ADVISING FOLDER

College Center for Advising Services
585-275-2354

www.rochester.edu/college/advising
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Extra Section of Binder
You may wish to file your copies of your CPPR forms here, with notes from your advising meetings

Pockets:
Name-tags
Lunch ticket
Sample Drop Add Form
Postcards for Research Study

Fellowships Brochure
CETL Brochure
CARE Brochure
August 2016

Dear Pre-Major Adviser,

I look forward to working with you this year. Contained in this set of materials are a number of resources for your use during the upcoming orientation period, and the coming academic year.

Please let me know how I can be helpful to you. Much information is available at http://www.rochester.edu/College/CCAS/ (see "Adviser Resources") and in addition, watch for my emails about upcoming deadlines and programs. If at any time you have concerns about a student, please call or email me or notify the CARE Network at http://www.rochester.edu/care/.

Several years ago, I presented a workshop for school counselors titled “This Isn’t What I Thought It Would Be: Life Lessons in Independence, Resilience and Engagement.” The focus of the talk covered common challenges students experience in the transition to college. In preparation for this session, I asked current students to share their advice for new first year students. I think you will find these suggestions helpful in your advising sessions, and as you get to know your advisees during the coming year:

- Don’t worry about how people around you are doing, just focus on doing the best that you can
- There is a lot to do and it is better to sample things a bit at a time
- It’s OK to say no
- You don’t have to know everything now
- School is a full time job
- Get to know one professor really well each year
- Try something you never thought you would try
- If you think you need help, ask for it – don’t wait

Please contact me or Advising Services if questions come up. Best wishes for a great advising year!

Marcy Kraus
Dean of Freshman

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AGENDA FOR ORIENTATION GROUP MEETING
THURSDAY, AUGUST 25

♦ Freshman Advisers (Arts & Sciences): Group Meeting Time is: 10:00–11:45am (Lunch to follow) – Various Locations

♦ HSEAS Freshman Advisers: Group Meeting Time is: 10:00–11:30am (Lunch to follow) – Strong Auditorium

♦ Transfer Advisers: Breakfast, Welcome & Group Meeting Time is: 8:30-11:45am in the May Room, Wilson Commons (Lunch to follow)

**Your meeting will take place in the room assigned to you**

- You will meet with your advisees and begin to get to know them. Tell students about yourself and how you will serve as their Pre-major Adviser until they declare a major, typically during their sophomore year. (Engineering advisers are kept for all four years). Assure students that you have access to information and other knowledgeable people who you can call upon for answers to questions that you don’t know.

- Talk about the best way to reach you during Orientation. Note that some students will email you after Saturday’s registration. It will be helpful if you let them know how/when you will be responding to emails during and after registration.

- Ask the students to go around the room and introduce themselves and say a word or two about themselves.

- Talk briefly about the Orientation schedule, pointing especially to resources that are available to answer their questions throughout the next week.

- Ask students how many have completed the online Academic Honesty Tutorial in learn.rochester.edu and encourage those who have not yet completed it, to do so. Refer to the “Talking Points about Academic Honesty” handout that will be provided to you and spend time talking with your advisees about these topics. It’s important to emphasize that students should read their course syllabi carefully and always ask a professor if they have questions about what is and what is not appropriate.

- Distribute one copy of the Course Planning, Placement & Recommendations (CPPR) form to each student if available (the second copy is for you). Encourage students to review the information that is provided. Note that the information includes test scores and placement information if available, in addition to information submitted by the student. If students have a question about their placement, they should ask a Department or Program representative at the Academic Open House on Friday. If information is missing (e.g., AP scores are not listed) students should come to Lattimore 312 for assistance some time during the Orientation week or once the semester is underway.

- Transfer Advisers: Students should have received a preliminary transfer credit evaluation. Be sure to discuss the need to obtain Department Approval for courses intended to be used toward majors and minors. Department representatives will be available at Friday’s Academic Open House. Transfer
students who intend to petition in order to use a course taken at a previous institution toward fulfillment of the Primary Writing Requirement should be referred to the Writing, Speaking and Argument Program website for the appropriate petition (http://writing.rochester.edu/).

- Talk to students about the Rochester Curriculum, noting specifically the three academic divisions. Note that the Freshman Academic Handbook mailed to freshmen earlier in the summer and available online at http://www.rochester.edu/College/CCAS/ is a good resource. Transfer Students are likely to have modified cluster requirements and will have been informed of their requirements in their interim transfer credit evaluation.

- Distribute to each student a blank schedule planning form to be used, if they wish, in planning out their course schedule. Let students know that they should bring a tentative course plan with at least 5-7 classes to their individual meeting with you (later on Thursday afternoon or on Friday). Encourage students to check in advance to be sure that the courses don’t create time conflicts, and that they meet any pre-requisites. The Registrar’s website at http://www.rochester.edu/registrar/ has helpful links to the Course Schedule (CDCS) and Online Registration.

- If it’s useful to you, have students sign up for an individual appointment on the schedule provided. Individual appointments can be scheduled after your Thursday group meeting and also on Friday beginning in the morning.

- Freshman Advisers: Once your Thursday morning group meeting has ended, you are encouraged to join your students for lunch in one of the dining halls. A meal ticket noting which dining hall you are assigned to has been provided in your folder/binder. Your advisees will swipe their ID cards for lunch.

- Transfer Advisers: Lunch will be provided in the May Room on Thursday so that you can eat with your advisees after your group meeting.

- Be sure your advisees have your contact information and know where they will meet with you for your individual meetings (typically in your office)

- Adviser Changes (Into or Out of Engineering) Students whose changed interests will result in a new pre-major adviser assignment, should follow the instructions in the orientation schedule. The student should complete the online form at http://www.rochester.edu/college/CCAS/hajim-pma-change.html Students wishing to go into Engineering or make changes within engineering, should join the Hajim Group meeting at 10am. Students who wish to go out of Engineering, should complete the online form and stop by Lattimore 306A where they will meet with a peer adviser. A new pre-major adviser will be assigned via email.

AGENDA FOR INDIVIDUAL FRESHMAN ADVISING MEETINGS

- Talk to students about their tentative course plan and possible academic interests and goals. What did they do well in during high school (or for transfer students, in college)? Do they have any academic concerns? Are there new subject areas they would like to explore? Have they reviewed the advice in the Freshman Academic Handbook? Do they have a tentative schedule planned?
• Encourage students to choose courses from various disciplines during their first semester - exploration is fine! Discourage students from worrying too much about clusters right now.

• Have your Freshman Academic Handbook handy. Other useful resources include the Undergraduate Bulletin (http://www.rochester.edu/bulletin/) and the list of Majors http://www.rochester.edu/college/academics/majors.html Minors http://www.rochester.edu/college/academics/minors.html and Cluster Search Engine https://secure1.rochester.edu/registrar/CSE/. Many departments have outlined recommended course schedules for students. Students with questions about planning (particularly if they are thinking about double majors), should be encouraged to talk to a representative at the Academic Open House.

• Use your computer to check the online course schedule (CDS). Note that course registration information is not “up to the minute” so that a course that appears closed, might be open (and vice versa). The course registration information is updated overnight. See http://www.rochester.edu/registrar/ which has a number of useful links for course planning and registration. Keep in mind that some departments have placed “artificial caps” on courses to make sure that freshmen have ample opportunity to register for courses throughout the registration period.

• If you have concerns that the student’s plan might be too ambitious, encourage the student to pick some alternate courses, and remind them that the Rochester curriculum’s flexibility means that they have time to explore—there is no rush! Suggest that students consult with faculty at the Academic Open House for additional information. It is much better to start with a reasonable course load and build on that in future semesters, than take on too much in the first semester.

• Do students have questions about the information on the Course Planning, Placement and Recommendations (CPPR) form? What is their plan to complete the primary writing requirement? What questions do they have for representatives at the Academic Open House?

• All students have been provided with a math placement. Note that AP rules take precedence over other placement guidelines. With no AP scores, a placement has been made for the student on the basis of their high school records and SAT/ACT scores. Students who wish to move into a higher level Math course from 140 or 141 must take the Math placement exam that will be offered on Friday, August 26 from 3-4:30 in Hubbell Auditorium. All other students should not take the exam.

• New this year** some students have been placed into Prof. Tom Eickbush’s BIO 110 section (CRN 13347). This section will offer an additional weekly supervised study section. To better integrate the teaching of biology and chemistry, students who register for this section should be encouraged to register for CHM 131 (CRN 16662) taught by Prof. Ben Hafensteiner.

• Freshmen are permitted to register for no more than four full-credit courses and three additional credits beyond that in their first semester. Note that this means, for example, that a student could register for CHM 131 (5 credits), BIO 110 (4 credits), CHI 101 (6 credits), HIS 100 (4 credits), a two-credit dance class and a one-credit music ensemble for a total of 22 credits. Encourage students to prioritize their course choices and have 2-3 back up courses available if some of their first choice courses are not available at registration.
• Encourage students to consult the Web registration instructions
  (www.rochester.edu/Registrar) and check their address online before registration
  opens on Saturday afternoon.

• Verify that your advisees know what time to register on Saturday, Aug 27th

• Lift adviser holds, through Advisor Access (learn.rochester.edu) before
  registration begins on Saturday. Students can make changes to their course
  schedules online for the first two weeks of the semester.

HELPFUL INFORMATION AND IMPORTANT REMINDERS

• Most students will register from their residence hall room computers. Some may
  want to register for courses that require the instructor’s permission. After
  speaking with you about their interest in such a course, they should contact the
  instructor for registration permission. This “permission” comes in the form of a
  unique instructor permission “PIN” code that the instructor will give to your
  advisee if s/he is accepted into the course. Sometimes a PIN code is requested
  because a course is full. (see information below in these cases)

• Some of your advisees will be interested in taking music lessons at Eastman.
  There is a web-based application system for requesting an audition time. See
  http://www.sas.rochester.edu/mur/faq.html#lessons for detailed information.
  Additionally, the College Music Department will be available at a Q&A session
  on Thursday and at the Friday Academic Open House.

• Please visit http://www.rochester.edu/College/CCAS/ and link to “Adviser
  Resources” for a copy of the training Pre-Major Adviser Training ppt and other
  helpful information for advisers

Closed Courses:

• Students who find that a course they are interested in is “closed” should check
  during the week to see if space becomes available and/or contact the instructor to
  ask if there is a waiting list or whether they can come to the first class meeting.

• Note that students interested in a closed WRT 105/105E/105A course should not
  contact the instructors directly. There are no waiting lists for students interested in
  a closed WRT course; students should check online for availability during the
  two-week online add/drop period. If students have special concerns, they should
  be encouraged to visit the table at the Academic Open House or stop by the
  Writing Speaking and Argument Program Office in RRL G-121.

• Spaces are reserved in 100-level studio arts courses for first-year students.
  Students interested in a closed studio arts course may contact Stephanie
  Ashenfelder (stephanie.ashenfelder@rochester.edu) and should speak to the AAH
  Department at the Academic Open House.
Additional Orientation Week Resources:

- The following programs/departments have Q&A and Information Sessions during Orientation Week: Music, Biology, Chemistry, Physics, Math, Computer Science, Engineering, "Humanities and Social Sciences," Modern Languages, Pre-Health Professions, Todd Theatre.

- There will be a CSC Placement Test on Friday, August 26th at 8am for students considering CSC 172 or a more advanced alternative to CSC 161 or 171.

- The College Peer Advisers will be holding drop in advising hours in the Residence Halls and in Lattimore 124 from 8:30am – 4:30pm on Saturday.

- Financial Aid is available from 9am-4pm on Friday to assist students who have questions.

**FIRST WEEK OF CLASSES**

- Prior to the first day of classes, do check in Advisor Access that your advisees are registered for four courses that follow the plan you discussed.

- Encourage students who are undecided to "shop around" and sit in on additional classes.

- If you're not sure how to answer a question or direct a student, feel free to send them to Advising Services, Lattimore 312 or call us (275-2354) while a student is sitting with you.

- Send your advisees an encouraging email during the first day of classes and encourage them to attend the Fall Activities Fair scheduled for September 2nd and participate in Yellowjacket Weekend.
COURSES FOR CONSIDERATION, FALL 2016
https://cdcs.ur.rochester.edu/

Here are some possibilities for students to consider when they want an alternative or a fourth course, are looking to explore new or non-traditional fields, or find it would be better to explore and expand their interests than to follow a pre-determined path.

Consider an area not usually found in High School:

For example:
African and African-American Studies
Anthropology
Art and Art History
Brain and Cognitive Sciences
Classics
Dance
Digital Media Studies
Film and Media Studies
International Relations
Judaic Studies
Linguistics
Music
Philosophy
Public Health
Religion
Women's Studies

Consider a new language—or enriching an old one:

The offerings include American Sign Language, Arabic, Chinese, Classical Greek, Hebrew, Italian, Japanese, Korean, Latin, Polish, Portuguese, Russian, or Turkish—plus French, German, and Spanish. (While some courses are now full, most are not).

Consider science for non-scientists

BIO 101 Genes, Germs and Genomics: An Introduction to Modern Biology
BIO 102 Natural History: Plants and Animals in their Environment (4 credits)
BIO 104K Ecosystem Conservation and Human Society
PHY 103 Physics of Music
EAS 101-105; EAS 108 – Special introductory courses in “Engineering and Applied Sciences” with no pre-requisites. Courses include “Green Energy,” “Intro to Audio Music and Engineering,” “The Engineering of Bridges” and “Introduction to Biomedical Engineering.” For more information, visit the Hajim School of Engineering table at the Academic Open House.
Consider a "unique" topic (these are just a few examples!)

CAS 245  Literature and the Modern Environmental Imagination
CAS 150  Food Justice, Urban Farming, Social Practice
DMS 103  Essential Digital Media Toolkit
EES 251  Introduction to Geographic Info Sys
FMS 207  Hayao Miyazaki and Planet Ghibli
HIS 150  Colonial Latin America
HIS 187  Science, Magic and the Occult from Antiquity to Newton
LIN 104  Language and Culture
MTH 199  The Infinite
MUR 104  Carillon Lessons
MUR 124  Signed, Sealed, Delivered: Deals and Innovations that Changed the Music Industry Forever
PHL 103  Moral Problems
REL 164  Death, Dying and Beyond
REL 170  Religion and Hip Hop Culture
REL 189  Sexuality in World Religions

Consider a two-credit course: (A normal load is between 14 and 18 credits)

CHI 231  Asian Calligraphy (cross-listed with JPN 231)
DANCE  Many courses
ENG 178  Design for Stage Lighting
FOREIGN LANGUAGES  Various conversation courses
MUR 124  Signed, Sealed and Delivered
RST 127  Russia Now

Consider a "doing" course:

Look at Studio Arts and Dance offerings, music lessons at the Eastman School of Music, or joining a River Campus music ensemble. Check out the interesting offerings in Computer Science, Digital Media Studies and English (Debate and Journalism) that do not have pre-requisites.

Consider a course that will help a student get off to a good start in their college career:

CAS 142 Methods of Inquiry (1 credit)
CAS 170 U.S. Life: Customs and Practices (Recommended for all international students studying in the U.S. for the first time – 2 credits)

A final word:

Keep in mind that courses are only part of what we offer—don’t forget clubs, activities, athletics—including those for life and health and those to watch or play. Help students live life fully at Rochester and make Rochester fully theirs.
Health Professions Advising for the Pre-major Advisor

Where can you find pre-health advisors?
Pre-professional advising is housed in the Gwen M. Greene Career & Internship Center in 4-200 Dewey Hall.

What's the easiest way to connect with a pre-health advisor?
Send us an email at urhealthprofessions@ur.rochester.edu.

How do pre-health advisors support students?
Advisors support pre-professional students with academic planning, career exploration, gaining relevant experience and the application process.

What services do pre-health advisors provide?
Through the Career Center, advisors offer individualized appointments (scheduled online), drop-in hours, seminars, email advising and listserv newsletter.

What is pre-health anyway?
While many UR students identify themselves as “pre-med,” advisors support all pre-health fields including, but not limited to:

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<tbody>
<tr>
<td>Nursing</td>
<td>Genetic Counseling</td>
<td>Speech Language Pathology</td>
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<tr>
<td>Dentistry</td>
<td>Physician's Assistant</td>
<td>Physical Therapy</td>
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<tr>
<td>Pharmacy</td>
<td>Veterinary Medicine</td>
<td>Public Health</td>
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Do students really have to major in Biology?
No. If they want to, great! If not, so long as students complete the pre-requisites for their field and standardized test, students can major in ANYTHING.

Where can I find the pre-reqs?
Pre-reqs can vary, even from school to school, so be sure to refer students to a pre-health advisor in the Career Center. For pre-med requirements, please visit: http://www.rochester.edu/college/health/academics/pre-req.html.

What's a good schedule? What else should I know?
See page 2 and remember: students perform better when they spread their pre-reqs out over 3-4 years.

How can I learn more about pre-health advising?
Visit our website at: http://www.rochester.edu/college/health/.

The Bottom Line
We often hear that advisors are fearful of telling pre-health students the “wrong” information. The good news is, in our experience, the only bad advice a student can get would be to plan a schedule they can’t be successful in. And even if a student does struggle, there is always a way to adjust and bounce back. Even medical schools understand a difficult semester. We advise students to take one semester at a time and assess as they go. There is a lot more freedom and flexibility than students think!
Here are some pointers to keep in mind as you work with students:

AP/IB credit
- If a student receives credit for AP or IB coursework, then they should select the next level up in that content area. Most professional schools do not accept AP credit, so students need to keep going with their coursework.
- Can always adjust if student is struggling.

S/F, Withdraw
- 1 or 2 W's do not look bad on a transcript but patterns do.
- Avoid S/F on pre-reqs, if possible. The student will need to reveal grade and that can pose some challenges down the road.

Repeats
- UR policy: a course cannot be repeated if the student earned a grade of C or better.
- If course is repeated, the application service might use BOTH grades in the GPA.
- Might be better to accept the lower grade and do well in an upper-level course.

And those sample schedules you requested, here are just a few for FRESHMEN year:

For additional sample schedules, please visit: http://www.rochester.edu/college/ccas/health/

**Fall**

Students undecided about a major:

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<tr>
<th>CLUSTER</th>
<th>BIO 110</th>
<th>MTH 141/61, 142/62</th>
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<tr>
<td>CHM 131/171</td>
<td>CHM 132/172</td>
<td>summer or next year</td>
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<td>WRT 105</td>
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<td>BIO 111 next year</td>
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OR

| CHM 131/171 | CHM 132/172 | BIO 110, 111 next year |
| MTH 141/161 | MTH 142/162 |                      |
| CLUSTER    | WRT 105    |                      |
| xxx        | xxx        |                      |

Students interested in Public Health major:

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<tr>
<th>PH 103</th>
<th>PH 101</th>
<th>MTH 141/61, 142/62</th>
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<tr>
<td>CHM 131/171</td>
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<td>WRT 105</td>
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Students interested in Biology major (i.e., B.S. with track in Neuroscience):

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Students interested in Biomedical Engineering:

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<th>CHM 131</th>
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<tr>
<td>MTH 161</td>
<td>MTH 162</td>
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<td>WRT 105</td>
<td>CLUSTER</td>
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<td>BME 101</td>
<td>PHY 121</td>
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PRE-REQUISITE COURSES FOR MEDICAL, DENTAL AND VET PROGRAMS

Below are options for students to consider in order to fulfill pre-requisite coursework for health professions programs. Please note that this is not an exhaustive list and it is always best to speak with an advisor to determine which options make the most sense for you. Please also refer to our Sample Schedules.

**Biology:** One year of laboratory-based Biology coursework (at UR, you will need to take THREE semesters of Biology in order to fulfill the laboratory requirements).

- **Option 1:** BIO 110 → (BIO 111 OR 115)/BIO 117P→(BIO 190 OR 198)/BIO 198P
- **Option 2:** BIO 112 → BIO 113/BIO 117P→(BIO 190 OR 198)/BIO 198P (with AP Bio Credit)

**Chemistry:** Competency in laboratory-based inorganic chemistry (often met by, but not limited to, introductory chemistry courses) and organic chemistry. **Requirements vary** from school to school.

- **Option 1:** CHM 131/CHM 131 Lab → CHM 132/CHM 132 Lab → CHM 203/CHM 207 → CHM 204/CHM 208
- **Option 2:** CHM 132/CHM 133 Lab OR CHM 137/CHM 137 Lab → CHM 203/CHM 207 → CHM 204/(CHM 208 OR CHM 210) → BIO 250/(BCH 208 recommended)
- **Option 3:** CHM 171/CHM 173 → CHM 172/CHM 210 → CHM 211 → BIO 250/(BCH 208 recommended) (with AP Chemistry credit & Chemistry major)

**Biochemistry:** One semester

- BIO 250 with or without BCH 208 depending on chemistry requirements as described above.

**Physics:** Two semesters with lab (level of coursework will depend on AP credits and MTH placement).

- **Option 1:** PHY 113/PHY 113 Lab → PHY 114/PHY 114 Lab
- **Option 2:** (PHY 121 OR PHY 118)/PHY 121 Lab → PHY 122/PHY 122 Lab
- **Option 3:** PHY 141/PHY 141 Lab → PHY 143/PHY 143 Lab (→ PHY 142/PHY 142 Lab)-For Physics majors
- **Option 4:** PHY 122/PHY 122 Lab → PHY 123/PHY 123 Lab

**Math:** Generally, one semester of calculus and one semester of statistics. Level and specific number of calculus courses will depend on math placement and pre-requisites needed for physics.

- **Option 1:** MTH 141 → MTH 142 → MTH 143; STT 211 OR STT 212 OR STT 214
- **Option 2:** MTH 161 → MTH 162; STT 211 OR STT 212 OR STT 214
- **Option 3:** MTH 162; STT 211 OR STT 212 OR STT 214
- **Option 4:** MTH 164 OR MTH 171 → STT 211 OR STT 212 OR STT 214

**Psychology/Sociology:** In 2015, the MCAT was revised and now includes a new section addressing the psychosocial contexts of health. For that reason, while this is not the only way to prepare for the MCAT, we strongly encourage students to consider a cluster from those given below. This is not an exhaustive list, and which cluster is most appropriate will vary between individual students.

- **S1PH001** - Introduction to Public Health
- **S1PH002** - Health Policy
- **S1PH003** - Health, Environment and Sustainability
- **S1PH004** - Medicine in Context
- **H1PH001** - Bioethics
- **S1CSP009** - Social/Emotional Development
- **S1CSP004** - Social Psychology
- **S1CSP006** - Psychology as a Social Science
- **S1CSP001** - Psychopathology
- **S1CSP003** - Psychology of Motivation
- **S1CSP008** - Personality Psychology
- **S1CSP007** - Psych. of Developmental Disabilities

**English:** Completing the primary (WRT 105 OR WRT 105E OR (WRT 105A AND WRT 105B)) and the upper-level writing requirements of a major will satisfy most English requirements.
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Thursday August 25th
Friday August 28th

9:00 AM _______________ 12:40 _______________
9:20 _______________ 1:00 _______________
9:40 _______________ 1:20 _______________
10:00 _______________ 1:40 _______________
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10:40 _______________ 2:20 _______________
11:00 _______________ 2:40 _______________
11:40 _______________ 3:00 _______________
12:00 PM _______________ 3:20 _______________
12:20 _______________ 3:40 _______________
What constitutes academic dishonesty at the University of Rochester?

Academic dishonesty can involve a wide range of offenses. Our policy lists several types of offenses, including receiving, using or having access to unauthorized aid; giving unauthorized aid; plagiarism; misconduct in group projects; fabrication and falsification; denying others access to information or material; misuse of a student’s username and password; and impeding the investigation or conduct of any Board on Academic Honesty matter.

Examples include (but are not limited to):

- **Plagiarism**
- Copying papers, online answer keys, or answers on exams, or allowing others to copy your work
- Any other act that represents someone else's work as your own
- Hindering the use of or access to library materials, such as the removal of books from the libraries without formally checking out the items, or the intentional hiding of materials, or the refusal to return reserve readings to the library, etc.
- Obtaining an exam prior to its administration, or using unauthorized aid during an examination
- Altering answers on graded exams and submitting them for re-grading
- Copying data from other students' labs or research projects or allowing others to copy your data
- Using labs, papers or assignments from previous semesters or from other students and submitting them for credit
- Turning in identical work on collaborative assignments
- Giving or receiving inappropriate help or feedback on written assignments
- Unauthorized recording, distribution or publication of lectures or other course-related materials
- Using another student's username or password for online logins, or permitting such use
- Giving false information or false alibis to the Board on Academic Honesty
- Forging signatures or falsifying information on academic or medical forms

Academic dishonesty is not limited to those offenses listed above. If you're not sure whether what you're doing constitutes academic dishonesty, ask your instructor or Rachel Remmel, the Academic Honesty Liaison. Ask via e-mail if possible, and save a copy of the response.
Talking Points About Academic Honesty

1. Open the conversation about academic honesty by personalizing the importance of this core value of an academic community and what it means to you. How do you uphold this value in your work? Have you ever been affected by someone else’s dishonesty? Mention that according to representatives of our Career Center, honesty, integrity and ethical behavior are the top qualities that employers look for in hiring new employees. Mention or ask for examples of newsmakers who have been found responsible for dishonest behavior—real world consequences.

2. Ask students to brainstorm examples of academic dishonesty. There is no need to go through all of these, but perhaps highlight a few that your advisees don’t identify.
   - Plagiarism
     - Copying papers, online answer keys, or answers on exams, or allowing others to copy your work
     - Any other act that represents someone else’s work as your own
     - Hindering the use of or access to library materials, such as the removal of books from the libraries without formally checking out the items, or the intentional hiding of materials, or the refusal to return reserve readings to the library, etc.
     - Obtaining an exam prior to its administration, or using unauthorized aid during an examination
     - Altering answers on graded exams and submitting them for re-grading
     - Copying data from other students’ labs or research projects or allowing others to copy your data
     - Using labs, papers or assignments from previous semesters or from other students and submitting them for credit
     - Turning in identical work on collaborative assignments
     - Giving or receiving inappropriate help or feedback on written assignments
     - Unauthorized recording, distribution or publication of lectures or other course-related materials
     - Using another student’s username or password for online logins, or permitting such use
     - Giving false information or false alibis to the Board on Academic Honesty
     - Forging signatures or falsifying information on academic or medical forms
     - Sharing/misuse of NetID and password.

Retrieved from (http://www.rochester.edu/college/honesty/undergraduates.html)
3. Ask students if they have completed the Academic Honesty Tutorial in learn.rochester.edu as part of online orientation for the Class of 2020. A sample portion of the tutorial follows. **Students who have not completed it, should be asked to complete it prior to registration and to email you when they have done so.**

4. Distribute the hard copy of the orientation **Academic Honesty Policy** summary sheet. Call to their attention: (1) that they should read their course syllabi and materials carefully to be sure that they understand their professors’ expectations and always consult with their professors if they have questions, and (2) that ignorance of the policy is not a valid excuse if a student is found to be responsible for academic dishonesty.

5. Ask your advisees to brainstorm situations involving possible academic dishonesty and encourage a discussion of them focusing on a range of responses. Perhaps lead in by asking if they confronted or witnessed incidents of dishonesty in high school. Here are some situations to prime the pump.
   - a friend asks you to look over an essay to proofread it;
   - a friend asks to see your completed essay, lab report or math problem set as a “guide” to doing it him/herself;
   - you don’t have time to go back and complete your citations for a paper that is due within the next hour or so;
   - when discussing how to solve a problem or analyze data from a lab, you take notes (written or on computer) or copy your partner’s solution to refer to later;
   - in a lab you conduct the experiment and collect all the data as a team. The lab report is to be your independent work. How much can you collaborate on the written report?
   - you are pressured to do something that you know is dishonest to “help” a friend. What might be the consequences of agreeing? Of refusing?
   - you witness others cheating during an exam. What can you do?

**Academic Honesty Tutorial sample**

1. If you can tell that your lab data are incorrect, it is OK to substitute correct lab data from a classmate as long as you write up your own lab report.

False. This is falsifying lab data because you did not collect the data yourself and have written a lab report claiming that you did. You must complete your own honest work and not take credit for the work of others.
2. You have violated the academic honesty policy if you ask a friend to drop off your assignment for you because you can't make it to class, and the friend copies your assignment without your knowledge or permission. True. You are responsible for taking reasonable measures keep your work to yourself, and you gave your friend access to your work and thereby provided unauthorized aid to your friend. Both you and your friend violated the academic honesty policy.

3. If your instructor says that you should only consult the instructor and teaching assistant for help on an assignment but office hours are over, it is OK to look up information on the internet because it is the same as consulting the instructor or teaching assistant during office hours. False. The instructor ruled out outside sources and help except from the instructor and teaching assistant, so consulting the internet is an academic honesty violation. Be sure to start your work early so that you can take advantage of office hours when you need them.

4. If you give your NetID and password login information to a friend so that your friend can register you for your classes and your friend does only what you asked, you have violated the academic honesty policy. True. Sharing your NetID and password login information is an academic honesty violation because it gives others unpermitted access to academic resources.

5. Even minor academic honesty violations can jeopardize your chances of getting into graduate school. True. While academic honesty violations carry immediate penalties ranging from a zero on the assignment plus a reduction in course grade all the way up to expulsion, students also are often asked to report academic honesty violations on application forms. Many graduate schools ask specifically about academic honesty violations, as do internal application forms for employment and leadership opportunities at the University of Rochester, such as study abroad, residence advisor, and lab and teaching assistant work. In other words, your violation could cost you valuable opportunities in the future in addition to any immediate penalty.

6. It is an academic honesty violation to fake an excuse to your instructor, such as pretending to be sick or to have a conflict, in order to avoid an assignment deadline or a course session. True. You have lied to your instructor to gain an unfair advantage over other students who met the course deadlines and attendance expectations. Lying to your instructors is an academic honesty violation, and the consequences are far worse than missing a deadline or a class meeting.

7. It isn't an academic honesty violation if you didn't intend to cheat but just didn't understand the rules.
False. You are responsible for knowing the academic honesty policy, as well as the specific academic honesty rules for each of your courses and assignments. If you aren't sure what the rules are, then consult the academic honesty policy, your course materials, and your instructor. If your instructor is not available to answer your questions, assume that you must complete your work independently without outside resources. You should always give full citations for all outside material that you use in your assignments, which means an in-text citation, a full bibliographic entry, and, for borrowed exact words, quotation marks as well.

8. It is OK to have a cell phone on your desk during your exam if it is switched off or if you are only using it to check the time.
False. If an instructor has announced that no outside materials and/or cell phones are permitted during an exam, then even having a switched-off cell phone on your desk is an academic honesty violation. Instructors typically ban cell phones because there is no way to ensure that students keep them turned off or use them in a limited way such as only checking the time. Cell phones should be turned off and stored inside closed bags during exams.

9. If you allow your friend to copy your homework, the worst thing that can happen is that your friend will get a zero on the assignment.
False. If you allow a friend to copy your work, both you and the friend have violated the academic honesty policy by giving or receiving unauthorized aid.

If this were a first offense, both students would face penalties that range from a minimum penalty of zero on the assignment plus a reduction in the overall course grade (B to C, for example) to a failing grade in the course, a failing grade in the course marked on the transcript as due to academic dishonesty, up to four semesters of suspension, and expulsion. Second offenses often result in suspension, and third offenses always result in expulsion.

In addition, academic honesty violations carry additional consequences. You can't take the course pass/fail, and you can't withdraw from the course. You will also need to report the violation on application forms that ask about academic honesty violations, including external applications for many graduate schools and internal applications for privileges and leadership opportunities at the University of Rochester, such as studying abroad, working in a lab, serving as a residence advisor, and others. In other words, your violation could cost you valuable opportunities in the future in addition to any immediate penalty.

10. If your instructor gives you an online authorization code to allow you to enroll in a full course section and you share the code with your friend, you have violated the academic honesty policy.
True. The instructor only gave permission for you to add the section, not your friend. You gave the code to your friend, which means you were pretending to be the instructor in order to give your friend an unfair advantage over other
students who did not have the code. Both you and your friend violated the academic honest policy

11. True/False Question: The student's adaptation of the source text is acceptable.

Source text
"Dishonest behavior not only jeopardizes the welfare of academic communities and violates the rights of its members, it can also tarnish the reputation of the institution and diminish the worth of the degrees it grants" (Fishman 18).


Student Adaptation
Academic dishonesty not only harms academic communities and undermines community members' rights, it also tarnishes the reputation of a university and diminishes the value of its degrees (Fishman 18).

False. This adaptation is unacceptable.

1) The student used some exact words without quotation marks, such as "tarnish[es] the reputation."

2) The student's version is too close to the original, including chunks of exact words, identical phrases except for swapped-out synonyms, and the same sentence structure as the original.
If you got this question wrong, you should read the following websites and make an appointment to review patchwriting with the Writing, Speaking, and Argument Program when you arrive in Rochester.
http://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing
http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054

12. You need to cite images that you found on the internet and added to your oral presentation powerpoint.
True. All outside material, including images, needs a full and correct citation that would allow the listener, viewer, or reader to identify exactly which parts of your presentation are outside material and to locate the exact source of all outside material you used.
13. It is OK to use computer code that you find on the internet or get from a friend because it is normal working practice in computer science to use freely available standard computer code and to collaborate. False. Like any other source material that you got from someone or somewhere else, you cannot borrow computer code from the internet or a friend and claim that the work is your own. You need to write your own code. If consulting outside sources is permitted on your assignment, you need to acknowledge the source of that code with proper citations.

14. You don't need to cite class slides or class lectures, since that is part of the course. False. You must cite all material that was not your own idea, including class material such as lectures and slides.

15. You cannot submit a paper you already wrote in one course to fulfill an assignment in a second course without the permission of the second course's instructor. True. Since you already received credit for the work in one course, submitting the same work to fulfill a different assignment in a second course is academically dishonest unless you have permission from the second instructor.

16. Your citations are complete once you have listed every source you used in your bibliography. False. Listing your sources in your bibliography is only one part of complete and correct citations. The goal of citation is to identify each time you use outside material in your assignment (which requires in-text citations with a page number) and to allow your reader to find the exact source of that material (which requires a bibliographic record). That means that you always need two and sometimes need three elements for a complete citation: 1) an in-line citation, 2) a bibliographic entry, and, 3) for exact quotations, quotation marks.

17. If you can't see any way to complete your assignment honestly and on time, then the best choice is always to complete as much honest work as you can by the deadline and to contact your instructor to discuss the rest. True. There are always better alternatives to turning in dishonest work. Instructors often can make alternative arrangements for students who are struggling. Even if your instructor can't offer alternatives for that particular assignment, your instructor can connect you with additional academic support and help you develop a plan for completing your future work. Plus, you will have avoided an academic honesty violation with painful penalties and consequences.

18. If your instructor assigns an ungraded draft as part of your final paper assignment, the draft needs to have complete and correct citations. True. All assignments must have complete and correct citations. It does not matter whether they are graded or ungraded or whether they are drafts or final versions.
Plus, it is a good habit to add citations to your assignments at the exact moment when you add outside material to your assignment to make sure that you don't forget to go back and add a citation later—or forget where you got the material.

19. I don't need a citation when I have put a source completely in my own words.
False. All outside material needs an in-text citation and a full bibliographic record. If you are quoting exact words, you also need quotation marks around the exact words.

The goal of citation is to identify each time you use outside material in your assignment (which requires in-text citations with a page number) and to allow your reader to find the exact source of that material (which requires a bibliographic record). That means that you always need two and sometimes need three elements for a complete citation: 1) an in-line citation, 2) a bibliographic entry, and, 3) for exact quotations, quotation marks.

20. It is OK to hire an editor to improve the mechanics of your paper such as spelling and grammar.
False. It is an academic honesty violation to hire an editor to improve your work, even if the editor is only improving a paper's mechanics. The editor would be contributing to the creation of the paper, and you would be getting the credit for the editor's work. Instead, go see the writing tutors in the Writing, Speaking, and Argument Program, who are specially trained to provide feedback and help that follows the academic honesty policy. You might also find it helpful to consult the WSAP guidelines for offering and receiving feedback on papers in an academically honesty way.
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*common exams only

Revised 9/25/2014
Instructions for Adviser ACCESS

Adviser ACCESS is a web-based system that will allow you to access important academic information about your advisees. The address is www.rochester.edu/registrar. Click on the Quick Link UR ACCESS Plus! Click on Advisor UR ACCESS Plus.

The startup screen will offer several useful live links to course descriptions, schedules and clusters.

Enter your NetID and Password on the my.rochester.edu page and click Login. Select the Advisor Access tab at the top of the page. Select a year/term from the drop down menu and you can display either individual advisees or ALL advisees. Once you have made this selection, the screen shows each advisee ID, name, class, registration status, phone number and e-mail address. As of the start of classes, your advisees’ photos should also be available. (Select Display Images under the date at the top of the page.)

The student ID is an active link that will take you to a screen that will allow you to see the advisee’s academic history by either semester or subject, his or her course schedule, and any 'holds' that might limit the student's ability to register.

Revised: 7/2016
**OnBase for Pre-Major Advisers**

**Overview:**

OnBase is the software that is used as the *interface for documents* that are part of the official undergraduate student record. These records contain documents that include application materials, form letters, major forms, minor forms, add/drop forms, and any other documentation that is submitted by the student. The record is maintained by the Office of Undergraduate Student Records, which is part of the College Center for Advising Services.

Pre-major advisers are allowed to access portions of this record for reference in advising a student. The student record is *confidential* per the 1974 Family Educational Rights and Privacy Act (see Confidentiality of File: [http://www.rochester.edu/college/cas/AdviserHandbook/Confidential.html](http://www.rochester.edu/college/cas/AdviserHandbook/Confidential.html)). Please do not share contents of the file with any other party, including the student, parents, instructors, or any other party that is not in some way designated as an adviser to the student. Students can be referred to the Supervisor of Records, John Ballou, if they have questions about viewing or receiving documents from their file.

**Logging into OnBase:**

1. OnBase is accessible through the University of Rochester's website. First, you **must be on a computer connected in one of the following ways:**
   - Connected to the University of Rochester's network via wired Ethernet. (i.e. a desktop in your office)
   - Logged into URWireless using Internal_Secure connection. (instructions: [http://tech.rochester.edu/wireless-instructions/](http://tech.rochester.edu/wireless-instructions/))
   - Logged in remotely using a VPN with Duo Client (instructions: [http://tech.rochester.edu/services/remote-access-vpn/](http://tech.rochester.edu/services/remote-access-vpn/))

2. Several browsers have been tested. The list below is not comprehensive, so you may find an internet browser that works beyond this list. If you cannot get your preferred browser to work, please try one of these: **MAC:** Google Chrome Version 51+; Firefox Version 45+; **PC:** Internet Explorer Version 11+, Google Chrome 51+.

3. Go to the following url: [https://its-obweb15-wp1.ur.rochester.edu/AppNet/Login.aspx](https://its-obweb15-wp1.ur.rochester.edu/AppNet/Login.aspx)

4. You should end up on a screen like the one pictured. Enter you **NETid and password** (the same one you use for URWireless or HRMS). At this stage you will likely need to **turn off your pop-up blockers** for this website depending on your settings and browser. You might also get some messages about updating or downloading Active-X components which is fine to allow.
5. Once logged in, you should see a screen with two panes. The left column should have an area that lists a Custom Query called “AS – PRE-MAJOR ADVISER”. See picture below.

6. Click on the line that says “AS - PRE-MAJOR ADVISER” and two drop-downs will appear as well as a confidentiality warning. You will use the first drop-down box called “WF-PreMajorAdviser”. Click on the drop-down box and scroll down to find your name.

7. Then click Return/Enter or click on the binoculars icon in the bottom left corner.
8. A list of your advisees should **now appear** across the top of the top right pane. If you double click on one of the names, the “Student Summary Sheet” should then appear in the bottom right pane. See picture below.

9. The “**Student Summary Sheet**” will have some basic demographic information about your advisee. There are tabs called “Student Info,” “Contact Info,” “Extra,” and “Student History” which can be clicked through.

10. To see application materials, or other documents that have been saved in the student record, click on the **Folder** button in the upper right corner to the right of the words, “Student Summary Sheet.”

11. A new window will display listing documents that are in the student’s record. You can double click on the name of any of those documents to display them. If you only see a new window open with the Student Summary Sheet displaying, please email John Ballou at john.ballou@rochester.edu with the name and ID of the student so he can locate the missing documents.
12. To log out, go back to the original window, and under the dark blue bar with the word “OnBase” in white, you will see the log out button just underneath in the green bar.

Trouble:

If you have trouble with these instructions, there is a video of this tutorial that may be of help on the intranet in “Documents” in the folder “Academic Advising” called “OnBase for Pre-Major Advisers Video” at: https://www.rochester.edu/asei/

If you have further questions you can contact Supervisor of Records, John Ballou, at john.ballou@rochester.edu or x59089.

8/5/16
Important Links 2016-17

Links to undergraduate majors, minors, and certificates
http://www.rochester.edu/college/academics/majors.html

Resources for Pre-Major Advisers
http://www.rochester.edu/college/advising/

Office of the University Registrar and Adviser UR Access Plus
http://www.rochester.edu/registrar/access.html

College Center for Advising Services
http://www.rochester.edu/college/CCAS/

Center for Excellence in Teaching and Learning
https://www.rochester.edu/college/cetl/

Cluster Directory and Search Engine
http://secure1.rochester.edu/registrar/CSE/index.php

Multidisciplinary Studies Center
https://www.rochester.edu/college/msc/

UR Sophomore website
http://www.rochester.edu/college/sophomores/

Writing, Speaking, and Argument Program
http://writing.rochester.edu/

Orientation information for freshmen, transfers and parents
https://www.rochester.edu/college/orientation/

Financial Aid and Admissions Office
http://enrollment.rochester.edu/financial-aid/

Center for Study Abroad and Interdepartmental Programs
https://www.rochester.edu/College/abroad/

University Counseling Center
https://www.rochester.edu/ucc/

University Health Center
https://www.rochester.edu/uhs/

Authorized Signature List
http://www.rochester.edu/college/CCAS/students/curriculum/authsign.html
IMPORTANT DATES

August 31, 2016 (Wednesday)  Classes begin at the College.

September 05, 2016 (Monday)  Labor Day (no classes).

September 21, 2016 (Wednesday)  Last date for students in the College to add 4-credit independent study courses.

September 28, 2016 (Wednesday)  Last date for students in the College to have courses deleted from current program.

October 17, 2016 (Monday)  Fall term break (10/17 - 10/18).

October 19, 2016 (Wednesday)  Classes resume.

October 31, 2016 (Monday)  Undergraduate program advising (10/31 - 11/4) in the College.

November 07, 2016 (Monday)  Undergraduate registration begins.

November 17, 2016 (Thursday)  Last day to declare S/F or withdraw from courses for undergraduates in Arts, Sciences, and Engineering.


November 28, 2016 (Monday)  Classes resume.

December 05, 2016 (Monday)  Last date for first-semester freshmen and transfer students in the College to declare the S/F option.

December 13, 2016 (Tuesday)  Classes end.

December 14, 2016 (Wednesday)  Reading period begins (optional by college or school offering course).

December 16, 2016 (Friday)  Reading period ends.
December 17, 2016 (Saturday)  Final examinations (12/17 - 12/22).

December 22, 2016  Winter recess begins at end of examinations. (Thursday)

January 18, 2017  Classes begin at the College. (Wednesday)

February 07, 2017 (Tuesday)  Last date for students in the College to add 4-credit independent study courses.

February 14, 2017 (Tuesday)  Last date for students in the College to have courses deleted from current program.

March 11, 2017 (Saturday)  Spring recess (3/11 - 3/19) begins.

March 20, 2017 (Monday)  Classes resume.

March 27, 2017 (Monday)  Undergraduate program advising (3/27 - 3/31) in the College.

April 03, 2017 (Monday)  Undergraduate registration begins.

April 11, 2017 (Tuesday)  Last day to declare S/F or withdraw from courses for undergraduates in Arts, Sciences, and Engineering.

April 25, 2017 (Tuesday)  Last date for first-semester freshmen and transfer students in the College to declare the S/F option.

May 03, 2017 (Wednesday)  Classes end.

May 04, 2017 (Thursday)  Reading period begins at close of classes (optional by college or school offering course).

May 07, 2017 (Sunday)  Reading period ends.


May 19, 2017 (Friday)  Commencement Weekend (5/19 - 5/21).

May 22, 2017 (Monday)  5/22 - 8/11 Full summer session (12 weeks).
5/22 - 6/16 First four-week session.
5/22 - 6/30 First six-week session.

May 29, 2017 (Monday)  Memorial Day observed. No classes.

July 03, 2017 (Monday)  7/3 - 7/28 Second four-week session.
                        7/3 - 8/11 Second six-week session.

July 04, 2017 (Tuesday) Independence Day observed. No classes.
Welcome to the College Center for Advising Services in Lattimore 312
Access to Services
Phone: 585-275-2354 / Fax: 585-461-5901 / E-Mail: cascas@ur.rochester.edu
Website: http://www.rochester.edu/College/CCAS

Knowing how to seek information or advice from the people in the College Center for Advising Services (CCAS) can help you make the best use of your time. Five kinds of services established to meet undergraduates' needs are available to you.

5-10 Minute Walk-in Meeting. Questions that are specific to you and that are likely to be resolved quickly may be addressed to an adviser in Lattimore 312 during walk-in hours. For example: “Can I talk to an adviser about my degree audit?” “Which of these courses from xxx University transfer to my record here?”

➤ Hours: 1:00 to 4:00pm, Monday through Friday.
➤ How do I get this service? Give your name to the front desk in Lattimore 312.
➤ How long will I have to wait? At busy times of the year you may wait for half an hour. At other times, 5-10 minutes is more the rule.
➤ How long is the interaction? Five to ten minutes with the adviser.
➤ Who do I see? You will see the next available adviser, unless you have requested to see a specific adviser.

Appointment. Concerns that are more far-reaching are best addressed during a 30-minute appointment. For instance: “I want to change my intended major; how can I begin planning?” “I'm having a lot of difficulty with one of my courses. What are my options?”

➤ Hours Open: 9 to 12, 1 to 5, Monday through Friday.
➤ How do I get this service? Ask for an appointment at the front desk in Lattimore 312.
➤ How long will I have to wait? Anywhere from one day to a week or two, depending on the time of year and the flexibility of the situation.
➤ How long is the interaction? Up to 30 minutes with the adviser.
➤ Who do I see? For general advising, you may see any of the professional staff advisers or the adviser of your choice. For specialized advising (Take Five or Independent Studies) you will be given an appointment with the proper adviser.

Academic Services Counter. Questions of an everyday nature that are not specific to you are appropriately addressed to the staff member at the Counter in the lobby. For example: “When is the deadline to drop a course?” “Who should I see to declare my major in Psychology?” “Can I have a drop/add form?”

➤ Hours: 12 to 1pm (lunch hour), Monday through Friday. The front desk inside Lattimore 312 is open from 9 to 12 & 1 to 5. (The Academic Services Counter is closed during the summer & between Fall & Spring semesters).

Email Advising. If you have questions of a general nature, or specific but not confidential, send an e-mail message.

➤ Hours: any time of the day or night.
➤ How do I get this service? Address your request to mail to: cascas@ur.rochester.edu
➤ How long will I have to wait? Normally, responses are sent within a day.
➤ Who will respond? An experienced adviser.

(Over)
Academic Records Counter. Questions that are specific to your College file may be asked of staff at the Records Counter. (Ask first at the Lattimore 312 front desk; you’ll be directed to the Records Counter if that is appropriate). For instance: “Has my grade for last semester’s course in xxx been submitted? Has my transcript from xxx college arrived?”

- Hours: 9 to 12, 1 to 5, Monday through Friday.
- How do I get this service? Come to the Records Counter at the back of Lattimore 312.
- How long will I have to wait? Usually no time at all.
- How long is the interaction? Just long enough to answer your question.
- Who do I see? One of our specially trained Records staff members.

We’re here to help you Monday through Friday, 9 a.m. to 5 p.m. Call us at 275-2354. You can get answers to questions about any of these areas at the College Center for Advising Services.

- Adding and dropping courses
- Advanced Placement credit
- Clusters
- Comment Forms
- Dean’s signature/approval
- Graduate-level course approval
- Inactive Status
- Incomplete Grades
- Independent Study
- Intercollegiate registration
- International Baccalaureate credit
- Letters of recommendation, verification
- Major/minor/clusters declaration forms
- Orientation (freshman, parent, transfer)
- Overload approval
- Part-time status
- Peer Advising
- Petition for exceptions to policies
- Phi Beta Kappa information
- Praise forms
- Prizes in the College
- Probation Advising
- Program planning
- Reclassification
- Repeat courses
- Rochester Curriculum
- Science Sequence Courses
- Satisfactory/Fail option
- Summer school course approval
- Take Five Scholars Program
- Transfer credit
- Underload approval
- Withdrawal from the College

FOR INFORMATION ABOUT THE FOLLOWING AREAS, VISIT THE MULTIDISCIPLINARY STUDIES CENTER IN DEWEY 4209-B http://www.rochester.edu/college/mse/ 585 276-5305

Certificates
American Studies
Digital Media Studies
East Asian Studies
Public Health-related Programs
Archaeology, Technology & Historical Structures
Individualized majors, minors, and clusters

FOR INFORMATION ABOUT THE FOLLOWING AREAS, PLEASE DIRECTLY CONTACT THE UNDERGRADUATE BUSINESS ADVISER, Hillary Tatar at hillary.tatar@rochester.edu

Undergraduate Business Programs
KEY Program

FELLOWSHIPS OFFICE LOCATED IN 4209-B DEWEY HALL / 585-276-5869

FOR INFORMATION ABOUT STUDYING ABROAD, VISIT THE CENTER FOR EDUCATION ABROAD IN DEWEY 2-161
http://www.rochester.edu/college/abroad/
585-275-7532
- Study abroad
- Senior scholars

FOR HEALTH PROFESSIONS ADVISING
http://www.rochester.edu/college/health/