ADVISING FOLDER

College Center for Advising Services
585-275-2354

www.rochester.edu/college/advising
TABLE OF CONTENTS
Fall 2017

Orientation Week Resources
1. Table of Contents
2. Welcome Letter
3. Sample Agenda for Advising Meetings
4. Courses for Consideration
5. Pre-med Scenarios
6. Appointment Sign-up Sheet
7. CPPR Forms
8. Academic Honesty Information/Talking Points About Academic Honesty
9. Scheduling Worksheet
10. Sample Eight-Semester Planning Worksheet

Web & Technology
11. OnBase Training Information
12. Important Links

Adviser Resources
13. Important Dates
14. CCAS Access to Services
15. Advisor Compensation Information
16. Communicating with Parents
17. English for Academic Purposes Program (EAPP) Program Information
18. Education Abroad Information
19. Center for Entrepreneurship Information
20. Communal Principals
21. Undergraduate Advisor Confidentiality Agreement
22. Writing, Speaking & Argument Program
23. Career and Internship Center Information

Student Life Resources
24. List of Student Organizations and Groups
25. Fall 2017 Event Hot Spots
26. Key Weekend Dates
27. CETL Info
28. CARE Info
29. Cultural Competency Info

Pockets:
Name-tags
Lunch ticket
Sample Drop Add Form

Fellowships Brochure

**Orientation Schedule can be found online.**

**Instructions for Advisor Access will now be found online – The web address can be found under Important Links**
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 1 pm (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 and 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
- KEY Program
- 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

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**FOR INFORMATION ABOUT THE FOLLOWING AREAS, VISIT THE MULTIDISCIPLINARY STUDIES CENTER IN LATTIMORE 203**

http://www.rochester.edu/college/msc/ 585-276-5305

Certificates
- American Studies
- Digital Media Studies
- East Asian Studies

Public Health-related Programs
- Archeology, Technology & Historical Structures
- Individualized majors, minors, and clusters
- Senior scholars

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

Undergraduate Business Programs

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
AGENDA FOR ORIENTATION GROUP MEETING
THURSDAY, AUGUST 24

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

♦ HSEAS Undergraduate Advisors: Group Meeting Time is: 10:00–11:30am (Lunch to follow) – Meet first in the Feldman Ballroom and then in Individual Departments

♦ Transfer Advisors: 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 Undergraduate Advisor 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 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 is included in your folder 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 Advisors: 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 First-Year Academic Handbook mailed to first-year students 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 (CDFS) 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.

- First-Year Advisors: 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 Advisors: 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)

- Advisor Changes (Into or Out of Engineering) Students whose changed interests will result in a new undergraduate advisor 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. A new undergraduate advisor will be assigned via email. Contact Marcy at marcy.kraus@rochester.edu with questions.

AGENDA FOR INDIVIDUAL 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 First-Year 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 First-Year Academic Handbook handy. Other useful resources include the Undergraduate Bulletin, the list of Majors, Minors and the Cluster Search Engine. 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 (CICS). 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 first-year students 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 25 from 3-4:30 in Hubbell Auditorium. All other students should not take the exam.

• If students are interested in introductory Biology, please see the handout your picked up at Advisor training. Note that new this year, there is a three-hour lab every other week in BIO 110. As was the case last year, Prof. Tom Eickbush’s BIO 110 section offers an additional weekly supervised study section and is for students who have had limited biology preparation in high school.

• First-year students 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 morning.

• Verify that your advisees know what time to register on Saturday, Aug 26th.

• 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/undergraduate/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 the College Center for Advising Services website for a copy of the Undergraduate Advisor Training slides and other helpful information for advisors.

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 25th at 8am for students considering CSC 172 or a more advanced alternative to CSC 161 or 171.

- The College Peer Advisors will be available in various locations to provide advice.

- A Job Fair will be held on Friday for students interested in working on campus.

**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 1st beginning at 3:30 pm (Dandelion Square) and participate in Yellowjacket Weekend (Sept. 1-4). The weekend schedule is available at https://www.rochester.edu/college/wcsa/programs/specialevents/yjweekend.html
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 (2 credits)
BIO 104K Ecosystem Conservation and Human Society
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.
PHY 102 Visions of the Multiverse
Consider a “unique” topic (these are just a few examples!)

DMS 103 Essential Digital Media Toolkit
DMS 120 Video Game Design
EES 251 Introduction to Geographic Info Sys
FMS 207 Hayao Miyazaki and Planet Ghibli
HIS 106 Witchcraft and Witch Hunts, 1400-1800
HIS 116 The Archaeology of Home
MUR 104 Carillon Lessons
MUR 124 Signed, Sealed, Delivered: Deals and Innovations that Changed the Music Industry Forever
PHL 120 Engineering Ethics
REL 164 Death, Dying and Beyond
REL 170 Religion and Hip Hop Culture

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

BIO 102 Natural History
CHI 231 Asian Calligraphy (cross-listed with JPN 231)
DANCE Many courses
ENG 178 Design for Stage Lighting
FOREIGN LANGUAGES Various conversation courses
MUR 116 Keyboard Skills I
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.
PRE-HEALTH ADVISING

Students exploring the health professions can find more information about these career pathways through the Health, Human Services and Biomedical Research Community in the Gwen M. Greene Career & Internship Center (http://www.rochester.edu/careercenter). Encourage students to update their Handshake profile to receive customized information relevant to them.

DEFINING "PRE-HEALTH"

While many UR students identify themselves as "pre-med," the Greene Center supports students considering and preparing for any health career including, but not limited to:

- Nursing
- Genetic Counseling
- Dentistry
- Physician's Assistant
- Pharmacy
- Veterinary Medicine
- Speech Language Pathology
- Physical Therapy

PRE-HEALTH ACADEMIC REQUIREMENTS

Most health professions schools have a set of course requirements students must complete prior to application or matriculation. While many of these programs have similar requirements, they do vary from program to program and even from school to school. The most common pre-requisites for health professions programs can be found on the backside of this handout. More information about pre-requisite courses can be found at: http://www.rochester.edu/college/health/academics/index.html.

FIRST YEAR SAMPLE SCHEDULES

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<th>FALL</th>
<th>SPRING</th>
<th>SUMMER OR NEXT YEAR</th>
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<tr>
<td><strong>STUDENTS EXPLORING MAJORS:</strong></td>
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<tr>
<td>CLUSTER</td>
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<tr>
<td>CHM 131* OR 171*</td>
<td>BIO 110*</td>
<td>MTH 141 OR 161</td>
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<tr>
<td>WRT 105</td>
<td>CHM 132* OR 172*</td>
<td>&amp; MTH 142 OR 162</td>
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<td>CHM 131* OR 171*</td>
<td>CHM 132* OR 172*</td>
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<td>MTH 141 OR 161</td>
<td>MTH 142 OR 162</td>
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<tr>
<td>CLUSTER</td>
<td>WRT 105</td>
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<tr>
<td>ELECTIVE</td>
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<td><strong>STUDENTS INTERESTED IN PUBLIC HEALTH MAJOR:</strong></td>
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<tr>
<td>PH 103</td>
<td>PH 101</td>
<td>MTH 141 OR 161</td>
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<tr>
<td>CHM 131* OR 171*</td>
<td>CHM 132* OR 172*</td>
<td>&amp; MTH 142 OR 162</td>
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<tr>
<td>WRT 105</td>
<td>BIO 110</td>
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<td>ELECTIVE</td>
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<tr>
<td><strong>STUDENTS INTERESTED IN BIOLOGY MAJOR (I.E. B.S. WITH TRACK IN NEUROSCIENCE):</strong></td>
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<tr>
<td>BIO 110* OR 112*</td>
<td>BIO 111* OR 113*</td>
<td>MTH 141 OR 161</td>
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<tr>
<td>CHM 131* OR 171*</td>
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<td>WRT 105</td>
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<tr>
<td><strong>STUDENTS INTERESTED IN BIOMEDICAL ENGINEERING MAJOR:</strong></td>
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<tr>
<td>CHM 131* OR 171*</td>
<td>CHM 132* OR 172*</td>
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<tr>
<td>BME 101</td>
<td>PHY 121</td>
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PRE-REQUISITE COURSES FOR MEDICAL, DENTAL, AND VET PROGRAMS

Below are options to consider in order to fulfill pre-requisite coursework for most medical, dental, and veterinary programs. Please note that this is not an exhaustive list and that it is best to speak with a career advisor prior to registration.

**With a Laboratory**

### BIOCHEMISTRY
One semester with or without BCH 203 laboratory.

- **Option 1:**
  - CHM 131*
  - CHM 132*
  - CHM 233*
  - CHM 234*

- **Option 2:**
  - CHM 132* OR CHM 137*
  - CHM 203*
  - CHM 204*
  - BIO 250* OR BIO 252*

- **Option 3:**
  - CHM 171*
  - CHM 172*
  - CHM 211*
  - BIO 250* OR BIO 252*
  - with AP Credit & Chem Major

### BIOLOGY
One year of laboratory-based Biology coursework.

- **Option 1:**
  - BIO 110*
  - BIO 111* OR BME 258*

- **Option 2:**
  - BIO 116*

- **Option 3:**
  - BIO 112*
  - BIO 113*

BIO 198 OR 190 is recommended with or without lab

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

### ENGLISH
Completing the primary and the upper-level writing requirements of any major will satisfy most English requirements for professional schools.

- **Option 1:**
  - WRT 105

- **Option 2:**
  - WRT 105E

- **Option 3:**
  - WRT 105A
  - WRT 105B

Upper-Level writing requirement(s) in the major

### MATH
Generally, one semester of statistics and calculus needed for physics.

- **Option 1:**
  - MTH 1x1
  - MTH 1x2
  - MTH 1x3

- **Option 2:**
  - MTH 161
  - MTH 162

- **Option 3:**
  - MTH 162 OR MTH 171

STT 211 OR STT 212 OR STT 214 OR BME 221

### PHYSICS
Two semesters with lab (level of coursework will depend on AP credits and MTH placement).

- **Option 1:**
  - PHY 113*
  - PHY 114*

- **Option 2:**
  - PHY 121*
  - PHY 122*

- **Option 3:**
  - PHY 141*
  - PHY 142*

Physician Major

Pre-health students should also be prepared for standardized tests (i.e. MCAT) and interview questions that address the psychosocial contexts of health. For that reason, students are strongly encouraged to consider a cluster or class from the humanities and/or social sciences. Students should meet with a career advisor to discuss their options.
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
   - Pretending to be sick to avoid a deadline
   - 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 2021. 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 when they get them to be sure that they understand their professors’ expectations in advance of assignment due dates 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.
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.
**Academic Honesty**

Key points for students to know:

- Students are responsible for knowing and following the academic honesty rules for AS&E and for their specific courses. It is possible to violate the policy without knowing that you are doing so. This means students should review the policy and their course documents and ask questions to clarify anything that is unclear well before assignments are due.
- For clarifications of the AS&E policy, ask the Academic Honesty Liaison at honestyliaison@ur.rochester.edu. For clarifications of course policies, ask the instructor.

**University of Rochester College of Arts, Sciences and Engineering Academic Honesty Policy excerpt**
http://www.rochester.edu/college/honesty/policy.html

**I. Introduction:**
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. The AS&E Academic Honesty Policy, in parallel to the College Statement of Communal Principles, recognizes our shared obligation to promote honesty and the related principles of respect and responsibility among all members of our institution. It establishes high standards of academic conduct, and requires that each individual meet those standards. All members of the College community further understand that adherence to our shared expectations for integrity requires not only clear communication about those expectations, but the individual and collective courage to uphold them.

Academic honesty means acting with truthfulness and sincerity in carrying out all aspects of our individual and collaborative work, maintaining ownership over our work and acknowledging our debt to the work of others.

Students can best meet their obligation to academic honesty by adhering to the Academic Honesty Policy in all academic matters. This includes completing their work through their own honest efforts and expecting and encouraging honesty among their peers.

Faculty members, course instructors, teaching assistants and staff have the responsibility to uphold the College policy, model integrity in their own practices and educate students about disciplinary standards.

Administrators have the obligation to model integrity through their leadership and to provide the resources necessary to promote best practices in teaching, learning,
assessment, research and citizenship.

The specific policy measures that follow have been designed to promote a just and trustworthy community, and to ensure equity, clarity and consistency in our adjudication of all alleged academic dishonesty cases.

(...)

V. Violations of Academic Honesty
A. General Principles
In the academic work of students in the College, “dishonest behaviors are unacceptable because they jeopardize the rights and welfare of academic communities and they diminish the worth of the degrees that academic institutions grant” (International Center for Academic Integrity, *Fundamental Values* 2013). Dishonest behavior undermines the trust that is fundamental to the academic enterprise and threatens the intellectual freedom upon which our community thrives.

There are many different forms of academic dishonesty. The following list of honesty violations and their descriptions is not meant to be exhaustive. Rather, it provides examples of the most common kinds of unacceptable academic conduct by students. The policy also covers dishonest actions committed by students when the effects extend beyond the University and are judged to be prejudicial to the work or the reputation of the University. Ignorance of the policy does not excuse actions that violate its requirements.

Dishonest conduct that is detected after the end of a course, or after a student graduates or otherwise leaves the College, is subject to being reported and adjudicated under the Academic Honesty Policy. Assigned grades and earned degrees may be affected as a result of the decision made in such a case.

B. Violations
1) Receiving, Using or Having Access to Unauthorized Aid
Using unauthorized notes or other study aids during an examination; using unauthorized technology during an examination; improper storage of prohibited notes, course materials and study aids during an exam such that they are accessible or possible to view; looking at other students’ work during an exam or in an assignment where collaboration is not allowed; attempting to communicate with other students in order to get help during an exam or in an assignment where collaboration is not allowed; obtaining an examination prior to its administration; altering graded work and submitting it for re-grading; allowing another person to do one’s work and submitting it as one’s own; submitting work done in a class taken at the University of Rochester or at another school for credit in another class without the instructor’s permission; submitting work done in a prior semester without the instructor’s permission, when the student is retaking that course; obstructing or interfering with another student’s academic work; undertaking any activity intended to obtain an unfair advantage over other students.
2) Giving Unauthorized Aid
Aiding another person in an act that violates the standards of academic honesty. Examples include allowing other students to look at one’s own work during an exam or in an assignment where collaboration is not allowed; unauthorized editing or revising of another student’s work; providing information, material, or assistance to another person in a form that is likely to be used in violation of course, departmental, or college academic honesty policies; failing to take reasonable measures to protect one’s work from copying by others.

3) Plagiarism
The representation of another person’s work as one’s own, or the attempt “to blur the line between one’s own ideas or words and those borrowed from another source.” (Council of Writing Program Administrators, January 2003, http://wpacouncil.org/node/9). More specifically, 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.

Examples include: the misrepresentation of sources used in a work for which the student claims authorship; the improper use of course materials in a work for which the student claims authorship; the use of papers that are purchased and turned in as one’s own work; submission of written work such as laboratory reports, computer programs, or papers, which have been copied from the work of other students, with or without their knowledge and consent.

Students can avoid the risk of plagiarism in written work or oral presentations by clearly indicating the source of any idea or wording that they did not produce, either in footnotes or in the paper or presentation itself, and in a list of references (e.g., bibliography or works cited page). Sources must be given regardless of whether the idea, phrase or other material is quoted directly, paraphrased or summarized in the student-writer’s own words. Direct quotes must always be placed in quotation marks in addition to the other citation information that is required.

4) Misconduct in Group Projects
Failure to carry out the work in adherence with the academic honesty guidelines and expectations established by the course instructor.

5) Fabrication and Falsification
Falsifying or inventing any information, citation, text or data; using improper methods of collecting or generating data and presenting them as legitimate; misrepresenting one’s qualifications or one’s status in the University, as in an application for a fellowship or employment on campus or externally.

Forging signatures or falsifying information on official documents for the purpose of academic gain. Examples include: drop/add forms, incomplete forms, petitions, letters of permission, applications for positions or awards in the College, course attendance sheets, email communications and physician’s notes.
6) Denying Others Access to Information or Material
Any act that deliberately hinders the use of or access to library or course materials.
Examples include: the removal of pages from books or journals or reserve materials; the
removal of books from libraries without formally checking out the items; the intentional
hiding of library materials; the refusal to return reserve readings to the library.

7) Unauthorized Recording, Distribution or Publication of Course-Related Materials
Students may not audio or video record class lectures or other classroom or laboratory
activities without the instructor’s permission.

The sharing of course materials on an individual level for educational purposes (e.g.,
working with groups or with a tutor) is permitted, provided that it has not been prohibited
by the instructor. Students may not publish, distribute, or sell—electronically or otherwise—
any course materials that the instructor has developed in any course of instruction in the
University (e.g., presentation slides, lecture aids, video or audio recordings of lectures, and
exams) without the explicit permission of the instructor. The sharing or distribution of
course materials for purposes of giving or gaining unfair advantage in a course is
prohibited. Students must further respect the requirements of copyright protection for
materials that are made available for instructional purposes.

8) Misuse of a Student’s Username and Password
The username given to students and the password that they set authorize student access
to course materials through Blackboard or other password-protected sites. Students are
responsible for protecting their access to these materials, many of which are
copyrighted. It is a violation of the University Information Technology Policy and the
Academic Honesty Policy to allow unauthorized access to protected materials by the
sharing of any usernames and passwords.

9) Impeding the Investigation or Conduct of Any Board on Academic Honesty
Matter
Providing false information, including false alibis, to any member of the Board on Academic
Honesty (hereafter also called the Board).

Providing false testimony during a hearing.

Causing or requesting another person to provide a false alibi or other false information in
connection with a Board matter.