to transfer credit may not be on leave of absence. Those students who are placed on leave of absence pay a nominal fee and receive registration materials. Housing priority is assigned in accordance with their classification.

Students holding residence hall contracts who withdraw or are withdrawn from the University for any reason should be aware that their residence hall

contracts are automatically canceled upon receipt of a withdrawal notice from the appropriate advising offices. Withdrawn students have no further claim to their assigned space. Students who are officially reinstated and who wish to live in the residence halls must submit a new contract, and they are placed on a space-available basis. These conditions also apply to students on Study Abroad or in internship programs, and students going on inactive status who change their plans and request reinstatement for the semester in which they originally had intended to be away.

Admissions

Undergraduate Admission

The University of Rochester welcomes self-directed students who demand the freedom to study what they love. These students appreciate the opportunities available through a major research university, yet want the personalization of a smaller school.

Undergraduates are admitted as freshmen or as transfer students for full-time or part-time study. To obtain additional information, download application forms, and to schedule campus visits and interviews, visit enrollment.rochester.edu or contact the Office of Admissions at University of Rochester, Office of Admissions, PO Box 270251, Rochester, NY 14627-0251, or by calling (585) 275-3221 or (888) 822-2256.

Individual attention is given to each student from the time he or she first becomes interested in the University. A staff of counselors advises applicants and reviews applications. Admission decisions are based on a student's high school work, recommendations from instructors, counselors, and family, participation and leadership in school and community life, verbal and analytical skills, outstanding achievements and talents, unique contributions to the residential college environment, and for transfer students, college coursework already completed.

Admissions interviews are recommended for prospective students. Applicants to the University should schedule an interview with an admissions counselor or alumni volunteer by visiting enrollment.rochester.edu.

Recommended Preparation for Admission

The University does not expect a specific minimum for high school or college grades or test scores.

Students who can grow and learn through Rochester's academic programs and opportunities do not fit one particular mold, and grades and test scores are not the only indicators of potential success. The Office of Admissions also has a test-flexible policy, accepting numerous standardized tests in lieu of the SAT and ACT. Therefore, students are evaluated in terms of their individual accomplishments. Rochester requires a secondary school report with recommendation(s) and a transcript showing commitment and achievement. Most applicants complete at least 32 semester units in academic coursework, chiefly English, mathematics, social sciences, laboratory sciences, and foreign languages. Honors, Advanced Placement, or International Baccalaureate courses are expected of students in secondary schools offering these programs.

Current licensure as a registered nurse or a prior baccalaureate degree in a non-nursing field is an admission requirement for all School of Nursing programs.

Visits to the University

The Office of Admissions welcomes families for information sessions, interviews, and campus tours on most weekdays throughout the year, including many holidays. Some weekend options are offered.

Prospective students and their families who visit campus find their interactions with counselors, current students, and faculty to be a deciding factor in applying to and ultimately enrolling at Rochester. Admissions can arrange overnight accommodations on campus for prospective students. Requests to visit campus or to stay overnight should be made at least two weeks in advance.

Students with questions concerning academic departments, student life, or extracurricular activities may contact Admissions at admit@admissions.rochester.edu. Applicants who cannot travel to Rochester may wish to attend an interviewing event or speak with an alumni representative in their area.

For information on visiting the School of Nursing, please contact the school's Student Affairs Office.

Travel Information

Rochester is served by many major airlines. The campus can be reached by taxicab from the Greater Rochester International Airport in approximately 10 minutes. The Greyhound and Trailways bus terminal

is within walking distance of East Main Street, where Regional Transit Service Bus No. 19 or a taxi may be taken to the River Campus. Amtrak trains also provide transportation to Rochester.

The University's main campus, the River Campus, is located on Wilson Boulevard at Elmwood Avenue.

Applying to Rochester

Students may apply to enter Rochester for either the fall or spring semester. Applications should be submitted by October 1 for spring consideration and January 5 for fall. Prospective freshmen wanting an early decision for the following fall should see the instructions below.

The following materials are required before the application review can begin:

- Common Application, Universal College Application, or Coalition Application
- Official high school transcript showing at least three years of grades
- Official test scores
- Teacher evaluation
- School report
- Mid-year report
- Writing supplement

Prospective nursing students should request nursing application forms from the Office of Student Affairs, School of Nursing, Box SON, 601 Elmwood Avenue, Rochester, NY 14642. Admission requirements and application forms for the School of Nursing differ from those of the College.

College Entrance Examinations

At the University of Rochester, admission to the College of Arts, Sciences and Engineering is based on a holistic review process that includes a “test-flexible” philosophy. As we seek to enroll a diverse and talented class each year, our review procedures incorporate a variety of factors, including many kinds of academic records.

In addition to submitting a record of courses and grades during secondary school, applicants must show evidence of preparation through examination results. A wide variety of test results can fulfill this requirement, including SAT Reasoning exams, the ACT, two or more results from SAT Subject exams, Advanced

Placement, International Baccalaureate, AS- and A-level exams (in UK and Commonwealth countries), Gao Kao (China), and results from many other national secondary exams.

Please note that for International Baccalaureate (IB), submission of test results should come as a signed and dated letter of predicted IB scores from the IBO coordinator on campus. The more detail that is included, the more helpful the results are to us.

Admission offers made based on predicted IB and A-level results may be revoked in summer if the final results are not a close match for the predicted values.

Early Decision

Students who decide that Rochester is their first-choice college may apply for an Early Decision on their applications. If admitted, Early Decision candidates agree to withdraw all other applications and enroll at Rochester.

If the application is completed by November 1, candidates are notified of the admission decision by December 15. Please note that Early Decision candidates should take the SAT I or ACT by October.

If Rochester is a student’s first-choice college, it is to the student’s advantage to apply for Early Decision. Those applicants not admitted Early Decision may not be reviewed again as a Regular Decision applicant.

Notification of Admission Decision

An applicant for spring term admission will usually be notified soon after the application is complete. Applicants for the fall semester will be notified by April 1. For fall Regular Decision admission, Rochester subscribes to the uniform Candidates’ Reply Date, whereby admitted students are not required to notify the University of their decision until May 1.

By that date, students who accept the offer of admission submit a nonrefundable enrollment deposit of \$800. The deposit is deducted from the first tuition bill after the start of classes.

Admission decision times for the School of Nursing vary by program.

Merit Awards

Merit-based scholarships are invested, without regard for a student’s/family’s financial circumstances, in students who demonstrate outstanding academic achievement and potential. Applicants to the University

of Rochester are considered for merit scholarships when they apply for admission to the College (School of Arts and Sciences, Edmund A. Hajim School of Engineering and Applied Sciences). Some scholarships require applicants to submit additional documents. All applicants desiring merit-based awards should schedule an admission interview.

The following is a partial list of the merit awards offered at the University of Rochester:

- 7th Generation Scholarship
- Ahora Scholarship
- Bausch and Lomb Honorary Science Award
- CollegeBound Scholarship
- Dean's Scholarship
- FIRST Robotics Scholarship
- Frederick Douglass and Susan B. Anthony Award in Humanities and Social Sciences
- Genesee Scholarship
- George Eastman Young Leaders Award
- Alan and Jane Handler Endowed Scholarship
- Harper Scholarship (Martha Matilda Harper)
- Haudenosaunee Nations Scholarship
- Hillside Work Scholarship
- International Baccalaureate Scholarship
- Jesse Moore Urban League Scholarship
- Joseph C. Wilson "Change" Scholarship
- Lorenzo de Zavala Scholarship
- Meliora Alumni Scholarship
- Mock Trial and Model United Nations (MUN) Scholarship
- National Merit Scholarship
- Native Peoples Scholarship
- Phi Theta Kappa Scholarship
- Prince Street Scholarship
- Raise Scholarship
- Rochester Early Collegiate Scholarship
- Rochester Pledge Scholarship

- Rochester Promise Scholarship
- Rochester Rotary Oratorical Scholarship
- Rush Rhees Scholarship
- Say Yes to Education
- Simon Scholars Case Award
- STEP Scholarship
- Steven J. Harrison Scholarship
- TRIO Scholarship
- Whipple Science and Research Scholarship
- Wilder Leadership Scholarship
- Wilson IB Scholarship
- Xerox Award for Innovation and Information Technology
- Youth Orchestra Scholarship

For more detailed information about merit awards at Rochester, please visit enrollment.rochester.edu/financial-aid/scholarships.

Engineering and Applied Sciences

Prospective students interested in exploring any of the degree programs in engineering and applied sciences should indicate this interest on their applications. Because of the structured programs that are typical in engineering and applied sciences, it is essential for prospective engineering majors to consult with faculty in choosing courses and sequences. These students are assigned faculty advisors from the Edmund A. Hajim School of Engineering and Applied Sciences at the beginning of their first year.

Applying to a Degree Program in Music

There are two kinds of bachelor's degree programs in music at the University and, hence, two different application procedures. The College offers, in cooperation with the Eastman School of Music, the Bachelor of Arts (BA) degree with a major in music (see page 98). This liberal arts program, based on the River Campus, includes a combination of academic study, private instruction, and ensemble experience. Although the major is a demanding one (students usually take between one-third and one-half of their courses in music), many music majors also explore beyond the introductory level in one or more nonmusic disciplines, sometimes as a double major. Private

instruction on instruments and voice is available to all College students who have sufficient musical preparation to earn collegiate credit for lessons. The required auditions for lessons are arranged through the College music department, 1-339 Dewey Hall, (585) 275-2828.

The University's Eastman School of Music offers the Bachelor of Music (BM) degree with majors in applied music, jazz studies and contemporary media (performance and writing skills), music composition, music theory, music education, and musical arts. Students in these majors pursue intensive studies in music performance and academic music subjects comprising approximately three-fourths of the program with the remainder devoted to study in the humanities as well as elective courses. Admission is by audition and is highly selective. The Eastman School is located in downtown Rochester and Eastman students are housed in the Student Living Center across the street from the school. Information on how to apply for a Bachelor of Music degree at the Eastman School of Music is available on the website: www.esm.rochester.edu/apply. The application deadline for the Eastman School of Music is December 1.

Undergraduate Dual Degree Study

A dual degree program, offering study toward the BA or BS degree from the College (School of Arts and Sciences, Hajim School of Engineering and Applied Sciences) in addition to the BM degree from the Eastman School of Music, is available to qualified applicants. The fact that Eastman is a professional school within the University of Rochester makes such combined degree programs possible. Interested students must complete two separate application processes. Admission to the College and Eastman may be based on different criteria and require different application deadlines. Financial aid at the two schools is based on different criteria and policies. This autonomy of admission processes gives each school the latitude to enroll its ideal students.

Once applicants are successfully admitted to Eastman and to the College, they are considered dual degree students of the University. Advisors on each campus are assigned to these students to coordinate the two degree programs. For more information, see <http://www.esm.rochester.edu/academic-affairs/programs/dual-degree-program/>.

School of Nursing

All students admitted to the School of Nursing must hold current licensure as a registered nurse or have a prior baccalaureate degree in a non-nursing field. The curriculum is responsive to adult learners, and this is the focus of the baccalaureate program. The School of Nursing has 3+1 agreements with area community colleges for students who need a basic program to become licensed as a registered nurse; the baccalaureate coursework is then completed at the University of Rochester. There are also early acceptance agreements for the Accelerated Program with several colleges and a "7+3" (semester) early acceptance agreements for incoming UR freshmen.

Applicants should contact the Office of Student Affairs at (585) 275-2375 or visit the website at www.son.rochester.edu for program deadlines and further information.

Accelerated Programs for Non-Nurses

The one-year Accelerated Bachelor's Program for Non-Nurses (ABPNN) and three-year Accelerated Master's Program for Non-Nurses (AMPNN) require a prior BA or BS in a non-nursing field, transcripts, a 3.0 GPA preferred, two letters of reference, a professional statement, and students may be invited for an interview. Anatomy and physiology, microbiology, developmental psychology, nutrition, and statistics (minimum grade of C for all) are prerequisite to the program. At the completion of the one-year generalist curriculum, the Bachelor of Science degree is awarded and students are eligible for professional registered licensing examinations. A minimum of 49 credits must be completed through the University of Rochester School of Nursing for the ABPNN. The Accelerated Master's Program provides education for generalist and specialist (advanced practice) nursing roles and awards the BS and MS degrees. Students are eligible for professional registered licensing examinations and nurse practitioner certification. Students are accepted to a nurse practitioner specialty upon admission to the AMPNN program.

RN to BS Program

For the RN to BS Program (baccalaureate completion program for registered nurses from an associate's or diploma program), a 3.0 GPA is preferred. Nursing license/registration is required. Transcripts and one letter of support are also required.

RN to BS to MS Program

The RN to BS to MS program is an accelerated program for select registered nurses with defined career goals who desire a nurse practitioner master's degree. Applicants have the same admission requirements as master's applicants, with the exception of a BS in nursing: RN licensure/registration, two favorable references, a professional statement, a writing sample, and a statistics course (grade C or above). Applicants must declare a specialty area. An interview is required.

The BS degree is 128 credits. All arts and sciences courses may be transferred in, or challenge examinations are possible. Upon matriculation, 32 nursing credits are awarded automatically for completion of a prior accredited diploma or associate degree nursing program. A minimum of 32 credits must be completed through the University of Rochester School of Nursing.

Professional Degree Programs

Combined-Admission Programs

Combined-Admission Programs, as part of Rochester's Professional Degree Programs, provide special opportunities for students interested in completing both a bachelor's and a master's degree, or two bachelor's degrees.

For more information about these programs, visit enrollment.rochester.edu/professional.

Rochester Early Medical Scholars (REMS)

REMS is an eight-year BA/BS plus MD program for exceptionally talented undergraduates. Students enrolled in this program enter the University of Rochester with an assurance of admission to the University's School of Medicine and Dentistry when they successfully complete their undergraduate degree programs, including GPA and premedical requirements. REMS enrollees work closely with faculty mentors and participate in special seminars and events.

Graduate Engineering at Rochester (GEAR)

The GEAR program provides selected students with a guarantee of admission into one of the engineering master's programs at the University of Rochester's Edmund A. Hajim School of Engineering and Applied Sciences when they successfully complete their undergraduate degree programs, including GPA requirements.

Visit the [admissions website](#) for more information about this program.

Guaranteed Rochester Accelerated Degree Program (GRADE)

A five-year BA/BS plus MEd program for students admitted to the University of Rochester who are interested in becoming educators. GRADE students enter the University with an assurance of admission to the Margaret Warner Graduate School of Education and Human Development with the Steven Harrison Scholarship (covering one-third of tuition for all five years). The program is designed to offer students a quality liberal arts education while also preparing them to become educators.

Dual Degree Programs

Dual Degree Programs, as part of Rochester's Professional Degree Programs, combine a bachelor's degree with a second bachelor's degree in music or nursing.

For more information about these programs, visit enrollment.rochester.edu/professional.

Dual Degree in Nursing (DDN)

The Dual Degree in Nursing program (DDN) at the University of Rochester combines the resources of the College and the School of Nursing. It allows incoming freshmen to combine their interests in nursing with a specific academic discipline offered at the College. These students exemplify diverse, passionate commitments to both areas of study.

Dual Degree with Eastman (DDE)

The University of Rochester's Dual Degree with Eastman (DDE) program allows qualified students to apply separately to the Eastman School of Music and to the College of Arts, Sciences, and Engineering. If admitted to both schools, students pursue a Bachelor of Music and Bachelor of Arts/Bachelor of Science at each school simultaneously.

International Students

The University of Rochester values the diversity of a global campus and encourages international students to apply. International applicants are required to submit the same application materials and take the same entrance tests as US citizens, but will also need to provide proof of financial support and English language proficiency.

At the University of Rochester, admission to the College of Arts, Sciences and Engineering is based on a holistic review process that includes a “test-flexible” philosophy. As we seek to enroll a diverse and talented class each year, our review procedures incorporate a variety of factors, including many kinds of academic records. In addition to submitting a record of courses and grades during secondary school, applicants must show evidence of preparation through examination results.

A wide variety of test results can fulfill this requirement, including:

- SAT Reasoning exams
- ACT
- SAT subject exams (two or more results)
- Advanced Placement
- International Baccalaureate
- AS- and A-level exams (in UK and Commonwealth countries); Gao Kao (China); results from many other national secondary exams

Standardized test results may appear on high school transcripts, but scores must be sent directly from the testing agency to be considered official. Please note that for International Baccalaureate (IB), submission of test results should come as a signed and dated letter of predicted IB scores from the IBO coordinator on campus. Admission offers made based on predicted IB and A-level results may be revoked in summer if the final results are not a close match for the predicted values.

If your native language is not English and you completed your secondary or higher education in a non-native English speaking country, you must take a test of English language proficiency. In some instances, admission to the University will be contingent upon participation in the University’s English for Academic Purposes (EAP) Program. Applicants to the University can choose one of three language proficiency examinations to submit to the Office of Admissions: the TOEFL, the IELTS, or the PTE Academic. To have ETS send your TOEFL results to the University of Rochester, use school code 2928.

If you meet one or more of the following criteria, you may request a waiver of the English proficiency

examination requirement by emailing the Office of Admissions.

- You are a native speaker of English in your home environment.
- You completed three or more years of secondary education at an American or International School where English is the primary language of instruction.
- You are a transfer applicant who has completed a year or more of college-level courses taught in the United States, including at least one writing-intensive course.

The University offers merit-based scholarships annually to highly qualified applicants. In some cases, the University will work with students and their families to identify additional financial resources to make it possible for the student to attend.

College Credit for Prior Coursework

The University prefers that its entering freshmen take all their courses from Rochester faculty. With the exception of Advanced Placement and International Baccalaureate work, the University normally does not grant college credit for secondary school coursework nor for courses taught in a secondary school by its own faculty for college credit.

Credit may be granted for prior coursework completed with grades of C or better at an accredited college or university. Upon receipt of an official transcript and course descriptions from the college where the student was enrolled, the coursework will be evaluated to determine if it is equivalent to coursework offered through the College at the University of Rochester. Students wishing to receive credit for such college work, or who are now considering taking college courses elsewhere, should ask the College Center for Advising Services, (585) 275-2354, for advice about credit transfer and/or selection of courses.

For students in the School of Nursing, course transfer questions should be directed to the Office of Student Affairs, (585) 275-2375.

Advanced Placement & International Baccalaureate Credit

Entering students may receive course credit and/or higher-level course placement at Rochester through the CEEB Advanced Placement Program. Advanced

Placement score reports must be forwarded to the College from the CEEB. Rochester also awards credit for satisfactory scores on the International Baccalaureate (IB) higher-level examinations. As soon as these reports are received and reviewed, enrolled students are notified about placement or course credit. This information is used in course selection during Freshman Orientation. Specific questions may be addressed to the College Center for Advising Services, 312 Lattimore Hall, PO Box 270402, Rochester, NY 14627, (585) 275-2354.

Transfer Admission

The University of Rochester encourages students who have begun their academic careers at other colleges or universities to continue their educations here on either a full-time or part-time basis. Students who have graduated from high school or earned a high school equivalence and have earned eight or more college credits at a college or university following graduation are eligible to apply for transfer admission. Students undertaking college-level coursework as part of their high school programs, or in order to satisfy high school diploma requirements, are eligible to enter as freshmen, although they are welcome to request academic credit for their college work.

Application Procedure

Transfer students to the College of Arts, Sciences, and Engineering may apply for admission to either the fall or spring semester. The recommended deadline for fall priority consideration is March 15, and October 1 for spring. It is to the student's advantage to complete an application well in advance of the semester for which he or she is applying. This is especially true if the student is requesting financial aid and/or on-campus housing. Applications are accepted and considered on a rolling basis after the priority application deadline.

The School of Nursing has non-entry level transfer programs. Students must have a prior associate's degree or diploma in nursing and a current RN license *or* a prior non-nursing baccalaureate. Applicants that fit either of these categories should apply directly with the School of Nursing.

Application Materials

In addition to the transfer Common Application or Universal College Application, applicants are required to submit all official college transcripts, and at least one letter of recommendation, preferably from a professor.

Applicants who have not completed a year of college are also required to submit high school material.

High school material includes:

- Final high school transcript
- Recommendation from guidance counselor
- Official National or international exam results (SAT Reasoning, SAT-I, or II, ACT, AP, IB, A-level, etc.)

International student applicants who have studied at least a year within the United States are to follow the same application requirements as other applicants.

If an applicant has studied outside the US, they are required to submit all documents listed above (officially translated, if the originals are not in English) and the following:

- Financial documentation
- English language proficiency exam results from Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or PET Academic.

International transfer applicants who have completed a year or more of college work in the US and have taken a college-level writing course may seek a waiver for the English language proficiency. All applicants who are not US permanent residents must also submit an International Financial Support Form or the CSS PROFILE to be considered for admission.

Academic Review

Each student's application is reviewed holistically using a committee process that entails a comprehensive evaluation of each candidate. Emphasis is placed on the most recent coursework completed at the college level; it is reviewed to determine if students are academically prepared to pursue a degree at the University. After reviewing an application, the Office of Admissions notifies the candidate of the decision.

Transfer Credit

Courses taken at another college are evaluated individually for transfer credit and placement. Courses that are judged comparable in level and content to coursework offered at Rochester, and completed with grades of C or better, will transfer for curriculum requirements or for elective credit. Admissions

offers will include a pre-enrollment Transfer Credit Evaluation.

A maximum of 64 credit hours from a two-year school may transfer to the University of Rochester 128 credit hour minimum for degree completion. Students transferring from a four-year school may transfer with more than 64 credits.

When a transfer student applies to declare a major once enrolled at Rochester, the department will designate which transferable courses may be applied as equivalent courses toward its requirements.

Residency Requirement

The College requires that students complete a minimum of four semesters of full-time study in residence or, for part-time students, the equivalent number of credit hours to be eligible for the bachelor's degree. Coursework taken at the University prior to admission as a matriculated student does not count toward the residency requirement.

Transfer students are expected to fulfill all curriculum requirements set by the College. The School of Nursing programs for RNs require a minimum of 32 nursing credits taken at the University of Rochester. The School of Nursing Accelerated Programs for Non-Nurses requires a minimum of 49 nursing credits.

Housing

Rochester welcomes transfer students to join our residential undergraduate community. Enrolled transfers will receive a Residential Life Housing Contract and the Office of Residential Life will provide housing assignments. In recent years, on-campus housing has been very popular and they might not be able to accommodate every transfer student who wants to live on campus. Students will be placed based on available space and will be offered assistance in securing alternative housing.

Campus Visits

Students who are considering transfer are urged to visit the campus to become familiar with the University community and to obtain answers to their questions about Rochester. Students can schedule campus visits online at enrollment.rochester.edu/visit/on-campus or may call (585) 275-3221 or toll free (888) 822-2256. Students may request an advisory opinion of their probable transfer credits and class standing

by scheduling an advising appointment and providing copies of their transcripts.

Financial Aid

Transfer students in need of financial assistance should file the College Scholarship Service's (CSS) PROFILE Application and the Free Application for Federal Student Aid (FAFSA). It is recommended that students requesting financial assistance complete the application at the same time they complete admissions application material.

Transfer applicants should note the University does review all transfer applicants for merit-based scholarships. These scholarships do not take into consideration an applicant's financial need. They are awarded based on a holistic review of an applicant's accomplishments and potential contribution. Scholarship awards may range from \$5,000 to \$20,000 per year.

For more information about financial aid and merit-based scholarships, applicants should contact the Office of Admissions at (585) 275-3221 or toll free (888) 822-2256.

Readmission

Students who withdraw from the College or are separated for any reason and who wish to re-enter should apply through the College Center for Advising Services. Applications for readmission are reviewed by the dean and other representatives of the College. Students who appear ready to resume their programs are generally approved for readmission, subject to space limitations in departments and residence halls. Applications for readmission should be filed by June 30 for entry in the fall semester, and by November 15 for entry in the spring. Readmission to the School of Nursing is handled through the Office of Student Affairs, (585) 275-2375.

Part-time and Special Students

Part-time nonmatriculated (nondegree) students have an opportunity to try out various programs of study or just enjoy a class for personal enrichment. However, subsequent matriculation as a regular student, if desired, requires application for transfer admission. For details on registering as a nonmatriculated student, visit www.rochester.edu/osp. Matriculated students who wish to change their status from full time to part time, or vice versa, need to inform their dean prior to the first

day of classes. Tuition will be adjusted for students who change their time status after classes begin.

For more information about part-time enrollment, please visit the Office of Summer and Part-time Studies, 120 Lattimore Hall, www.rochester.edu/osp, or call (585) 275-2345. Special guidance in planning a program of study in engineering is available from the Center for Advising Services in Lattimore Hall. Part-time students are encouraged to email or call for appointments.

The category special student includes those full-time students who want to pursue coursework not leading to a degree, those who wish to complete professional school prerequisites, and “visiting” students currently enrolled in another college who wish to attend the University for only a term or a year. Students who have graduated from college but are considering a career change to medicine may be interested in the Post-baccalaureate Pre-health Program; see www.rochester.edu/college/premed. General pre-professional advising is available to special students planning to complete requirements at the University for admission to medical or dental school, law school, or other graduate and health professions programs in the Career Center. Prospective special students are welcome to direct their inquiries to the Office of Transfer Admissions at (585) 275-3221.

Equal Employment Opportunity Statement

The University of Rochester values diversity and is committed to equal opportunity for persons regardless of age, color, disability, domestic violence status, ethnicity, gender identity or expression, genetic information, marital status, military/veteran status, national origin, race, religion/creed, sex, sexual orientation, or any other status protected by law.

Further, the University complies with all applicable nondiscrimination laws in the administration of its policies, programs, and activities. Questions on compliance should be directed to the particular school or department and/or to the University’s Equal Opportunity Compliance Director.

Equal Opportunity Compliance Director
University of Rochester
P.O. Box 270024
Rochester, NY 14627-0024
Phone: (585) 275-7814

Family Educational Rights and Privacy Act (FERPA)

The University of Rochester complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. Under FERPA students have, with certain limited exceptions, the right to inspect and review their educational records and to request the amendment of their records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights. Requests to inspect or review records should be addressed to the registrar, or to the appropriate administrator responsible for the record and will be honored within 45 days. Any student questioning the accuracy of any record may state his or her objection in writing to the University administrator responsible for the record, who will notify the student of his or her decision within 45 days of receiving the objection. A student dissatisfied with the administrator’s decision may request a hearing pursuant to federal regulations at 34 C.F.R. Part 99. Students concerned with the University’s compliance with FERPA have the right to file complaints with the U.S. Department of Education’s Family Compliance Office.

FERPA further requires, again with certain limited exceptions, that the student’s consent must be obtained before disclosing any personally identifiable information in the student’s education records. One such exception is disclosure to parents of dependent students. Another exception is disclosure to school officials with legitimate educational interests, on a “need-to-know” basis, as determined by the administrator responsible for the file. A “school official” includes anyone employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); any person or company acting on behalf of the University (such as an attorney, auditor, or collection agent); any member of the Board of Trustees or other governance/advisory body; and any student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Other exceptions are described in the FERPA statute at 20 U.S.C. 1232g and regulations at 34 C.F.R. Part 99.

The University considers the following to be directory information: name, campus address, e-mail address,

home address, telephone number, date and place of birth, academic fields of study, current enrollment (full or part time), dates of attendance, photographs, participation in recognized activities and sports, degrees and awards, weight and height of athletic team members, previous educational agencies or institutions attended, and other similar information. The University may publicize or respond to requests for such information at its discretion. However, the use of the records for commercial or political purposes is prohibited unless approved by the appropriate dean.

Currently enrolled students may request that directory information be withheld from disclosure by making a request, in writing, to the appropriate registrar. The University assumes that failure on the part of the student to specifically request the withholding of any directory information indicates approval of disclosure.

best interest, or if the student cannot be claimed as a dependent.

Observance of Religious Holidays

As provided in New York Education Law Section 224-a, students who choose not to register for classes, attend classes, or take exams on certain days because of their religious beliefs are given an equivalent opportunity to register for classes or to make up the work requirements or exams they miss, without penalties or additional fees. View the calendar of religious holidays at www.rochester.edu/chapel/holidays.html.

Grade Release Policy

The policy of the College is to release grade information to parents when permitted by law, unless the student objects and/or disclosure would not be in the student's best interest in the judgment of the College.

Federal law ([FERPA](#)) generally prohibits a school's disclosure of grades without the student's consent. However, schools may, but are not required to, disclose academic information to parents of students who can be claimed as dependents under federal tax laws.

The College will generally honor written (not e-mail), signed requests by students to release their grades to parents or other persons specified. Signed, written (not e-mail) grade requests by parents of undergraduates will also generally be honored; however, the College may deny a request if the student objects or if the Dean decides that disclosure is not in the student's

Academics

The College encompasses the School of Arts and Sciences and the Hajim School of Engineering and Applied Sciences, that together enroll the majority of University undergraduate and graduate students. For undergraduates especially, it is a college home at the heart of a nationally respected institution.

The College offers degree programs leading to the Bachelor of Arts and to the Bachelor of Science. In addition, it provides the first three years for students admitted to 3-2 programs offered in conjunction with other schools of the University, and the full course of study for 3-2 programs in computer science, engineering, neuroscience, optics, and applied mathematics.

The Rochester Curriculum

In the American system of education, college is the time in which students' intellectual growth and personal growth coincide—as they gain the ability to make a series of critical choices.

Most of education through the 12th grade, and most of graduate and professional training, is mandated by someone else—a school board, an accrediting agency, the demands of a profession or a career. In America, it is uniquely in the college years that students choose their subjects and thereby sharpen their interests, develop their skills, and focus their goals. Through the freedom of the so-called modular system of education that marks American undergraduate learning, students grow as thinkers and as persons.

The Rochester Curriculum takes the special character of college education seriously and attempts to craft a structure of learning that both respects the students as individual learners and takes full advantage of Rochester's character as a research university. University researcher/teachers are self-motivated learners, people who every day work to sharpen understanding and create new knowledge. More than any other group in society, a university research faculty knows how to make learning the habit of a lifetime. The basic aim of the Rochester Curriculum is to break down the barriers between the way the faculty learn and the students learn so that students can make not just the

content, but also the practice, of disciplined learning their own. The Rochester Curriculum is distinctive among American universities.

Students at Rochester are encouraged to explore a variety of disciplines during their freshman year. As students progress at Rochester, they choose a major, with at least 10 semester courses, in either the humanities, social sciences, or natural sciences (including mathematics and engineering). In addition, students choose a cluster of three related courses in each of the other two main divisions of the liberal arts named above. Students with a major in an accredited program in engineering or in optics only need to select one cluster.

More than 250 authorized clusters exist from which students may choose. Virtually every department and program in the College offers numerous clusters that meet the spirit of the Rochester Curriculum. Complete descriptions can be found on the web at www.rochester.edu/college/CCAS/clusters/. Examples from the humanities include Ethics and Values; Media, Culture and Communication; Sustainability and the Humanities. From the social sciences division, examples include Anthropology of Globalization; African-American Politics; Theoretical Economics. In the natural sciences division, examples include Life through Time, Music Cognition, The Nature of the Universe.

The opportunity exists for students to propose exceptions to already existing clusters, and—with the support of two faculty sponsors—students may also propose individualized interdepartmental divisional clusters. Final approval rests with the Curriculum Committee.

The Rochester Curriculum is simple, flexible, and reflects the true hallmarks of university life and learning—curiosity, competence, and community.

Curiosity—The most important discoveries in the history of science, the most enduring works of art and literature, and the most compelling theories of society are the consequences of curiosity—which brings with it scholarly or artistic energy and persistence that won't let a question rest until it is answered. The freedom

to follow one's own curiosity is the prime motivator of faculty learning, and it works just as well for undergraduates as it does for faculty. Therefore, there is no restriction on students' freedom with a system in which they must take required courses to "get them out of the way." Instead, students take responsibility and build their college education out of their own interests, goals, and aspirations. Broad and free experimentation with ideas and subjects allows them to discover and sharpen their own interests and to learn their own strengths and weaknesses.

Competence—For students to understand how a field of learning actually works, they need to spend sufficient time in it to learn its language, become familiar with its artifacts, and experience its logic. The Rochester Curriculum allows them to do so—not just in their major, but also in two other fields across the liberal arts disciplines. A key mark of a Rochester education is a demonstrable competence in the three major realms of thought and analysis and the consequent ability to make informed intellectual connections across fields and disciplines.

Community—Curiosity does not thrive in isolation, and Rochester's researchers do not—indeed, cannot—work alone. Active participation in a community of inquiry and expertise, engagement in a heritage of curiosity, is a fundamental ingredient of the intellectual life in a research culture. By providing the framework for a major and two clusters, the Rochester Curriculum invites students into three different intellectual communities—three different sustained conversations about learning and ideas—during their undergraduate careers.

Degrees Offered

Degrees are awarded by the University of Rochester in the following subjects, grouped by college or school of the University.

SCHOOL OF ARTS AND SCIENCES

For purposes of the Rochester Curriculum, the distribution area is noted in which each degree program and minor in the College falls. H=Humanities, S=Social Sciences, N=Natural Sciences and Engineering, V=Variable (determined at time of official entrance into the program).

African and African-American Studies (BA)-V
American Sign Language (BA)-H
American Studies (BA)-S

Anthropology (BA)-S
Archaeology, Technology, and Historical Structures (BA)-V

Art and Art History:

Art History (BA)-H

Studio Arts (BA)-H

Bioethics (BA)-H

Biological Sciences (BS), with specialties in:

Biochemistry-N

Cell and Developmental Biology-N

Computational Biology-N

Ecology and Evolutionary Biology-N

Microbiology-N

Molecular Genetics-N

Neuroscience-N

Biology (BA, MS, PhD)-N

Brain and Cognitive Sciences (BA, BS, MA, PhD)-N

Business (BA, BS)-S

Chemistry (BA, BS, MS, PhD)-N

Dance (BA)-H

Data Science (BA, BS)-N

Digital Media Studies (BA)-V

Earth and Environmental Sciences:

Environmental Science (BS)-N

Environmental Studies (BA)-N

Geological Sciences (BA, BS, MS, PhD)-N

Geomechanics (BS)-N

East Asian Studies (BA)-V

Economics (BA, MA, PhD)-S

English (BA, MA, PhD), with tracks in:

British and American Literature-H

Creative Writing-H

Language, Media and Communication-H

Theater-H

Environmental Health (BS)-N

Epidemiology (BA)-S

Film and Media Studies (BA)-H

Financial Economics (BA)-S

Gender, Sexuality and Women's Studies (BA)-V

Health, Behavior and Society (BA)-S

Health Policy (BA)-S

History (BA, MA, PhD)-S

Interdepartmental Studies (BA, MA, MS)-V

International Relations (BA)-S

Linguistics (BA, MA)-S

Literary Translation (MA)

Mathematics (BA, BS, MA, PhD)-N

Mathematics-Applied (BS, MS)-N

Mathematics-Statistics (BA, MA)-N

Modern Languages and Cultures:

Comparative Literature (BA, MA)-H

French (BA)-H

German (BA)-H
Japanese (BA)-H
Russian (BA)-H
Spanish (BA)-H
Music (BA)-H
Philosophy (BA, MA, PhD)-H
Physics (BA, BS, MA, MS, PhD)-N
Physics and Astronomy (BA, BS, PhD)-N
Political Science (BA, MA, PhD)-S
Psychology (BA, MA)-S
Clinical (PhD)
Developmental (PhD)
Social-Personality (PhD)
 Religion and Classics:
Classics (BA)-H
Religion (BA)-H
Russian Studies (BA)-V
Statistics (BA)-N

Certificate Programs

(taken in conjunction with a bachelor's degree)

Actuarial Studies
Citation for Achievement in College Leadership
Literary Translation Studies
Mathematical Modeling in Political Science and Economics
Stage Management

Minors

African and African-American Studies-V
American Sign Language-H
American Studies-S
Anthropology-S
Arabic-H
Archaeology, Technology, and Historical Structures-V
Art History-H
Astronomy-N
Bioethics-H
Biology-N
Brain and Cognitive Sciences-N
Business-S
Chemistry-N
Chinese-H
Classical Civilization-H
Clinical Psychology-S
Comparative Literature-H
Computational Biology-N
Creative Writing-H
Dance-H
Digital Media Studies-V
East Asian Studies-V

Economics-S
Economics and Business Strategies-S
English Literature-H
Environmental Geology-N
Environmental Humanities-H
Epidemiology-S
Film and Media Studies-H
French-H
Gender, Sexuality, and Women's Studies-V
Geological Sciences-N
German-H
Greek-H
Health, Behavior, and Society-S
Health Policy-S
Health Psychology-S
Hebrew-H
History-S
Interdepartmental Studies-V
International Relations-S
Italian-H
Japanese-H
Jewish Studies-H
Journalism-H
Latin-H
Latin American Studies-H
Legal Studies-V
Linguistics-S
Mathematics-N
Medical Anthropology-S
Medieval and Early Modern Studies-V
Movement Studies-H
Music-H
Music Cognition-N
Music and Linguistics-S
Organizational Psychology-S
Philosophy-H
Physics-N
Political Science-S
Psychology-S
Psychology as a Natural Science-N
Psychology as a Social Science-S
Religion-H
Research in Visual Science-N
Russian-H
Russian Studies-V
Social and Emotional Development-S
Spanish-H
Statistics-N
Studio Arts-H
Sustainability-V
Theater-H
Visual Science-N

Writing Studies-H**EDMUND A. HAJIM SCHOOL OF
ENGINEERING AND APPLIED SCIENCES**

For purposes of the Rochester Curriculum, the distribution area is noted in which each degree program and minor in the College falls. H=Humanities, S=Social Sciences, N=Natural Sciences and Engineering, V=Variable (determined at time of official entrance into the program).

Degree programs indicated with an asterisk are accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. Seniors in these programs are eligible to take the "Fundamentals of Engineering Examination" and are encouraged to do so. This is the first of two examinations leading to professional licensure.

Audio and Music Engineering (BS)-N
Biomedical Engineering (BS*, MS, PhD)-N
Chemical Engineering (BS*, MS, PhD)-N
Computer Science (BA, BS, MS, PhD)-N
Data Science (BA, BS, MS)-N
Electrical and Computer Engineering (BS*)-N
Electrical Engineering (MS, PhD)-N
Engineering and Applied Science (an Interdepartmental Program) (BS)-N
Engineering Science (an Interdepartmental Program) (BA)-N
Geomechanics (BS)-N
Materials Science (MS, PhD)-N
Mechanical Engineering (BS*, MS, PhD)-N
Optics (BS*, MS, PhD)-N
Optical Engineering (BS*)-N
Technical Entrepreneurship and Management (joint program with the Simon School) (MS)

Minors

Audio and Music Engineering-N
Biomedical Engineering-N
Chemical Engineering-N
Computer Science-N
Electrical and Computer Engineering-N
Environmental Engineering-N
Materials Science-N
Mechanical Engineering-N
Optics-N

EASTMAN SCHOOL OF MUSIC

Applied Music (BM)

Composition (BM, MA, MM, DMA, PhD)
Conducting (MM, DMA)
Early Music, Emphasis in Historical Plucked Instruments (MM, DMA)
Ethnomusicology (MA)
Jazz Studies and Contemporary Media (BM, MM, DMA)
Musical Arts (BM)
Music Education (BM, MA, MM, DMA, PhD)
Music Theory (BM, MA, PhD)
Musicology (MA, PhD)
Opera Stage Directing (MM)
Pedagogy of Music Theory (MA)
Performance and Literature (MM, DMA)
Piano Accompanying and Chamber Music (MM, DMA)

SCHOOL OF MEDICINE AND DENTISTRY

Analytic Epidemiology (CAS)
Biochemistry (MS, PhD)
Biomedical Data Science (CAS)
Biophysics (MS, PhD)
Clinical Investigation (MS)
Clinical Medical Technology (CAS)
Clinical Research Methods (CAS)
Epidemiology (PhD)
Genetics (MS, PhD)
Health Services Research (CAS)
Health Services Research and Policy (MS, PhD)
Immunology, Microbiology and Virology (MS)
Marriage and Family Therapy (MS)
Medical Humanities (MS)
Medical Statistics (MS)
Medical Technology Innovation (MS)
Medicine (MD, MD/MBA)
Microbiology (MS)
Microbiology and Immunology (PhD)
Neurobiology and Anatomy (MS, PhD)
Neuroscience (MS, PhD)
Pathology (MS, PhD)
Pharmacology (MS, PhD)
Physiology (MS, PhD)
Public Health (MPH)
Regulatory Science (CAS)
Statistics (MA, PhD)
Technical Entrepreneurship and Management in Biomanufacturing and Therapeutic Development (MS)
Toxicology (MS, PhD)
Trial-based Clinical research (CAS)
Translational Biomedical Science (PhD)

SCHOOL OF NURSING

Bachelor Programs:

Nursing—RN to BS

Accelerated Program for Non Nurses

Nursing (BS)/MS Accelerated Master's Programs for Non Nurses:

Nursing/Adult-Gerontology Acute Care Nurse Practitioner

Nursing/Adult-Gerontology Primary Care Nurse Practitioner

Nursing/Pediatric Nurse Practitioner

Nursing/Family Nurse Practitioner

Nursing/Family Psychiatric/Mental Health Nurse Practitioner

RN to BS to MS Programs:

Nursing/Adult-Gerontology Acute Care Nurse Practitioner

Nursing/Adult-Gerontology Primary Care Nurse Practitioner

Nursing/Pediatric Nurse Practitioner

Nursing/Pediatric Nurse Practitioner/Neonatal, Nurse Practitioner

Nursing/Family Nurse Practitioner

Nursing/Family Psychiatric/Mental Health Nurse Practitioner

Nursing/Master of Science in Nursing Education

MS Programs:

Adult-Gerontology Acute Care Nurse Practitioner

Adult-Gerontology Primary Care Nurse Practitioner

Pediatric Nurse Practitioner

Pediatric Nurse Practitioner/Neonatal Nurse Practitioner

Family Nurse Practitioner

Nursing/Family Psychiatric/Mental Health Nurse Practitioner

Clinical Nurse Leader

Health Care Organization Management and Leadership

Master of Science in Nursing Education

MS/PhD Programs:

Adult-Gerontology Acute Care Nurse Practitioner/Nursing

Adult-Gerontology Nurse Practitioner/Nursing Pediatric Nurse Practitioner/Neonatal Nurse, Practitioner/Nursing

Pediatric Nurse Practitioner/Nursing

Family Nurse Practitioner/Nursing

Family Psychiatric/Mental Health Nurse Practitioner/Nursing

DNP Program

PhD Program:

Nursing and Health Science

WILLIAM E. SIMON SCHOOL OF BUSINESS

Simon Business School offers a variety of full-time and part-time programs to fit every lifestyle and career trajectory. With a curriculum grounded in analytics and economics, our approach provides our students with enduring frameworks for solving problems and making decisions in today's data-rich environment.

Full-Time MBA:

Two-Year MBA Program

11 concentrations available with four additional tracks

Full-Time Specialized MS Programs:

Accountancy

Business Analytics

Finance

Health Care Management

Marketing Analytics

Executive MBA Program

Part-Time Professional MBA Program

Part-Time MS in Business Administration with a Concentration in Medical Management

PhD Program

MARGARET WARNER GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

The list of Warner programs/degrees is presented to give a clear sense of program focus. Technically, some of the programs award degrees in education with a concentration in the specialty areas listed below.

Adolescence Education: Biology (MS)

Adolescence Education: Chemistry (MS)

Adolescence Education: Chinese (MS)

Adolescence Education: Earth Science (MS)

Adolescence Education: English (MS)

Adolescence Education: Foreign Languages (MS)

Adolescence Education: French (MS)

Adolescence Education: Latin (MS)

Adolescence Education: Mathematics (MS)

Adolescence Education: Physics (MS)

Adolescence Education: Social Studies (MS)

Adolescence Education: Spanish (MS)

Childhood Education (MS)

Community Mental Health Counseling (MS)

Early Childhood Education (MS)
 Early Childhood (Non Teacher Certification) (MS)
 Education Policy (MS)
 Educational Administration (MS)
 Elementary Education (Non Teacher Certification) (MS)
 Health Professions Education (MS)
 Human Development (MS)
 Inclusion and Special Ed (Non Teacher Certification) (MS)
 Inclusion Adolescence Education: Biology (MS)
 Inclusion Adolescence Education: Chemistry (MS)
 Inclusion Adolescence Education: Earth Science (MS)
 Inclusion Adolescence Education: English (MS)
 Inclusion Adolescence Education: French (MS)
 Inclusion Adolescence Education: German (MS)
 Inclusion Adolescence Education: Latin (MS)
 Inclusion Adolescence Education: Mathematics (MS)
 Inclusion Adolescence Education: Physics (MS)
 Inclusion Adolescence Education: Social Studies (MS)
 Inclusion Adolescence Education: Spanish (MS)
 Inclusion Adolescent Education as Generalist (MS)
 Inclusion Early Childhood Education (MS)
 Inclusion Middle Childhood Education: Biology (MS)
 Inclusion Middle Childhood Education: Chemistry (MS)
 Inclusion Middle Childhood Education: Earth Science (MS)
 Inclusion Middle Childhood Education: English (MS)
 Inclusion Middle Childhood Education: French (MS)
 Inclusion Middle Childhood Education: German (MS)
 Inclusion Middle Childhood Education: Latin (MS)
 Inclusion Middle Childhood Education: Math (MS)
 Inclusion Middle Childhood Education: Physics (MS)
 Inclusion Middle Childhood Education: Social Studies (MS)
 Inclusion Middle Childhood Education: Spanish (MS)
 Inclusive Childhood Education (MS)
 Literacy Education (Non Teacher Certification) (MS)
 Mathematics Education (Non Teacher Certification) (MS)
 Middle Childhood Ed for Adolescence Ed Teachers (MS)
 Middle Childhood and Adolescence Ed (MS)
 Middle Childhood Education: Biology (MS)
 Middle Childhood Education: Chemistry (MS)
 Middle Childhood Education: Earth Science (MS)
 Middle Childhood Education: English (MS)
 Middle Childhood Education: French (MS)
 Middle Childhood Education: German (MS)
 Middle Childhood Education: Latin (MS)
 Middle Childhood Education: Mathematics (MS)

Middle Childhood Education: Physics (MS)
 Middle Childhood Education: Social Studies (MS)
 Middle Childhood Education: Spanish (MS)
 Online Teaching and Learning (MS)
 Professional Study: Generalist (MS)
 Prof Study: Middle Childhood and Adolescence Ed (MS)
 Program Evaluation (MS)
 Reading and Literacies (MS)
 School Building Leadership-Private Schools (MS)
 School Building Leadership (MS)
 School Counseling (MS)
 School District Administrator (MS)
 School District Leadership (MS)
 Science Education (Non Teacher Certification) (MS)
 Social Studies Education (Non Teacher Certification) (MS)
 Teaching English to Speaker of Other Languages (Grades K-12) (MS)
 Teaching Students with Significant Disabilities (MS)
 Teaching Students with Significant Disabilities in Secondary Schools as Generalist (MS)
 Teachers of Special Education (MS)
 Teaching and Curriculum (MS)
 Teaching ESOL (English to Speakers of Other Languages) (MS)

UNIVERSITY-WIDE STUDIES

Combined Bachelor's Programs:
BA and BS in arts and sciences
BA or BS in arts and sciences and BS or BA in engineering and applied sciences
BA or BS in arts and sciences and BM in music
BS in engineering and applied sciences and BM in music
BA or BS in arts and sciences and BS in nursing

3-2 Programs:
BA or BS plus an MBA
BA or BS plus a master's in public health

Combined Bachelor's and MD Degree Program:
BA or BS plus an MD

Concurrent Master's Programs:
MBA and MS in microbiology

Inter-College Degree Programs:
Genetics (PhD)
Neuroscience (MS, PhD)

The Writing, Speaking, and Argument Program

Information About the Program

The Writing, Speaking, and Argument Program, in concert with faculty across the college, builds a strong community of undergraduate and graduate writers, speakers, and researchers. Effective communication—including critical thinking, problem solving, organization of ideas, and clarity and power of expression—is of enormous importance both in academic and professional settings. Writing, speaking, and argument enable us to discover, develop, test, and share our ideas. Through communication, we see the truth, utility, or beauty of what we know, and make our knowledge have an impact on the world at large.

The Writing, Speaking, and Argument Program leads the effort to familiarize students with key principles and strategies for becoming successful communicators across different modes and contexts. For both undergraduates and graduates, the program fosters a culture of open, honest, and critical communication.

The Writing, Speaking, and Argument Program is home to the Primary Writing Requirement, the College's first step in drawing students into our community of researchers and writers, the English for Academic Purposes Program (formerly the ESOL Program), a range of undergraduate writing courses related to writing, speaking, and tutoring, and the Writing and Speaking Center, where students can find tutoring services.

Primary Writing Requirement and Placement

The primary writing requirement (PWR) is the first step in drawing students into our community of researchers and writers. We aim to help you become an effective academic communicator.

The majority of students fulfill the requirement by earning a "C" or better in WRT 105, Reasoning and Writing in the College, or WRT 105E or WRT 105A&B, versions of 105 chosen by students who need more support to meet the demands of college-level writing. Students who believe that they are already proficient college writers may petition to substitute a University of Rochester writing-intensive course for WRT 105. The substitute course may not also be used to fulfill the Upper-Level Writing Requirement. Transfer students who have completed a WRT 105 equivalent at another institution and received a B or

better may petition to use this course to satisfy the Primary Writing Requirement. For more information on satisfying the Primary Writing Requirement, including instructions on how to access the Writing Placement Survey, please refer to writing.rochester.edu/undergraduate/.

Students admitted to the College through the English for Academic Purposes Program fulfill the requirement by earning a grade of "C" or higher in WRT 103, EAPP Critical Reading, Reasoning, and Writing, and WRT 104, EAPP Research, Reading, and Writing. For more information on EAPP placement and courses, please refer to writing.rochester.edu/EAPP.

Courses

WRT 101. EAPP Communication Across Contexts

I. Designed to help undergraduate nonnative speakers of English improve their English oral communication and listening skills in preparation for social interactions at the University. Students practice speaking at greater length and faster speed by developing fluency, grammatical accuracy, complexity of sentence structures, and vocabulary. In addition, students practice listening actively to peers, summarizing, paraphrasing, and repeating key information from native speakers of English. Also covers such techniques as asking follow-up questions, using socialization strategies, adapting to cultural differences, practicing small talk, and making formal and informal introductions. Class work takes place in and out of the classroom with the collaboration of native and nonnative speakers of English in formal and informal settings. Significant class time is devoted to English pronunciation. (Fall)

WRT 102. EAPP Communication Across

Contexts II. Builds upon the lessons from WRT 101, EAPP Speaking and Listening I, and is designed to help undergraduate nonnative speakers of English improve their English oral communication and listening skills in preparation for academic and social interactions. Students practice taking notes, summarizing, repeating, and critiquing key information from recorded lectures and presentations—with an emphasis on the discourse most prevalent in undergraduate university courses. Students also practice communicating in different academic, social, and cultural contexts as they engage in classroom conversation, debates, interviews, speaking to formal audiences, and giving academic presentations in English. Class work takes place in and out of the classroom with the collaboration of

native and nonnative speakers of English in formal and informal settings. Class time is devoted to English pronunciation. (Spring)

WRT 103. EAPP Critical Reading, Reasoning, and Writing. An introduction to critical reading and writing skills. Lessons center on the analysis of varied readings and on using writing as a tool for critical thinking and reflection. Students are introduced to concepts of rhetorical analysis and the use of logic, as well as the roles of audience and purpose in shaping the organization, style, and argumentative strategies of their own papers. In addition, students build writing fluency and self-expression through freewriting and in-class writing. Collaboration is an important part of learning; therefore, students work together as they learn to critique their own work and the work of their peers. Attention is given to writing beyond the classroom, such as communicating with faculty and others across the College. (Fall)

WRT 104. EAPP Research, Reading, and Writing. Extends the critical reading and writing skills learned in WRT 103: EAPP Critical Reading, Reasoning, and Writing to the act of research. Research may include traditional library sources and academic journals, but it may also include primary research such as fieldwork, surveys, and interviews. A variety of texts are analyzed and discussed in preparation for constructing extended argumentative essays and a final research paper. Reading and responding critically to texts are practiced. Students learn how to incorporate source material into research writing and integrate their own ideas with those from other texts. Collaboration is an important part of learning; therefore, students work together as they learn to critique their own work and the work of their peers. Attention is given to writing beyond the classroom, such as communicating with faculty and others across the College. (Spring)

WRT 105, WRT 105E and WRT 205A&B satisfy the Primary Writing Requirement with a grade of "C" or better. Each section has unique content. For an updated list of course descriptions, please refer to writing.rochester.edu.

WRT 105. Reasoning and Writing in the College. Introduces students to disciplinary writing at the college level through instruction in small sections that focuses on the act of writing. Section topics have ranged from "Adolescence: War or Peace" to "Searching for Whales: Myth, Science, and Ecological Sustainability," and cover a range of subjects and disciplines. Provides instruction and practice in clear and effective writing

and in constructing cogent and compelling arguments, as students draft and revise numerous papers of different forms and lengths. Students consider the roles of audience and purpose in shaping the organization, style, and argumentative strategies of their own papers, while they learn to become critical readers of their writing through peer critiques and revision/editing workshops. (Fall and Spring)

WRT 105E. Reasoning and Writing in the College. An extended version of Reasoning and Writing in the College. While WRT 105 and WRT 105E have the same expectations for completion, WRT 105E is intended for students who decide that they need a more supported writing experience to meet the demands of college writing. All sections include an additional class session each week and are taught in computer labs and limited to 10 students. Students who have worked diligently but have not attained a "B-" or better may take an incomplete and sign up for the WRT 105E Extension, a weekly workshop and tutorial that allows students to raise their final grades and satisfy the Primary Writing Requirement. (Fall and Spring)

WRT 105A. Reasoning and Writing in the College. First Course in WRT 105A-WRT 105B Sequence. WRT 105A (Fall) and WRT 105B (Spring) distribute the work of WRT 105E across two semesters, with WRT 105A covering the first half of WRT 105E. WRT 105A immerses students in the experience of academic writing, with a particular emphasis on analyzing, using, and documenting scholarly and non-scholarly texts. It provides instruction and practice in constructing cogent and compelling arguments, as students draft and revise two short argumentative essays. Students will develop and test their ideas through discussion, informal writing, peer critiques and self-assessments. All sections of WRT 105A&B revolve around a theme and include a weekly writing group in which students do the work of writing with immediate support from the course instructor. To proceed from WRT 105A to WRT 105B, students must earn a grade of "C" or higher. (Fall)

WRT 105B. Reasoning and Writing in the College. Second Part of WRT 105A-WRT 105B Sequence. The second-half of the WRT 105A-WRT 105B sequence, WRT 105B immerses students in the experience of academic writing, with a particular emphasis on analyzing, using, and documenting scholarly and non-scholarly texts. It provides instruction and practice in constructing cogent and compelling arguments, as students draft and revise

a proposal and an 8-10 page argumentative research paper. Students will develop and test their ideas through discussion, informal writing, peer critiques and self-assessments. All sections of WRT 105A&B revolve around a theme and include a weekly writing group in which students do the work of writing with immediate support from the course instructor. WRT 105B students who have worked diligently but have not attained a grade of “B-“ or higher may take an incomplete and sign up for the Extension, a weekly workshop and tutorial program that allows students to continue working on their writing, raise their final grades, and satisfy the Primary Writing Requirement. (Spring)

WRT 108. Workshop in Writing. Offers ongoing practice and instruction in writing and critiquing writing. Guided by a writing center consultant, students plan, draft, and revise their writing; critique each other’s work; assess their own writing; and participate in group sessions on writing issues that the group faces. The semester’s work culminates in a final portfolio that features polished essays and an overall self-assessment. WRT 108 is a 2-credit course, which is graded pass/fail. Prerequisite: WRT 105/WRT 105E or alternative satisfaction of the Primary Writing Requirement. (Spring)

WRT 251/451. The Rhetorical Sentence (Cross Listings: LIN 160, ENG 288, WRT 451). Drawing on work in linguistics and rhetorical grammar (e.g., Halliday, Biber, Kolln, Hyland), this course investigates the sentence—its structure, its potential, and its limits in creating meaning. Students will learn about the form and function of “the sentence” and its parts, develop the ability to see patterns and possibilities within and across sentences, and create and analyze sentences of wildly different shapes. Assignments will regularly involve meaningful play with sentences. Through a final project, students will investigate some aspect of the sentence in extended discourse or discuss how knowledge of the sentence might be meaningfully integrated into a writing curriculum. This course is ideal for those interested in writing, writing education, or editing. Background in linguistics or grammar is not necessary. Pre-requisite: PWR satisfied. Open to undergraduates and graduate students. (Fall)

WRT 261. Writing in a Digital World (Cross Listings: ENG 288, DMS 250). The purpose of writing in a digital world is to engage with a broader community around a topic of interest and contribute to public knowledge. In this course, students are invited to dig deeply into a question of interest, write for a

public audience, and use the Internet as an archive of information waiting to be discovered, analyzed, and written about. Students can draw on pre-existing research interests from their majors or develop a line of inquiry stemming from class discussions, writing, and research. In order to gain experience writing to a range of readers, students will engage in a writing process informed by peer review, self-assessment, and revision. Shorter writing assignments will help students develop and refine ideas as they transform texts for different audiences. The final research project will be multimodal, published for a public audience, and should demonstrate your ability to think critically about a topic and effectively communicate that knowledge to a range of readers. Pre-requisite: PWR satisfied. (Fall)

WRT 272. Developing a Professional Biology Writing Portfolio (Cross Listings: BIO 272W). The purpose of this course is to develop a fulfilling career in the biological sciences, students will need to clearly and compellingly present information about their skills and goals to multiple audiences with different expectations. In this class, students will articulate their goals and identify the most effective ways to present information for different audiences and purposes. Through writing, discussion about writing, and revising in response to feedback from peers, instructors, and alumni, students will be guided through the process of developing a portfolio of materials suitable for their post-graduate goals. The class will meet once a week throughout the semester, and can be used to fulfill one of the two required Upper-Level Writing experiences in biology. The class is suitable for junior year and first-semester senior year biology majors; all others require permission of the instructor. Prerequisite: PWR satisfied. (Fall and Spring)

WRT 273 Communicating Your Professional Identity. This interactive course teaches “real life” communication skills and strategies that help students present their best professional selves. Students will explore and articulate their internship and career goals for distinct audiences and purposes as they develop a professional communication portfolio of materials such as resumes, cover letters, electronic communications, technical project abstracts, online profiles (i.e., LinkedIn), and TED Talks. Students will revise and refine their written and spoken work across the semester based on critical feedback from peers, instructors, alumni and potential employers. By the semester’s end, students will have gained extensive experience with the communication skills expected

in today's competitive job market. Prerequisite: PWR satisfied. (Fall and Spring)

LIN 161. Modern English Grammar (Cross Listings: WRT 250). This course is a comprehensive review of the grammar of Modern Standard English. The course will be of interest to those who wish to sharpen their language skills, or to know more about the workings of the English language whether for practical, cognitive or creative ends. Drawing on work in mostly pre-theoretical, descriptive linguistics this course reveals the mechanics of Standard English structure, with occasional detours into the finesse of usage across registers (dialect to slang). Students will learn to develop the ability to see patterns in grammar, as well as its structural possibilities and limits. Assignments will regularly involve reflection on form, usage and speaker judgments. Through a final project, students will investigate some aspect of an English variety available to them. Throughout, students will be working with their data samples of English to explore how speaker choices lead to particular grammatical structures or yield ungrammaticality. Background in linguistics or grammar not needed. Prerequisite: PWR satisfied. (Fall)

Freshman Offerings

Students have maximum flexibility in course choice, the ability to start working toward a desired major from the first semester on and the opportunity to build a general foundation according to their own special interests. Assisted by an advisor, students choose an appropriate group of courses (usually four each semester) from the entire range of offerings open to freshmen. Some of these courses lay a basis for a choice of major. Others fulfill basic requirements for graduation and provide the first college-level steps toward a liberal education. Special Meliora Seminars are offered for first-year students only. New students receive a Freshman Academic Handbook which assists them with their planning. First-time students register for classes during new student orientation which is scheduled just prior to the start of each semester.

Early Connection Opportunity

The Early Connection Opportunity (ECO) program is designed to assist students in acquiring the attitudes, skills, and social connections necessary to become successful University of Rochester students. The program provides supplemental academic support to selected pre-freshmen during a four-week summer

program. ECO is a residential program that takes place in the month of July. Students admitted through the Arthur O. Eve Higher Education Opportunity Program are required to attend as a condition of admission, and others are invited who we believe would profit from the connections that can be made during this program. Enrollment is limited. No fees, no tuition, and no room and board costs are charged to participating students. Students are responsible for transportation costs to and from Rochester and all other personal expenses.

Model courses in selected areas, such as mathematics, writing, literature, psychology, and biology and chemistry are offered. A series of workshops on strategies and tactics to promote academic success and using the University's computer facilities are also offered. Courses are taught by instructional faculty representing various departments in the University. Upon successful completion of ECO courses students earn 4 credits (the equivalent of one full college course). One or 2 credits may be earned in follow-up courses during the academic year.

Requirements for the Degrees of Bachelor of Arts and Bachelor of Sciences

To ensure that students acquire a broad base of general knowledge, as well as extensive familiarity with at least one area of specialization, the College has established general degree requirements. These requirements are identical for the BA and BS degrees.

Completion of Eight Semesters of Approved Coursework

Students are required to complete 128 credit hours (e.g., 32 4-credit courses), with an average grade of "C" or better. No more than 20 courses from a single department may be counted toward the degree. For students not majoring in music or a simultaneously completing a BM degree at the Eastman School of Music, no more than 16 credit hours of applied music instruction and 8 credit hours of River Campus ensemble may be counted toward the degree.

The following Hajim School majors require additional credit hours for degree completion:

- Audio and Music Engineering (132 credit hours)
- Biomedical Engineering (131 credit hours)

- Chemical Engineering (134 credit hours)
- Electrical and Computer Engineering (130 credit hours)
- Mechanical Engineering (129 credit hours)
- Optics and Optical Engineering (130 credit hours)

Completion of the Primary Writing Requirement

All students, whether incoming freshmen or transfers, must satisfy the Primary Writing Requirement. The majority of students fulfill the requirement by earning a "C" or better in WRT 105, Reasoning and Writing in the College, or WRT 105E or WRT 105A&B, versions of 105 chosen by students who need more support to meet the demands of college-level writing. Students who believe that they are already proficient college writers may petition to substitute a University of Rochester writing-intensive course for WRT 105. The substitute course may not also be used to fulfill the Upper-Level Writing Requirement (see below). Transfer students who have completed a WRT 105 equivalent at another institution and received a "B" or better may petition to use this course to satisfy the Primary Writing Requirement. For more information on satisfying the Primary Writing Requirement, including instructions on how to access the Writing Placement Survey, please refer to writing.rochester.edu.

Students admitted to the College through the English for Academic Purposes Program fulfill the requirement by earning a grade of "C" or higher in WRT 103, EAPP Critical Reading, Reasoning, and Writing, and WRT 104, EAPP Research, Reading, and Writing. For more information on EAPP placement and courses, please refer to writing.rochester.edu/EAPP.

Completion of the Rochester Curriculum

Satisfactory completion of a major with an average grade of "C" or better. Each major contains an Upper-Level Writing Requirement which explicitly incorporates student writing into its curriculum and/or requirements. Students are expected to file their major program after getting it approved by the appropriate faculty advisor in the department or program by the time noted below. The divisional classification of all interdepartmental majors, as noted in the following paragraph, is determined by the students and the faculty committee responsible for the major.

Satisfactory completion, with an average grade of "C" or better, of an approved divisional cluster composed of at least three courses in each of the two divisions outside the area of the major. Each set of courses for the divisional clusters will be in one of the three divisions: humanities; social sciences; or natural sciences, mathematics, and engineering. Students may also construct a program from existing majors and minors, as long as the principle of distribution over the three divisions is maintained. Students who complete degree programs in audio and music engineering, biomedical engineering, chemical engineering, electrical and computer engineering, mechanical engineering, optical engineering, or optics need to complete only one divisional outside the area of their major.

Students formally declare their Rochester Curriculum, i.e., their major and two divisional clusters, not later than the beginning of their junior year (by the time 64 credit hours have been taken). Students may alter their program until the final semester of the senior year. The College transcript will reflect the students' three areas of focus. All students accepted into the Hajim School of Engineering and Applied Sciences become responsible for two full years of equipment fees. These are normally assessed during each semester of the junior and senior years.

Departments of the College discourage students from registering for the next course in a continuing science sequence if an appropriate grade level ("C-" or above) has not been achieved in the preceding course. It has been shown that students' success in such a sequence is directly related to performance in the preceding course. Students so advised are asked to seek assistance in their future program planning from the College Center for Academic Support and from their premajor advisors.

Academic Calendar

Arts, Sciences and Engineering*

*Eastman School of Music and School of Nursing Calendars differ slightly.

Fall Semester 2017

August 30 Classes begin at the College.
(Wednesday)

September 20 Last date for students in the College to add 4-
(Wednesday) credit independent study courses.

September 27 Last date for students in the College to have
(Wednesday) courses deleted from current program.
Last date for students in the College to add
courses.

October 9 – 10 Fall term break (Monday and Tuesday).

October 11 Classes resume.
(Wednesday)

October 30 – Undergraduate program advising in the
November 3 College.

November 6 Undergraduate registration begins.
(Monday)

November 17 Last day to declare S/F or withdraw from
(Friday) courses for undergraduates in Arts, Sciences,
and Engineering.

November 22 Thanksgiving recess begins at noon.
(Wednesday)

November 27 Classes resume.
(Monday)

December 6 Last date for first-semester freshmen and
(Wednesday) transfer students in the College to declare the
S/F option.

December 13 Classes end.
(Wednesday)

December 14 Reading period begins.
(Thursday)

December 16 Reading period ends.
(Saturday)

December 17 Final examinations.
– 22

December 22 Winter recess begins at end of examinations.
(Friday)

Spring Semester 2018

January 17 Classes begin at the College.
(Wednesday)

February 6 Last date for students in the College to add 4-
(Tuesday) credit independent study courses.

February 13 Last date for students in the College to have
(Tuesday) courses deleted from current program.
Last date for students in the College to add
courses.

March 10 Spring recess begins.
(Saturday)

March 19 Classes resume.
(Monday)

March 26 – 30 Undergraduate program advising in the
College.

April 2 Undergraduate registration begins.
(Monday)

April 10 Last day to declare S/F or withdraw from
(Tuesday) courses for undergraduates in Arts, Sciences,
and Engineering.

April 24 Last date for first-semester freshmen and
(Tuesday) transfer students in the College to declare the
S/F option.

May 1 Classes end.
(Tuesday)

May 2 Reading period begins.
(Wednesday)

May 5 Reading period ends.
(Saturday)

May 6 – 13 Final examinations.

May 18 – 20 Commencement Weekend.

Summer 2018

May 21 – Full summer session (12 weeks).
August 10

May 21 – First four-week session.
June 16

May 21 – First six-week session.
June 29

May 28 Memorial Day observed. No classes.
(Monday)

July 2 – 27 Second four-week session.

July 2 – August 10 Second six-week session.

July 4 Independence Day observed. No classes.
(Wednesday)

Fall Semester 2018

August 29 Classes begin.
(Wednesday)

September 19 Last date for students in the College to add 4-
(Wednesday) credit independent study courses.

September 26 Last date for students in the College to have
(Wednesday) courses deleted from current program.

October 15 – 16 Fall term break (Monday and Tuesday).

October 17 Classes resume.
(Wednesday)

October 29 – November 2 Undergraduate program advising in the
College.

November 5 Undergraduate registration begins.
(Monday)

November 16 Last day to declare S/F or withdraw from
(Friday) courses for undergraduates in Arts, Sciences,
and Engineering.

November 21 Thanksgiving recess begins at noon.
(Wednesday)

November 26 Classes resume.
(Monday)

December 5 Last date for first-semester freshmen and
(Wednesday) transfer students in the College to declare the
S/F option.

December 12 Classes end.
(Wednesday)

December 13 Reading period begins.
(Thursday)

December 15 Reading period ends.
(Saturday)

December 16 Final examinations.
– 21

December 21 Winter recess begins at end of examinations.
(Friday)

Spring Semester 2019

January 16 Classes begin at the College.
(Wednesday)

January 21 Martin Luther King Day Observed (no
(Monday) classes).

February 6 Last date for students in the College to add 4-
(Wednesday) credit independent study courses.

February 13 Last date for students in the College to have
(Wednesday) courses deleted from current program.
Last date for students in the College to add
courses.

March 9 Spring recess begins.
(Saturday)

March 18 Classes resume.
(Monday)

March 25 – 29 Undergraduate program advising in the
College.

April 1 Undergraduate registration begins.
(Monday)

April 10 Last day to declare S/F or withdraw from
(Wednesday) courses for undergraduates in Arts, Sciences,
and Engineering.

April 24 Last date for first-semester freshmen and
(Wednesday) transfer students in the College to declare the
S/F option.

May 1 Classes end.
(Wednesday)

May 2 (Thursday)	Reading period begins.
May 5 (Sunday)	Reading period ends.
May 6 – 13	Final examinations.
May 17 – 19	Commencement Weekend.
Summer 2019	
May 20 – August 9	Full summer session (12 weeks).
May 20 – June 14	First four-week session.
May 20 – June 29	First six-week session.
May 27 (Monday)	Memorial Day observed. No classes.
July 1 – 26	Second four-week session.
July 4 (Thursday)	Independence Day observed. No classes.
July 1 – August 9	Second six-week session.

Special Academic Opportunities

Students taking their entire four years as undergraduates in the College receive extra-ordinarily strong grounding in their chosen fields. But the outstanding graduate and professional schools of the University also offer undergraduates many opportunities to study in advanced and specialized areas. With only a few exceptions, students may count credits for courses in any unit of the University toward the bachelor's degree in the College. Graduate study in one's specialty may be taken for credit toward the bachelor's degree by students whose work in a given area is sufficiently advanced.

3-2 Programs

Five-year combined programs of undergraduate and graduate study (the first three undergraduate, the last

two graduate) are available in a number of fields, and permit students to earn a bachelor's degree (awarded after four years) and a professional master's degree. This 3-2 option is available in fields including:

- Biological Sciences and Neuroscience
- Environmental Health and Epidemiology
- Epidemiology
- Neuroscience
- Public Health
- Statistics and Medical Statistics

Certificate Programs

Some students combine their departmental majors with an interdisciplinary specialization by following one of the [Certificate Programs](#).

These certificates, which give formal recognition to the specialized study, are awarded in addition to the bachelor's degree. A Citation for Achievement in College Leadership is also available to students who have developed their leadership skills in the ways outlined by this program through the College Center for Advising Services.

Honor Societies

National academic honorary societies include Phi Beta Kappa, Golden Key, Tau Beta Pi (engineering), National Society of Collegiate Scholars (scholarship, leadership, and service), Beta Gamma Sigma (business, graduate students only), Sigma Theta Tau (nursing), Alpha Omega Alpha (medicine), and Sigma Pi Sigma (physics and astronomy).

Independent Study

Independent study courses permit qualified students to pursue areas of reading and research not included or not treated in sufficient depth in regularly offered courses. These special tutorial courses are most often on a one-to-one basis with full-time members of the teaching faculty, with the content and objectives of the course determined by faculty-student collaboration. Internships and supervised teaching opportunities are also available to qualified students through the independent study program.

Practica are credit courses supervised by University faculty members that usually combine field experience with lectures, seminars, and oral and written reports.

Each practicum provides direct personal interaction with working professionals in their everyday environment.

Industry Practicum Co-op Program

When looking for employment, students have discovered that employers increasingly demand significant practical work experience in addition to sound academic knowledge. The optional Industry Practicum Co-Op Program provides an opportunity for Hajim School students to enhance their education by integrating their engineering and computer science knowledge with workplace practice. Students intending to pursue an engineering or computer science degree are encouraged to participate in the school's Industry Practicum Co-Op Program, a paid, full-time, high-quality work experience over an eight-month period.

To participate, students must be second-semester juniors or first-semester seniors and be pursuing a degree in any engineering discipline, optics, or computer science. During the eight-month Industry Practicum Co-Op Program, students do not take any classes, receive any academic credit, or pay tuition. As a result, it is important for students to meet with their faculty advisors to plan their potential participation in the Industry Practicum Co-Op Program to ensure that they meet departmental requirements. Advisors assist students in curriculum planning since four-and-a-half-year's time will be necessary to complete the usual four-year academic program.

Additional information on this program can be obtained from the [Hajim School website](#).

Interdepartmental Degree

The *interdepartmental degree programs* provide students with an opportunity to construct individual programs suited to their special talents and interests. Recent examples of individualized interdepartmental majors include Chinese Studies, Environmental Sustainability and Urban Youth Studies, among others. Advisers in the [Multidisciplinary Studies Center \(MSC\)](#) assist undergraduates in developing their interdepartmental studies majors in The College. Students planning an interdepartmental program leading to a [Bachelor of Science in Engineering and Applied Science](#) or the [Bachelor of Arts in Engineering Science](#) work closely with faculty members on the Interdepartmental Engineering Committee in the [Hajim School](#).

Interdisciplinary Studies

The University has a long history of interdisciplinary cooperation and prides itself on its ability to foster programs that span departments and schools. Interdisciplinary programs for undergraduates in the College have grown notably in recent years. New programs include several majors in [areas related to public health](#) (in collaboration with the School of Medicine and Dentistry), a [business major](#) (in collaboration with the Simon School of Business), and majors in [Archaeology, Technology, and Historical Structures](#). Other new interdisciplinary majors include [Digital Media Studies](#), [American Studies](#), [East Asian Studies](#), and [Audio and Music Engineering](#). Several of these programs combine the humanities and the sciences or engineering in novel ways. To provide administrative support for these kinds of programs, the College created a [Multidisciplinary Studies Center](#) in 2010.

In addition to interdisciplinary programs, courses that are deliberately multidisciplinary in focus and offered recently include "The Art and Science of Time" and "Reformations of Western Thought."

Internships

Internships enable students to work in a variety of off-campus settings. Students in arts and sciences, under the supervision of a faculty member, can receive credit for their work. Recent internship placements have included the Rochester District Attorney's office, the Rochester Democrat and Chronicle, local television stations, environmental field work for the county, the Memorial Art Gallery, George Eastman House, and various financial and investment offices. In social services internships, students have worked in various programs that help emotionally and physically abused children and the developmentally disabled. With special approval, students may engage in full-time internships away from the Rochester area; examples include research projects at the Federal Reserve and at Cohokia Mounds Historical Site. Information about internships may be obtained from the [Gwen M. Greene Career and Internship Center](#). See the [Center for Study Abroad](#) for information about the many internship programs offered abroad.

e5 (formerly known as KEY) Program

Entrepreneurship education is an integral ingredient of academic activity at the University of Rochester. Prominent in this area is the [e5 \(KEY\) Program](#)

that provides selected students with the opportunity to devote one or two semesters, tuition free, to the study and practice of entrepreneurship, defined as "transforming an idea into an enterprise that generates value."

Students may propose to devote as much as an entire academic year to internships, special projects, business plan development, research into various facets of entrepreneurship, additional coursework, or analysis of how culture and public policy influence entrepreneurial activity. Any undergraduate at the University who has been accepted into a major may apply at any time prior to the spring semester of the senior year.

Senior Scholars Program

The Senior Scholars Program permits selected seniors to devote at least half of the entire final year to a single capstone project that can range from a piece of scholarly research to a work of artistic creativity. Building on the students' career through the junior year, Senior Scholar projects are marked by intellectual engagement and coherence, and by educational soundness and continuity. The projects may include coursework in addition to independent study. They carry up to 32 hours of academic credit and are composed and carried out under the supervision of faculty advisors. The Senior Scholars Program is open to students in all majors. Projects must be completed by the end of the senior year.

Summer Study

Summer Sessions at the University of Rochester gives students the opportunity to get ahead, stay on track or catch up while still enjoying their summer. With four different sessions and over 100 classes to choose from, students can earn up to 12 credits over the summer. Take advantage of summer's small class sizes while enjoying more one-on-one time with faculty. Many on- and off-campus activities take place during the summer, as well as a variety of summer study abroad programs. For more information or a complete listing of summer courses, visit www.rochester.edu/summer/ or call (585) 275-2345.

Education Abroad

Study abroad programs provide qualified students a summer, a semester, or a year of overseas study experience. Currently, more than 70 different Rochester-sponsored opportunities are available in 40 countries. Students are also welcome to take part

in programs offered by other American colleges and universities. Options include "on-location" courses taught by Rochester faculty overseas, university exchanges, internships, and traditional study abroad programs. For more information, contact the Center for Education Abroad in 2-161 Dewey Hall.

Faculty-led, on-location programs are currently offered in Bermuda, Ecuador, Haiti, Italy, France, Germany, Malawi, Poland, Russia, Spain, and England.

Rochester in Arezzo, Italy—a fall-semester program in Italian language, literature, art, and culture. Sponsored by the Department of Modern Languages and Cultures. Open to sophomores, juniors, and seniors.

London Theater Seminar—a "winter term" course offered in London and Stratford in late December to early January. Sponsored by the Department of English.

Month-long summer language courses include Italian in Procida; German in Berlin; French in Rennes (Rochester's sister city in Brittany); Russian in St. Petersburg; and Spanish in Granada, Spain or in Quito, Ecuador. Sponsored by the Department of Modern Languages and Cultures.

Other summer options include French sign language and culture, an archaeological digs in Bermuda, Italy, and Ghana, and a Malawi immersion program.

Exchange programs permit Rochester students to "trade places" with their counterparts from overseas universities. Current options are in Australia, England, Germany, Hong Kong, Japan, Korea, Macau, Poland, Peru, Singapore and Sweden.

The *Australian National University*—in Canberra offers courses in many disciplines, including science and engineering.

A top Australian university, *University of Western Australia* offers degrees in the humanities, social sciences, and STEM fields. This exchange program is available for one or two semesters of study.

At the University of Sydney, students may enroll in courses in most academic disciplines, and have the option to take part in an internship.

Audio Music Engineering students can spend a semester at Birmingham City University in their junior year.

University of Bristol—in England offers students in most disciplines the opportunity to spend a semester or academic year in this historic city.

University of Sussex, Sussex, England—a semester or one-year exchange for students in the humanities, natural sciences, and social sciences. Located in Brighton, one hour south of London.

University of York, England—a semester or one year exchange for students in the humanities, social sciences, natural sciences, and computer science.

The Chinese University of Hong Kong—is especially appropriate for engineering and social science students. Courses are offered in English.

At the *Hong Kong University of Science and Technology*—engineering majors take engineering, humanities and social science courses in English.

Students in any major can study in English at Korea's leading research university, *Seoul National University*.

Take courses in English at *The University of Macau*. Enjoy the modern campus while taking courses in all disciplines (humanities, social sciences, STEM).

At *Nanyang Technological University* in Singapore, courses in all academic disciplines, including science and engineering, are offered in English.

Meiji-Gakuin University, Tokyo, Japan—a semester or yearlong program in Japanese language and culture. Prerequisite - two semesters of Japanese language.

Jagiellonian University, Krakow, Poland—study the social sciences and humanities in English for a semester or year. Sponsored by the University of Rochester's Skalny Center for Polish and Central European Studies.

The *Pontifical Catholic University of Peru*—offers students with four or more semesters of Spanish the opportunity to take regular PUCP classes, in Spanish, with their Peruvian peers.

Uppsala University, Uppsala, Sweden—a semester or year at one of Europe's oldest universities, located 45 minutes from Stockholm. English-language courses in the humanities, social sciences, computer science, and natural sciences.

University of Cologne, Germany—a full-year program for juniors or seniors to take courses in German. Coordinated by the German section of the Department of Modern Languages and Cultures. This unique fellowship program also provides a stipend to teach English.

In addition to exchanges, universities in Israel accept visiting Rochester students in special English-language programs. The Ginsburg-Ingerman overseas program

at *Ben-Gurion University of the Negev* in Beersheva, Israel, offers full-year and semester study. The program begins with an intensive Hebrew-language course (Ulpan), and classes taught in English include such unique options as premedical studies, environmental and desert studies, health and social welfare, Israeli studies, and internships. At the *Hebrew University of Jerusalem's Rothberg International School*, students attend courses taught in English in history, politics, religion, Judaic studies, economics, and Middle Eastern languages and literatures. Those proficient in Hebrew may enroll in regularly scheduled Hebrew University courses. Engineering students may take courses in English at the Technion-Israel Institute of Technology during the spring semester.

The Internships in Europe programs are located in England, Scotland, Belgium, Germany, and Spain and are open to students majoring in a wide variety of fields. Students take coursework paired with a related internship. Semester programs are offered in all locations, and eight-week summer internships are available in all sites except Spain.

London—The *British Politics Internship program* places students as interns with Members of the House of Commons or in the Scottish Parliament, pressure groups, party headquarters, or constituency offices, where they carry out research, write speeches and press releases, and experience the workings of the British political system at close hand. Internships in law offices and other private or governmental agencies, and public policy institutes are also offered. *Business* internships are available in advertising, banking, finance, marketing, and media. *Arts* placements include institutions such as theaters, museums, galleries, and performing arts centers. Students participate in daily operations, including mounting exhibitions, helping to plan projects, and carrying out research. The *Health Science/Medical Research Internship* offers students the opportunity to work as interns either in a research laboratory in one of London's teaching hospitals, in a psychiatric treatment program, or in health care administration in a broad range of facilities.

In *Berlin*, politics interns work with Members of the Bundestag and political offices. In *Bonn*, placements are made in business, law, the arts, museums, and social service agencies. *Brussels* interns work with Members of the European Parliament. Depending on language proficiency, placements are made with MEPs from any of the European Union member nations. Business placements with multinational corporations are also

available. In *Madrid*, students are placed with political offices, businesses, and museums.

Rochester belongs to several consortia that provide access to programs through Advanced Studies in England, the *Institute for the International Education of Students (IES)* and the *Council on International Educational Exchange (CIEE)*. Through *IES*, the University of Rochester provides semester and academic year programs in Argentina, Australia, Austria, Chile, China, Ecuador, France, Germany, Ireland, Italy, Japan, Morocco, the Netherlands, New Zealand, South Africa, Spain, and the United Kingdom. *CIEE* semester or year programs are in Botswana, China, Czech Republic, France, Ghana, Hungary, Italy, Poland, Russia, Senegal, Taiwan, Thailand, and United Arab Emirates. Rochester is also a member of the *Advanced Studies in England* consortium, a semester or yearlong program focusing on British Studies in Bath, Oxford, and Stratford. The University of Rochester is also affiliated with the Danish Institute for Study Abroad (DIS) in Copenhagen and Stockholm, the Intercollegiate Center for Classical Studies in Rome, and the College Year in Athens (CYA) program, which offers courses in the social sciences and humanities focusing on ancient and modern Greece. Computer science majors can spend a semester on the AIT Budapest Programs.

Study abroad is open to all majors, and new programs are under development. The Center for Education Abroad's advising staff works closely with students to enable them to find the program best suited to their academic interests. General information meetings are held on a regular basis. Visit our website at www.rochester.edu/college/abroad/ for more information.

Take Five Scholars

The Take Five Scholars Program grants selected undergraduates a ninth semester or fifth year of study, tuition free, to supplement their regular course requirements. Students may apply any time after they have been accepted into a major through the first semester of their senior year. The program, in place for over 20 years, is designed for students who want to learn for learning's sake by designing an interdisciplinary course of study focused around a central theme or idea not related to their major that will broaden and enhance their undergraduate education.

Undergraduate Research

As a major research institution, the University actively encourages primary research by undergraduates in the natural sciences, engineering, the social sciences, and humanities. Opportunities for doing hands-on, professionally supervised research in fields as diverse as organic chemistry and medieval history are open to qualified students, both within regular courses and in special independent projects during the regular school year and in summer. For information, visit the Office of Undergraduate Research website at www.rochester.edu/college/ugresearch.

Academic Services & Information

This section is specifically for undergraduate students in the College.

Academic Advising

In addition to consulting their assigned advisors, all undergraduate students in the College are strongly encouraged to use the services of the College Center for Advising Services throughout their college careers. The professional advisors in this office assist students in arranging their programs, suggesting courses, obtaining faculty advisors, and making the unavoidable paperwork as simple as possible. Questions concerning the Rochester Curriculum (including majors, minors, and clusters), the "Take Five" Scholars Program, and the KEY Program, are answered. The Orientation Program Office is also located in the Center. Immediately adjacent, in 312 Lattimore, the Academic Services Counter serves as a focal point for satisfying quickly many routine academic inquiries, for dropping and adding courses, for making immediate appointments or walk-in arrangements to see an academic advisor, and for providing fast referrals to other offices.

Other Schools

The Margaret Warner Graduate School of Education and Human Development offers advising and information assistance related to programs in education through its Student Services and through faculty of the school.

For School of Nursing student support services, please contact the school's Student Affairs Office, (585) 275-2375.

Program Planning

One of the University's goals is to help undergraduates plan an integrated program of study that will provide intellectual satisfaction and challenge. Program planning with the help of undergraduate advisors begins during Orientation and continues throughout the students' academic career at Rochester. Discussions with undergraduate, departmental, and professional staff advisors are useful in working out a schedule of courses for a particular semester as well as an overall plan for future semesters. Many special services designed to assist undergraduate students are described below.

Extra-departmental Courses

Each semester the College offers a small number of courses that are unique or interdisciplinary in nature, reflecting the current interests of students and faculty. These courses are listed under the heading CAS in the online course schedule (CDCS).

Undergraduate Advising

Students interested in degree programs in arts and sciences work extensively with an undergraduate advisor until the end of the sophomore year, or earlier if accepted into a major. They consult with their advisors when they register for courses and consider dropping or adding any courses. Upon being admitted to a major, students are assigned a faculty advisor in that area.

Students interested in degree programs in the Hajim School of Engineering and Applied Sciences have faculty advisors from the desired majors assigned to them at the beginning of the first year and are encouraged to consult with them frequently. These faculty members will remain as the students' advisors until graduation, unless students change majors or are reclassified to another graduating class.

Program Planning Workshops

During Orientation, just prior to the start of classes in the fall, faculty members representing all academic areas in the College are on hand to assist new students in choosing courses and completing their registration. In November and in April, during the registration period, students already enrolled who have financial clearance from the bursar select their courses with the help of their advisors and register online for the following semester. Each semester, just prior to registration, the College Center for Advising Services coordinates Advising Week events where students

may obtain help in planning programs, clusters, majors, minors, and sorting out the ways in which their academic goals may be fulfilled.

Multidisciplinary Studies Center

The Multidisciplinary Studies Center in 203 Lattimore Hall is dedicated to advising students on many of the undergraduate programs that do not fit neatly into the College's departmental structure such as the majors and minors involving public health and Digital Media Studies. Other areas include Legal Studies, Sustainability, Medieval and Early Modern Studies, East Asian Studies, American Studies, and Archaeology, Technology and Historical Structures. Center staff members work closely with the faculty who oversee each program and assist students interested in exploring these unique opportunities. Academic advisors are available for curriculum planning and to answer any inquiries related to multidisciplinary programs, including many of the College's certificate programs. Students interested in creating individualized majors, minors, or clusters will find assistance here.

Tutoring Program

The Tutoring Program is administered through the Center for Excellence in Teaching and Learning. This service offers, through a carefully selected group of tutors, supplementary tutorial assistance to students based on their individual needs. The tutor's role is to help provide the students with a better understanding of the subject and to help discover and remedy the cause of the difficulty.

Students interested in tutorial assistance should begin by completing the online orientation workshop in Blackboard. There is no additional cost for individual tutoring.

Students wishing to become tutors are welcome to apply online or at the Center for Excellence in Teaching and Learning, 1-154 Dewey Hall.

Study Skills Counseling

Consultants in the Center for Excellence in Teaching and Learning, 1-154 Dewey Hall, offer help in study skills by talking with students individually and helping them to develop strategies for studying more effectively and efficiently.

Special Academic Opportunities

Students are encouraged to take courses for which they are qualified wherever the courses are offered

at the University of Rochester to fulfill academic goals. Admission to certain courses requires special permission. Usually, this means permission of the instructor, whose permission code is needed, or whose signature is then required on the registration form. Special requirements must be met in the following instances:

Affiliated Area College Courses. In the College, students who wish to take a course at one of the area colleges in order to complement their programs of study may obtain information and registration forms at the College Center for Advising Services. Grades received in approved courses are noted on the transcript, but are not used in computing the grade point average. Transfer credit is granted for courses passed with a grade of “C” or better.

Applied Music Courses at the Eastman School of Music. Students desiring to enroll in one of these courses should consult the Music Advisor on the River Campus. Application forms for applied music courses are available from the Music Office in Dewey Hall.

Audited Courses. If a student plans to participate in class sessions and work without earning a grade for a course, and without earning credit toward a degree, the course may be included in the class schedule at the time of registration. There is no extra cost for matriculated full-time students, but permission of the instructor is necessary. The audited course does not appear on the transcript.

Graduate Courses. Qualified undergraduates may, with the written permission of the instructor and the approval of their dean on a drop/add form, register for graduate-level courses. (Graduate courses in the Simon School are normally not available to undergraduates.)

Honors Seminars. Special application is required in some cases. Courses and restrictions are listed in the schedule of courses.

Independent Study Courses. Formal arrangements must be made with appropriate faculty members for these special reading or research courses. An on-line Independent Studies Form is submitted to the College Center for Advising Services at the beginning of the semester. Students are eligible to apply for one 4-credit-hour independent study course each semester. Independent study courses required specifically for a major are listed under departmental offerings. Supervised Teaching and Internships provide other kinds of independent study.

Internships. In the College, these off-campus learning experiences require that arrangements for academic credit be made by the end of the third week of the semester. A maximum of eight hours of credit for Rochester-area internships may count toward the degree. Students who obtain approval from the Internship Committee for work outside the Rochester area may receive as much as a full semester’s credit toward their degree. Admission to some programs is highly selective. Questions should be addressed to the College Center for Advising Services in 312 Lattimore Hall. Students interested in participating in internships through the Washington Center in Washington D.C. should contact the Rochester Center for Community Leadership in 107 Lattimore Hall.

The Hajim School of Engineering and Applied Sciences cooperates with private industry to provide several internships to selected undergraduates. Interns are paid for their work experience and thus do not receive academic credit. However, written evaluations of the work experience, both by the student and the employer, in some cases, do become part of the intern’s academic record. Students receive information concerning these opportunities as they become available.

Study Abroad. Information about the various programs sponsored by the University of Rochester and about other opportunities for study abroad is available in the Center for Study Abroad in Dewey Hall.

Summer School Courses. Day and evening courses in a variety of fields are offered in several sessions each summer at the University. Grades earned in these courses are calculated into the cumulative grade point average, and credit toward the degree is awarded for courses in which passing grades are earned. Information about the College’s summer sessions is available from the Office of Summer and Part-time Studies in 120 Lattimore Hall. Students also may take advantage of special opportunities to study abroad on one of Rochester’s programs. Credit for summer study at other institutions may require approval from the department offering comparable work at the University of Rochester. Approved summer work at other institutions completed with a grade of “C” or better is recorded in terms of course credit, but the grades are not used in computing the students’ cumulative average. Further information and approval forms are available at the College Center for Advising Services.

Double Majors

Students enrolled in the College may choose to pursue two majors leading to the Bachelor of Arts degree. In most instances students may do so by fulfilling concurrently the requirements determined by each of the two departments, which would include the upper-level writing requirements for each major, and by receiving written permission from the respective major advisors to pursue a double major in the other area. Questions concerning double majors, including course overlap policies, can be addressed to the College Center for Advising Services and the appropriate major advisors.

Double Degrees

Students who plan a program leading to more than one baccalaureate degree, such as the Bachelor of Arts and a Bachelor of Science, are required to meet all requirements for each degree plus an additional 8 credits and to receive approval for pursuit of these degrees from the Administrative Committee of the College. Students who wish to complete work in two areas as part of a single degree need only obtain approval for each major and for the double major (see Double Majors above).

Students interested in pursuing a Bachelor of Music degree offered by the Eastman School of Music while also pursuing a Bachelor of Arts or Bachelor of Science degree offered by the College need to be accepted separately through each office of admissions.

Minors

Students may choose to minor in one or more of the several dozen areas available to them. Students are eligible to declare a minor after they have been accepted into a major and before the end of the first semester of their senior year. Course overlap policies apply.

Abbreviations

AAS	African and African-American Studies
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ACC	Accounting
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AH	Art History
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AME	Audio and Music Engineering
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AMS	American Studies
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ANT	Anthropology
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ARA	Arabic
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ASL	American Sign Language
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AST	Astronomy
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ATH	Archeology, Technology, and Historical Structures
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BCD	Biological Sciences: Cell and Developmental Biology
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BCH	Biological Sciences: Biochemistry
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BCS	Brain and Cognitive Sciences
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BEB	Biological Sciences: Ecology and Evolutionary Biology
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BET	Bioethics
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BIO	Biology
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BMB	Biological Sciences: Microbiology
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BME	Biomedical Engineering
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BMG	Biological Sciences: Molecular Genetics
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BSB	Business
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CAS	Arts and Sciences, the College
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CGR	Classic Greek
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CHE	Chemical Engineering
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CHI	Chinese
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CHM	Chemistry
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CIS	Computers and Information Systems
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CLA	Classical Studies
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CLT	Comparative Literature
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CSC	Computer Science
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CSP	Clinical and Social Sciences in Psychology	HIS	History
CVS	Center for Visual Science	HLP	Health Policy
DAN	Dance	HLS	Health and Society
DH	Digital Humanities	IPA	Interdepartmental, Arts and Sciences
DMS	Digital Media Studies	IR	International Relations
DSC	Data Science and Computation	IT	Italian
EAS	Engineering and Applied Sciences	JPN	Japanese
ECE	Electrical and Computer Engineering	JST	Judaic Studies
ECO	Economics	KOR	Korean
EBS	Economics and Business Strategies	LAT	Latin
ED	Education	LAW	Business Law
EDU	Education	LIN	Linguistics
EE	Electrical Engineering	LTS	Literary Translation Studies
EES	Earth and Environmental Sciences	MBI	Microbiology & Immunology
EHU	Environmental Humanities	ME	Mechanical Engineering
ENG	English	MKT	Marketing
EPD	Epidemiology	MSC	Materials Science
FEC	Financial Economics	MTH	Mathematics
FIN	Finance	MUR	Music
FR	French	NAV	Naval Science
FMS	Film and Media Studies	NSC	Neuroscience
GBA	General Business Administration	NUR	Nursing
GER	German	OMG	Operations Management
GSW	Gender, Sexuality, and Women's Studies	OPE	Optical Engineering
HBS	Health, Behavior, and Society	OPT	Optics
HEB	Hebrew	PAS	Physics and Astronomy

PEC	W. Allen Wallis Institute of Political Economy
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PH	Public Health
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PHL	Philosophy
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PHY	Physics
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POL	Polish
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POR	Portuguese
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PPC	Photographic Preservation and Collections Management
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PSC	Political Science
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PSY	Psychology
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REL	Religion and Classics
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RUS	Russian
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RST	Russian Studies
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SA	Studio Arts
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SAB	Study Abroad
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SKT	Sanskrit
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SOC	Sociology
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SP	Spanish
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STT	Statistics
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TCS	TEAM Computer Science
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TEB	TEAM Biomedical Engineering
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TEC	TEAM Chemical Engineering
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TEE	TEAM Electrical Engineering
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TEM	Technical Entrepreneurship Management
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TEO	TEAM Optics
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TME	TEAM Mechanical Engineering
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WRT	Writing Program
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YDH	Yiddish
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Printable version: [Abbreviations \[PDF\]](#)