

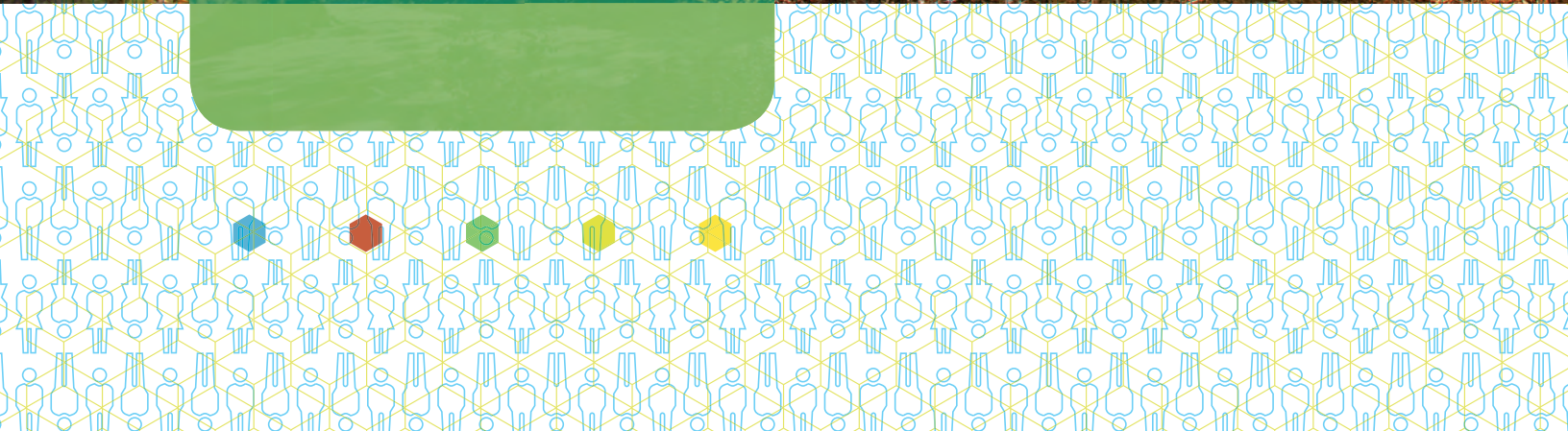


**Division of
Undergraduate Studies**

**Office of
Academic Advising**



2016-17
**ADVISING
MANUAL**
FOR FACULTY
AND PROFESSIONAL
ADVISORS



CONTENTS

INTRODUCTION	1
CHAPTER 1 UNIVERSITY REQUIREMENTS	1
1.1 Bachelor's Degree Requirements.....	1
1.2 Application for Undergraduate Degree.....	3
1.3 Written English.....	3
1.4 Bachelor of Arts and Science Requirements	5
1.5 Group Requirements	12
1.6 Multicultural Requirement	15
1.7 Degree Guide	16
1.8 Double Majors, Concurrent Degrees, and Second Bachelor's Degree	16
1.9 Exceptions to Academic Requirements and Procedures.....	17
1.10 Grading System	19
CHAPTER 2 THE ART OF ADVISING	23
2.1 Guide to Advising First-Year Students.....	23
2.2 Considerations for Advising Transfer Students	26
2.3 Considerations for Advising International Students.....	31
2.4 Developing an Advising Syllabus.....	33
2.5 Using Technology Effectively in Advising Appointments	33
2.6 Working with Students in Distress	34
2.7 Working with Student Mental Health Issues.....	35
2.8 Working with Parents and Families	36
CHAPTER 3 ACADEMIC RESOURCES	38
3.1 Preparatory Programs	38
3.2 International Student and Scholar Services	41
3.3 Center for Multicultural Academic Excellence.....	41
3.4 Accessible Education Center.....	42
3.5 Services for Student-Athletes	43
3.6 The University Teaching and Learning Center	43
3.7 Community Education	44
3.8 Distance Education.....	45
3.9 Library Courses.....	46
3.10 Career Development Classes	46
CHAPTER 4 SPECIAL ACADEMIC OPPORTUNITIES	47
4.1 First-Year Programs.....	47
4.2 Academic Residential Communities	48
4.3 Clark Honors College.....	50
4.4 Honors Lists and Latin Honors	51
4.5 Honor Societies	51
4.6 Oregon Institute of Marine Biology	52
4.7 National Student Exchange.....	53
4.8 Study and Internship Abroad	53
CHAPTER 5 SERVICES FOR STUDENTS	55
5.1 Career Planning Services.....	55
5.2 Veterans Support.....	56
5.3 Nontraditional Student Support.....	57
5.4 Religious Holiday Observance.....	57
APPENDICES	A-1
A Sample Advising Syllabus	A-1
B Student Record Privacy Policy—FERPA	A-3
C Required UO Employee Reporting Responsibilities.....	A-5
D Reservation of Graduate Credit	A-6
E Self-Support Fees and Tuition.....	A-7
F Online Resources for the Academic Advisor	A-7
G Credits Earned through Examination	A-9
H ACT and SAT Score Concordance	A-16
I Peer Advising.....	A-16
J Academic Dishonesty	A-17
K Resources and Referral Guide	A-18
L Helpful Hints for Advising Clark Honors College Students.....	A-20
M Science Courses Outside of “HC” Courses.....	A-22

INTRODUCTION

HOW TO USE THIS MANUAL

Write on it. Make notes in the margins.

Create tabs for pages that you refer to frequently. Tabs can help you find information quickly during meetings with students.

Ask veteran advisors in your department how they use the manual and to which pages they refer frequently.

Submit recommendations, additions, or revisions to Stephanie Dresie Chaney at sdchaney@uoregon.edu.

IMPORTANT UPDATES

- Reservations for orientation sessions including IntroDUCKtion, Week of Welcome, and Mid-Year Orientations are required. Students make their reservations on DuckWeb.
- The Office of the Registrar has released the new version of the Degree Guide, called “UO Degree Guide.” This new HTML version of the Degree Guide allows students and their advisors to refresh Degree Guides, collapse and expand sections of the audit for easier reading, and run “what if” audits for students considering a new major. Students and advisors access the UO Degree Guide through DuckWeb.
- Math, Spanish, French and German placement testing will be done online, prior to students’ arrival on campus. If you have a student arrive that has not taken the placement tests, please have them take the test online. Students taking Japanese or Chinese placement tests must sign up through the Testing Center.
- Section providing guidance on the legal duty of UO employees to report incidents of child abuse and prohibited discrimination, including sexual harassment and sexual assault, is available on page A-5.
- The UO All-Campus Advising Association has formed in order to promote the highest quality of academic advising by supporting all faculty, staff, and students who hold an advising role at the UO. More information on the Association, including how to get involved, is available at aca.uoregon.edu.
- Effective fall 2016, the major Digital Arts (ARTD) has been changed to ATCH, Art and Technology.
- Repeat Policy: Effective fall 2016 a NEW repeat policy is in effect. See page 20 for details.
- The Undergraduate Council approved a change to the concurrent degree policy, which removes the requirement that the degrees be in different colleges. Concurrent degree proposals from the colleges and schools will be reviewed and approved by the UG Council.
- The Office of the Registrar is pleased to announce Schedule Builder. This new tool will allow students to build the optimal class schedule based on course preferences and setting aside time for “breaks” during the week. Breaks can consist of work hours, practice, tutoring, commuting, and other activities during which students are unable to take classes. Schedule Builder generates multiple class schedules; students can lock in their favorite and use it when registration opens.
- The alpha registration priority schedule for Writing 121 has been removed.
- College Scholars will NOT be admitting students in fall 2016. The program is going through a revision and expects to begin admitting students again in fall 2018.
- New Changes to AP Calculus and History AP/IB Credit (see Appendix G):
 - Students with both Calculus AB and BC scores only earn credit for BC if they received a 3 or greater (no AB scores apply).
 - History now awards credits for AP scores of 4 and higher. All HIST AP/IB scores earn generic HIST course credits (no longer course specific). Group satisfying still applies.
- GROUP SATISFYING AND MULTICULTURAL COURSES Courses are now listed in the Student Workbook. For updated information please go to: registrar.uoregon.edu/current-students/group-satisfying-and-multicultural-courses

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ACADEMIC ADVISING AT THE UNIVERSITY OF OREGON

Advising is an important feature of academic life at the University of Oregon (UO). Students will work with faculty mentors, professional advisors, and peer advisors in their colleges, schools, or departments throughout their time at the UO. In addition, students may form advising relationships with advisors in Academic Advising, the Accessible Education Center, the Center for Multicultural Academic Excellence, Services for Student Athletes, and the University Teaching and Learning Center.

Advising furthers the educational mission of the university and thus advising is required of all entering students as a part of an orientation to the university. In subsequent terms, students are encouraged to create and develop advising relationships with advisors across campus as they select courses, integrate the General-Education program into their education, choose and pursue their major course of study, create a multi-term plan to graduation, and look ahead to post-baccalaureate life.

OFFICE OF ACADEMIC ADVISING

364 Oregon Hall
541-346-3211

The Office of Academic Advising is an important resource for faculty, professional and peer advisors at the UO. Please don't hesitate to contact us if we can be of any assistance. Some of the functions of the Office of Academic Advising are:

Academic Advising

- Undeclared and Major exploration
- Major selection
- Pre-Law

General Advising for UO Requirements

- Schedule planning assistance
- Interpretation of Degree Guide Reports

Academic Problem Solving

- Grading system
- Academic warning and probation
- Academic disqualification

Advising and Coordinating Services to Special Groups

- National Student Exchange
- Transfer students

Scholastic Review Committee Petitioning

- Retroactive withdrawal
- Reinstatement after disqualification
- Contested grade

We also provide:

- Referrals to other UO offices
- Counseling for academic problems
- Information support and training to departmental advisors
- Peer advisor support

FOLLOW US ON:



Our Website:
advising.uoregon.edu



Our Blog:
Gradefirstaid.wordpress.com



YouTube
Channel "UOAdvising"



Facebook:
Search "Oregon Advising"



Twitter:
twitter.com/UOAdvising

DEFINITION OF ADVISING

The National Academic Advising Association (NACADA) is the leader within the global education community for the theory, delivery, application, and advancement of academic advising to enhance student learning and development. The following is the official statement of the National Academic Advising Association regarding the concept of academic advising.

PREAMBLE

Academic advising, along with teaching, research, and service, is central to achieving the fundamental goals of higher education. Academic advising is an educational process that requires concern for and consideration of all the fundamental goals encompassed in higher education. Teaching students to understand the meaning of higher education, teaching students to understand the purpose of curriculum, and fostering students' intellectual and personal development toward academic success and lifelong learning are the particular goals of academic advising. Though it may vary from one context to another, academic advising is a multidimensional and intentional process, grounded in teaching and learning, with its own purpose, content, and specified outcomes.

THE CONCEPT OF ACADEMIC ADVISING

Academic advising is rooted in the same fundamental purposes as higher education itself. It is an essential part of the teaching-learning paradigm advocated by higher education agencies, professional bodies, and colleges and universities. The basis of academic advising is not limited to any one theoretical perspective, but the practice is informed by a variety of theories from the fields of education, social sciences, and the humanities. The ultimate goals of academic advising are a) to engage students in learning, b) to promote students' academic success, c) to foster students' personal and intellectual growth, and d) to assist students in carrying these goals into their roles as citizens and lifelong learners. Academic advising is undertaken on all college and university campuses in frameworks that are as diverse as the institutions, students, advisors, and delivery modes on campus. Regardless of the diversities among institutions and students, four components are common to all forms of academic advising.

ACADEMIC ADVISING IS A MULTIDIMENSIONAL, INTENTIONAL PROCESS

The academic advising process is comprised of an integrated series of events that occur over time. This series of events is not serendipitous but is intentional in design and desired outcome. Although a single advising event may involve only one dimension, the overall process of academic advising encompasses many dimensions: educational, curricular, intellectual, career, and personal. The process requires the advisor to take into account the changing nature of student characteristics, values, and motivations, as they enter, move through, and exit the institution.

ACADEMIC ADVISING IS GROUNDED IN TEACHING AND LEARNING

Pedagogical skills are requisite to successful teaching and learning. Under pedagogy of successful academic advising, practitioners must effectively use informational, relational, and conceptual skills to foster student learning and success of the communication modality.

ACADEMIC ADVISING HAS ITS OWN PURPOSE AND CONTENT

The syllabus for academic advising includes teaching about the goals of higher education; modes of thinking and learning; the institution's mission; the meaning, value, and interrelationship of the parts of the curriculum and co-curriculum; the transferability of knowledge, values, and skills; and campus resources and processes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their own aspirations, abilities, and personal lives to extend learning beyond campus boundaries and time frames.

ACADEMIC ADVISING HAS SPECIFIED OUTCOMES FOR STUDENT LEARNING

The student learning outcomes of academic advising must be specified and guided by each institution's mission, goals, overall curriculum, and co-curriculum. Outcomes must also incorporate the educational, curricular, intellectual, career, and personal dimensions of the academic advising process.

The National Academic Advising Association provides and endorses this statement of the concept of academic advising to guide the higher education community in its support of the academic advising process.

1 UNIVERSITY REQUIREMENTS

1.1 BACHELOR'S DEGREE REQUIREMENTS

University of Oregon (UO) bachelor's degree requirements for students are detailed in the "Requirements for UO Bachelor's Degree" table, on page 22 at the end of this chapter. Specific policies and conditions are detailed in the following subsections.

MINIMUM CREDITS TO GRADUATE Degree	Credits Required
Bachelor Arts (BA)	180
Bachelor of Science (BS)	180
Bachelor of Education (BEd)	180
Bachelor of Music (BMus)	180
Bachelor of Music in Music Education (BMME)	180
Bachelor of Fine Arts (BFA)	220
Bachelor of Landscape Architecture (BLArch)	220
Bachelor of Interior Architecture (BIArch)	225
Bachelor of Architecture (BArch)	231

DISTRIBUTION OF CREDITS

- 62 Upper-Division Credits**
A minimum of 62 credits in upper-division courses (300 level or higher) are required.
- 168 Credits of A, B, C, D, P***
The 168 A, B, C, D, P* includes both transfer and UO work. P* indicates courses which are offered only on a Pass/No Pass (P/NP) basis.
- 45 UO Credits of A,B,C,D**
The 45 graded hour requirement must be completed with credit earned at the UO or its officially affiliated programs - see description below. Courses required in the major and designated P* only on the class schedule may be counted toward the UO Graded Credit Requirement only if the overall 168 ABCDP* requirement has been met.
- Earn 45 of the Last 60 Credits in Residence**
The Office of the Registrar begins to count residence hours after:

- 120 credits completed for students required to complete 180 credits,
- 160 credits for students required to complete 220 credits,
- 165 credits for students required to complete 225 credits, and
- 171 credits for students required to complete 231 credits.

Therefore, the student who earns more than the required minimum (180, 220, 225, 231) is not penalized for completing more than 15 credits elsewhere.

The principles that determine residence credit are (1) whether credit is earned at the UO, and (2) when courses appear on a UO transcript during the appropriate quarter.

Residence credit is earned:

- on UO campus, including course work offered through Community Education, Academic Extension, Summer Session, and National Student Exchange at the UO,
- in officially sponsored UO study abroad programs,
- at the Oregon Institute of Marine Biology at Charleston.
- in internships offered by the UO.

A limit of 48 credits from accredited medical, dental, or veterinary schools is accepted as residence credit if students have completed 132 credits at the UO.

Credit is considered **non-residence/transfer work**, when earned:

- at other institutions, except as noted above,
- through Advanced Placement (AP)/International Baccalaureate (IB)/A-Level program,
- through correspondence study,
- through University Credit Examination/Course Challenge and CLEP,
- through distance education courses not offered by the UO, and
- through the National Student Exchange program when earned at other schools

SATISFACTORY WORK

All students graduating from the UO must have earned a cumulative UO GPA of 2.0 or better.

ACADEMIC MAJOR

All students earning a bachelor's degree must complete an academic major. Minimum UO requirements for a major are 36 credits with 24 at the upper-division level. Although 36 credits meet the UO minimum, most majors require 40–50 credits, and most cannot be completed in a single academic year. Some majors, particularly those in the professional schools, have a pre-major status (e.g. pre-journalism, pre-business administration). Each degree-granting program specifies all requirements for a major, including grade requirements and grading options, and publishes the information in the UO Catalog.

See page 16 for information on multiple majors, and pages 14–16 on how a second major or minor affects the group requirements.

CREDIT LIMITATIONS AND SPECIAL REGULATIONS

1. Transfer Credit

Only college-level academic coursework from regionally accredited two or four-year colleges or universities will be accepted for transfer. A maximum of 124 credits may be transferred from an accredited junior or community college; of this only 90 credits may be transferred from an international college.

2. Correspondence Study

A maximum of 60 credits may be accepted from correspondence study.

3. Health Sciences and Technology Credit

A maximum of 48 credits in dentistry, law, medicine, technology, and veterinary medicine and/or any combination of these may be accepted toward any UO degree other than a professional degree.

4. Professional Technical, Physical Education, Dance and Music Credit

A maximum of 24 credits may be earned in the following areas (a, b, and c), and no more than 12 credits in any one area:

- a. Lower-division professional-technical courses
- b. Physical education and dance activity courses
- c. Music performance (MUP), except for music majors

5. Music Majors

For music majors (students earning a bachelor of music are not held to these restrictions):

- a. maximum of 24 credits in studio instruction courses (MUP) may be counted toward a BA or BS degree, and
- b. not more than 12 credits in studio instruction courses completed during the freshman and sophomore years may be counted.

6. Dance Majors

For dance majors, a maximum of 36 credits of DANC may count toward requirements for the BA or BS degree.

7. University Teaching and Learning Center; Field Experience

A maximum of 12 credits in University Teaching and Learning Center courses, and a maximum of 12 credits of FE (field experience) courses, may be counted toward the 180, 220, 225, or 231 credits required for a bachelor's degree.

8. University Credit by Examination, AP, CLEP, IB

Undergraduate credits earned through course challenge (credit by examination), Advanced Placement (AP), the College-Level Examination Program (CLEP), and International Baccalaureate (IB), are counted toward the satisfaction of all bachelor's degree requirements, except residency and the 45 ABCD graded credits at the UO. The university grants P* (ungraded) credit for successful completion of AP, CLEP and IB examinations.

9. Repeating Courses for Credit (See updates on page i)

Courses cannot be repeated for credit unless otherwise designated as repeatable (R) by the University Committee on Courses; therefore, credit for duplicate courses will be deducted, but grades for these courses are included in the GPA. Students are notified on their Degree Guide of any credit deductions.

10. Competency Beyond Scope of Course

Students may not receive credit for a course for which their competence exceeds the scope of that course. For example, students who have earned credit in second-year language may not return to first-year in the same language and earn graduation credit. Native speakers may not earn credit in first-year, second-year, or third-year courses in their native language. They may, however, earn credit in all literature courses, whether in the native language or not. Exceptions to this policy must be petitioned

through the Academic Requirements Committee (ARC) (see page 17).

11. Regression

Students may not receive credit for courses that are prerequisites for courses for which they have already received credit.

For example, a student who earned credit in MATH 112 (Elementary Functions) may not later earn credit in MATH 111 (College Algebra), which is a prerequisite for MATH 112. See pages 6–9 for other restrictions on mathematics. Exceptions to this policy must be petitioned through the Academic Requirements Committee (see page 17).

12. Below 100-Level Courses

No graduation credit is earned for courses numbered below 100. However, these courses (e.g., MATH 095) do earn quarterly enrollment credit for purposes of financial aid, and in some cases, for athletic eligibility.

13. Enrollment Status for Certificate Program

Students must be enrolled with degree seeking status in order to earn a certificate. Certificates are only awarded at the same time the bachelor's degree is conferred.

14. Deadline to Submit Academic Records for Graduation

All grade changes, removals of incompletes, and official transcripts showing transfer work essential to completion of degree must be filed in the Office of the Registrar, **by the Friday following the end of the graduation term (Friday of finals week)**. UO academic records are sealed thirty days after the conferral of a degree. After this date, changes to majors and minors, addition of departmental honors, removal of incompletes, grade changes, or other changes to an academic record cannot be made.

1.2 APPLICATION FOR UNDERGRADUATE DEGREE

Undergraduate students apply for graduation on DuckWeb anytime beginning four terms prior to the graduation term, so that Degree Guides can be updated prior to final term registration; this allows students to plan or change their final term's course schedules to ensure completion of all requirements. Specific dates are listed in the academic calendar. The absolute deadline is the 4th week of each term. Students may apply only for the specific majors and minors in which they are officially enrolled. Graduate students apply for graduation online through GradWeb at gradweb.uoregon.edu.

Diplomas are mailed to the student's diploma mailing or permanent address approximately four weeks after the end of the graduation term. Questions concerning the university-wide commencement ceremony may be directed to the Office of the Dean of Students at 541-346-3216.

1.3 WRITTEN ENGLISH

Carolyn Bergquist, Director of Composition

124 PLC

541-346-3911

uocomp@uoregon.edu

Two courses, WR 121 and either WR 122 or 123 (or equivalents), passed with grades of C minus or better, or P, are required for all undergraduate degrees.

WRITING COURSE PLACEMENT

Standardized test scores determine writing course placement as follows:

SAT Critical Reading	ACT English	Writing Placement
200–470	13–18	Take designated section of WR 121 (optional) Take WR 195 concurrently with WR 121 (optional)
480–700	19–31	WR 121
710	32	Exempt from WR 121

Advisors need to stress with advisees that **attendance and participation are required elements** of writing pedagogy. Students who will miss **more than one week** of class should take writing courses another term.

International students who place into AEIS courses should complete those before registering for writing courses.

Information about Themed Writing Sections can be found at: composition.uoregon.edu/requirement/themed-writing-sections.

Writing Courses:

- i. **WR 121 College Composition I (4 credits)**
Written reasoning as discovery and inquiry
- ii. **WR 122 College Composition II (4 credits)**
Prerequisite: WR 121 or equivalent
Written reasoning as a process of argument
- iii. **WR 123 College Composition III (4 credits)**
Prerequisite: WR 121 or equivalent
Written reasoning in the context of research
- iv. **WR 195 Writing Tutorial (1 credit)**
For students co-enrolled in WR 121 with SAT scores below 480 or ACT scores below 18.

Advisors should urge students to satisfy both terms of the writing requirement by the end of their sophomore year. Students should plan to take the second writing course the term after completing WR 121.

EXEMPTIONS FOR WRITING REQUIREMENT

A score of 710 (650 prior to 1995) or above on the SAT-Critical Reading, or 32 or above on the ACT English, will waive WR 121 (no credit). A score of 3, 4 or 5 on the Advanced Placement (AP) Language and Composition exam produces credit for WR 121, refer to the Advanced Placement Credit chart in Appendix G for more information.

Waivers

Noncredit waiver exams for WR 121 and 122 are offered once each term (excluding summer) during the first week of classes, at the University Counseling and Testing Center (Room 238 in the Student Health, Counseling and Testing Center Building). To take the waiver exam, students must sign up online at the Testing Center website, at testing.uoregon.edu. Students cannot take waivers for both classes in the same term.

Waiver exams should be used for future course planning only, not during the term of the exam. Results are e-mailed to the student after week 3 of the term. In no case should the waiver exam option be pursued late in a student's program of study. Students should be advised to complete the writing requirement, whether by course or by exemption, early in their studies.

Essay exams are graded pass/no-pass by three members of the English Department's Composition Committee. No record is placed in the files of students who do not pass; however, such students should be advised to take the appropriate writing course as soon as possible and may not retake the exam. Students who pass an examination will have an "exemption by exam" notation (for either WR 121 or 122) placed on their

Degree Guide. No credit is awarded for either examination.

NOTE: CHC students

CHC transferring out of CHC who have completed five courses (HC 221, 222, 231, 232, and either 223 or 233) with a B or better in each course have fulfilled the university's writing requirement. Should a student leave the CHC after successful completion of all of these courses, the student will retain their clearance of the university writing requirement.

For CHC students, the process of calculating equivalency for course work is handled automatically through the Registrar now, and petitions are handled through the ARC. Former CHC students who do not satisfy the complete writing requirement with CHC literature and history courses may take the writing waiver exam, take the necessary writing courses, or petition the Academic Requirements Committee (ARC).

NON-NATIVE SPEAKER PLACEMENT AND COURSES (AEIS)

American English Institute

219 Agate Hall

541-346-2936

aeisinfo@uoregon.edu

aei.uoregon.edu/aeis

Academic English for International Students (AEIS) is designed to help new international students develop expertise in English for academic purposes, and **is a part of an international student's degree requirement at the UO.**

Students who test into AEIS classes must complete all of the classes within their first academic year, and should take them at the same time as other university courses. Students who place into AEIS writing courses should be advised to register for these classes before taking WR 121.

AEIS REQUIREMENT

All new international students must satisfy the AEIS requirement upon enrolling at the UO. Students with one of the following will have satisfied the requirement:

1. Students whose native language is English
2. Students with a bachelor's degree or higher from an accredited U.S. university
3. Exchange or sponsored students who are not seeking a degree from the UO
4. Undergraduate and graduate students with TOEFL scores of 575 (88 IBT, 7 IELTS) or above

AEIS course requirements can be viewed on the Degree Guide in DuckWeb. See Appendix G for the contact information to request for official TOEFL scores to be sent to the university.

AEIS Testing

Students who do not meet the AEIS requirement by one of the above qualifications, must meet the requirement by taking the AEIS placement test and taking any appropriate classes based on the results of the test. AEIS 101-102, and AEIS 110-112 are sequential courses; that is, students who place into lower level courses are also required to take the subsequent courses in the sequence. For example, a student placing into AEIS 110 will also need to take AEIS 111 and 112 in future terms. However, students may place into either AEIS 107 or 108 (or be exempted from reading courses). If placed into AEIS 107, students are not required to take AEIS 108, although they may choose to do so.

AEIS Courses and Descriptions

As a result of testing, students may be placed into the following courses:

- i. **AEIS 101 Introductory Academic Oral Communication (4 credits)**
A course to develop oral communication strategies for classroom-based communication, with an emphasis on receptive skills.
- ii. **AEIS 102 Advanced Academic Oral Communication (4 credits)**
A course to further develop oral communication strategies for classroom-based communication, with an emphasis on productive skills.
- iii. **AEIS 107 Reading Academic Discourse (4 Credits)**
A course to familiarize students with effective strategies for academic reading.
- iv. **AEIS 108 Advanced Reading Academic Discourse (4 Credits)**
A course focusing on interactive reading of academic text, reading strategies for better comprehension, speed and confidence, and further development of critical, interpretive and evaluative reading.
- v. **AEIS 110 Introductory Academic Writing (4 credits)**
A course in conventions of expository essay writing with attention to effective organization and appropriate language usage.
- vi. **AEIS 111 Intermediate Academic Writing (4 credits)**
An intermediate writing course emphasizing expository writing, critical analysis and essay exam responses.

- vii. **AEIS 112 Advanced Academic Writing (4 credits)**
Advanced writing for non-native speakers of English. Critical reading of academic texts for response in various academic modes: reporting research, critical analysis, and argumentation.

WR 121 for Non-Native Speakers

There are special sections of WR 121 designated in the course schedule for non-native English speakers.

Inquiries about AEIS Policy or Requirements

Questions about AEIS testing policy or requirements for international students can be answered by the AEIS advising office. Information about AEIS course curriculum and content is available from the AEIS advising office in Agate Hall, by phone at 541-346-2936, or by fax at 541-346-3917, or by e-mail at aeisinfo@uoregon.edu. Students may also visit aei.uoregon.edu/aeis for further information.

1.4 BACHELOR OF ARTS AND SCIENCE REQUIREMENTS

Students must choose to graduate with a specific degree (e.g., BA in chemistry or BS in chemistry). As soon as students know which degree they will pursue, they should notify the Office of the Registrar at registrar@uoregon.edu or in-person. Degree Guides analyze requirements to reflect that choice. Each academic department specifies the degree or degrees it is authorized to award in the UO Catalog. Advisors should note that some departments may offer up to four degrees (e.g., Music awards the BA, BS, BMus and BMME), and some departments offer only the bachelor of arts degree.

Second Language or Mathematical Proficiency Requirement

Students earning a bachelor of arts must show second language proficiency; those earning a bachelor of science must meet mathematical proficiency requirements. However, students earning the following degrees **do not** have to satisfy second language or mathematical proficiency:

- bachelor of architecture (BArch)
- bachelor of landscape architecture (BLArch)
- bachelor of interior architecture (BIArch)
- bachelor of education (BEEd)
- bachelor of music (BMus)
- bachelor of music in music education (BMME)

The Bachelor of Fine Arts (BFA)

Students must satisfy the general requirements for either the bachelor arts or the bachelor of science degree.

BACHELOR OF SCIENCE REQUIREMENTS: MATHEMATICS PROFICIENCY

All students completing a bachelor of science degree must demonstrate proficiency in mathematics and/ or computer and information science. The principle behind the requirement is “one year of college-level mathematics.” The requirement may be satisfied in various ways, depending on the student’s prior mathematics and computer science ability. Courses must be completed with a grade of C-/P or above.

OPTIONS TO SATISFY MATHEMATICS PROFICIENCY REQUIREMENT (BASED ON MATHEMATICAL READINESS)

Note: courses that end with a “T” are courses transferred in from other institutions.

1 course option

Successful completion (C- or P) in one of the following courses
Math: 231, 232, 233, 242, 246, 247, 251, 252, 253, 261, 262, 282, 282, All 300 level math with the exception of 399; 124T, 126T, 224T, 226T, 324T, 326T
CIS: 210, 211, 212, 124T, 126T, 224T 226T, 324T 326T

2 course option

Successful completion (C- or P) of either Math 112 or Math 241 and one of the following:
Math: 105, 106, 107, 243, 425, 121T, 127T, 221T, 227T, 321T, 327T
CIS: 105, 111, 115, 122, 121T, 127T 221T, 227T, 321T, 327T
Note: A student can satisfy this requirement by taking both Math 112 and Math 241.

3 course option, Recommended for Elementary Ed students only:

Successful completion (C- or P): Math 211, 212, 213

3 course option:

Successful completion (C- or P) any 3 courses from the following:
Math: 105, 106, 107, 111, 243, 425, 121T, 127T, 221T, 227T, 321T, 327T
CIS: 105, 111, 115, 122, 121T, 127T, 221T, 227T, 321T, 327T

Students admitted in 2009 or 2010

Successful completion (C- or P) any two courses from the following:
Math: 112, 241, 425,
CIS: 111, 122, 170

NOTE: The degree guide does not automatically code this combination for these students—we need to program this as an exception on a case by case basis. This option expires Spring 2017 for students admitted in 2009-10, and expires in Spring 2018 for students admitted in 2010-2011.

Course Registration Based on Math Placement Test Score

All students who take a math placement test receive an e-mail with their score. Placement score information is also available in the DuckWeb Student Advising Menu. Advisors should click on the IntroDUCKtion Advising Summary for placement results.

PLACEMENT FOR STUDENTS WITH MATHEMATICS CREDIT - AP OR CLEP EXAM CREDIT

Students with qualifying scores on the AP Calculus exam (AB or BC), or the CLEP Calculus with Elementary Functions exam, are not required to take a mathematics placement test prior to registering for their first UO mathematics course. The UO math course credit awarded for AP Calculus AB exam scores effective fall 2015 are as follows:
registrar.uoregon.edu/current-students/advanced-credit/advanced-placement-exam-charts

Refer to Appendix G for details on credit awarded for qualifying scores for AP Calculus BC, and International Baccalaureate (IB) mathematics examinations.

Mathematics Transfer Credit

Students who have taken a mathematics course (MATH 095 or higher) at another institution and passed with a C minus or higher, are permitted to register for the next appropriate course (as indicated on the “Prerequisites for Mathematics Courses” diagram on page 8) without taking a mathematics placement test.

For example, a Pre-Business major who has transfer credit from another institution for MATH 111 or its equivalent, would be permitted to register for MATH 241 Calculus for Business and Social Science I, without taking a mathematics placement test. However, the same student in Biology who wished to register for MATH 246 Calculus for Biological Sciences, would be asked to take the Math Placement Test to demonstrate proficiency in advanced algebra, trigonometry, and functions.

MATHEMATICS COURSES

i. **Developmental Mathematics**

MATH 070 Elementary Algebra, and MATH 095 Intermediate Algebra, are developmental mathematics courses offered as self-support classes through Academic Extension. Although no graduation credit is awarded for MATH 070 and MATH 095, students earn quarterly credit for financial aid eligibility. Students whose placement test scores indicate one of these courses are strongly urged to take it. Most students who take MATH 111 without appropriate preparation fail.

A fee is assessed for both self-supporting courses at the university. Students should be made aware that Lane Community College offers MATH 070 and MATH 095 on their main campus and their Downtown Center, at a lower cost.

a. **Tracks in Calculus**

The Department of Mathematics offers four calculus sequences.

Calculus I, II, III (MATH 251, 252, 253)

The standard sequence recommended for most students in the physical sciences and mathematics.

b. **Calculus with Theory I, II, III (MATH 261, 262, 263)**

Sequence covers the same material as the standard sequence but includes the theoretical background and is for students with excellent preparation. Students need to be invited to join this class.

c. **Calculus for the Biological Sciences I, II (MATH 246, 247)**

Sequence covers the same material as Calculus I and II but with an emphasis on modeling and applications to the life sciences. A one-year sequence can be formed by taking MATH 253 after MATH 247. Students interested in taking more advanced mathematics courses may take any of the three sequences outlined above (MATH 251, 252, 253 or MATH 261, 262, 263 or MATH 246, 247, 253). The sequences are equivalent as far as department requirements for majors or minors and as far as prerequisites for more advanced courses.

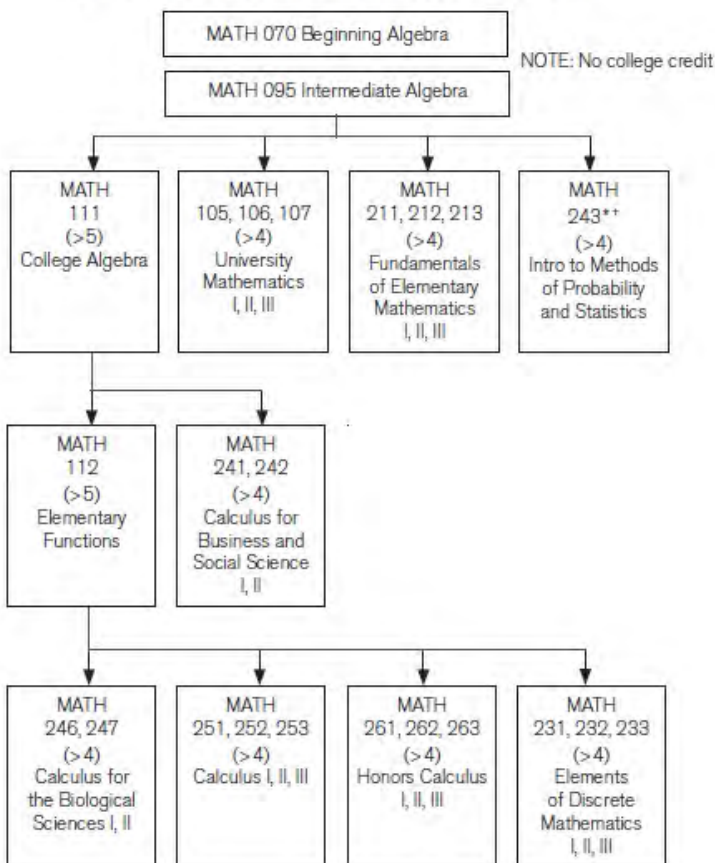
d. **Calculus for Business and Social Science I, II (MATH 241, 242), and Introduction to Methods of Probability and Statistics (MATH 243)**

Sequence is designed to serve the mathematical needs of students in the business, managerial, and social sciences.

Choosing this sequence effectively closes the door to most advanced mathematics courses.

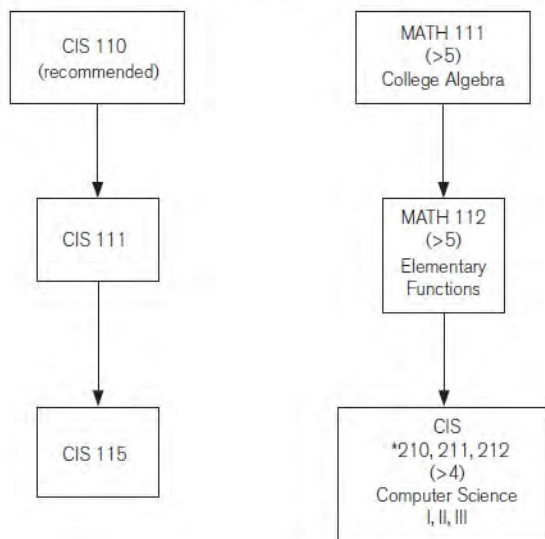
Economics or Business majors with strong mathematical interests should consider MATH 251–252 in place of MATH 241–242. This decision will make it easier to pursue a math minor. In any case, students need to consult with an advisor in mathematics, or in their field, about which of these four sequences to take.

PREREQUISITES FOR MATH COURSES



- Note: >4 approved for science group or mathematics BS requirement
 >5 approved for mathematics BS requirement only
 * Students should not register for both MATH 243 and 425
 * MATH 111 is a preferred prerequisite, but MATH 095 is acceptable

Prerequisites for computer information



- Note: >4 approved for science group (SCI) OR mathematics BS requirement
 >5 approved for mathematics BS requirement only
 * programming experience required (for ex. CIS 122)

CIS COURSES

Certain Computer Science (CIS) courses are approved to meet either the BS mathematics requirement, or the science group (denoted as SCI) general-education requirement. MATH 111 College Algebra, and MATH 112 Elementary Functions, are the math prerequisite courses for these CIS courses (also detailed in the chart “Prerequisites for Computer Science Courses” on page 8):

CIS 210 Computer Science I

CIS 211 Computer Science II

CIS 212 Computer Science III

These CIS courses that meet either of the requirements have no prerequisites:

CIS 105 Explorations in Computing

CIS 111 Introduction to Web Programming

CIS 115 (pre-req CIS 111)

CIS 122 Intro to Programming and Problem Solving

CIS 170 Science of Computing (last taught in 2012)

CREDIT DEDUCTIONS

Duplication of Course Content

Students cannot receive credit for the same course content taken under different course numbers:

MATH 251 duplicates MATH 241 and 246

MATH 252 duplicates MATH 242 and 247

Students cannot receive credit for more than one of MATH 241, 251, 246 and cannot receive credit for more than one of MATH 242, 252, 247. Credit will be deducted in these instances.

Regression in Sequence of Courses Taken*

Credit is also deducted if a student takes a course at a lower level than one in which the student has previously earned credit. Despite the loss of credit, it is often appropriate to recommend that students regress to lower levels if they have not mastered the advanced courses. Deductions are processed after term grades are final and are printed on Degree Guides.

The following details the regression sequence of math courses that will result in credit deduction:

Math Course Credits Earned First	Credit Deduction if These Math Courses Taken Later
112	111
212	211
213	211, 212
231	111,112
241	111, 251
242	111, 241, 251, 252, 246, 247
243	425
251, 246, 261	111, 112, 241
247, 252, 262	111, 112, 241, 242, 251, 246, 261, 247, 252, 262

Math Course Credits Earned First	Credit Deduction if These Math Courses Taken Later
253, 263	111, 112, 241, 242, 251, 252, 261, 262, 253, 263
425	111, 243

*Note: MATH 105, 106, 107 are not considered a regression, and may, for example, be taken after completing MATH 111

GENERAL COMMENTS REGARDING PROPER PLACEMENT

Members of the Mathematics Department will be happy to discuss any aspect of the student’s mathematics program. Generally speaking, they feel that well-prepared students should avoid repeating material, even though their placement and SAT Math scores may not be outstanding; poorly prepared students, no matter how able, should be cautioned against enrolling in courses requiring more experience than they have.

Calculator Needs

For MATH 111, 112, and 241–243, a programmable calculator capable of displaying function graphs may be required (TI-83 recommended).

Mathematics Tutoring Services

The University Teaching and Learning Center (TLC) provides a variety of services for students (see pages 43-44), including tutoring for mathematics. The Math Lab, located on the 4th floor, Knight Library, offers free drop-in tutoring 9:00 a.m. - 4:00 p.m. Monday to Friday. Students seeking additional math support may join small-group tutoring sessions for a fee or request a list of tutors available for private hire. For more information, visit 68 PLC or tlc.uoregon.edu.

BACHELOR OF ARTS REQUIREMENTS: SECOND LANGUAGE PROFICIENCY

All students completing a bachelor of arts degree must demonstrate proficiency in a second language.

OPTIONS TO MEET SECOND-LANGUAGE PROFICIENCY REQUIREMENT

The requirement may be satisfied in various ways:

- i. **Satisfactory Completion of Second-Year Study**
Satisfactory completion (C-/P or higher) of at least the third term of a second-year second language, (e.g., Spanish 203/228) or any higher-level course taught in the second language.

Satisfactory Completion of Department Administered Examination

Satisfactory completion of an examination administered by the appropriate department, showing language proficiency equivalent to that attained at the end of two years of study. See Appendix G for procedures on testing. Students wishing to demonstrate proficiency in a language not taught at the University of Oregon should be referred to the Associate Dean for Humanities, Karen Ford, in the College of Arts and Sciences, at 541-346-3902.

- ii. **Second-Year Level Transfer Credit from Accredited Institution**
Transfer credit from an accredited institution equivalent to at least the third term second year language, including American Sign Language.
- iii. **Appropriate Standardized Examination Score**
An appropriate score from an Advanced Placement (AP) or International Baccalaureate (IB) Examinations (see Appendix G).
- iv. **Appropriate Achievement Test Score**
An appropriate score from an achievement test in second languages, such as the SAT Foreign Language Subject Test as detailed in this table:

Minimum Test Score	SAT Subject Test
590	Chinese w/Listening (ACCL)
590	German w/Listening (ACGL) German Language (ACGM) Japanese Listening (ACJL) Korean Listening (ACKL)
600	Italian Language (ACIT) Latin Language (ACLT) Spanish w/Listening (ACSL) Spanish Language (ACSP)
610	French w/Listening (ACFL) French Language (ACFR)

These scores are linked with students' records and clear the BA second language proficiency requirement. **No credit is issued.**

- v. **English as a Second Language**
English as a second language will clear the BA second language proficiency requirement if there is evidence on a transcript (high school or above) of formal education in the first language, and if the student has satisfied the UO written English requirement. Students with questions regarding this method of demonstrating proficiency should be directed to the Office of the Registrar.

LANGUAGE PLACEMENT TESTING

Language placement testing for incoming students is available in Chinese, French, German, Japanese, and Spanish. Testing is a part of the advising program during IntroDUCkTion and Week of Welcome. Otherwise, refer students to the Testing Center located in Room 270 at the University Health, Counseling and Testing Center Building; they can visit the website at testing.uoregon.edu or call 541-346-3230.

NOTE: Chinese, Japanese & Korean Placement
Both the Japanese and Chinese placement tests are required of all students who have had prior backgrounds in Japanese or Chinese, either as native speakers or through prior course work. Both tests consist of two parts: a written test and an oral interview. The written test is not timed. The written test is taken by appointment at the Testing Center to schedule a written test visit testing.uoregon.edu, click "ONLINE REGISTRATION" and select either "Japanese" or "Chinese." Once the written test has been scheduled, contact the Department of East Asian

Languages and Literatures to schedule an oral interview, which will take an average of 30 minutes. The Japanese written test consists of three sections: listening, reading, and writing. It takes approximately one-and-a-half to two hours. The Chinese written test consists of three sections: listening, structure, and reading comprehension. It takes approximately 55 minutes. For placement in Korean language courses, students must contact the Department of East Asian Languages and Literatures.

Guidelines for Language Placement

test is determined by their previous language study experience. The chart “Determine If Student Needs Placement Testing; Language Course to Take” on page 13 details guidelines for students particular circumstances, and also the recommended language courses they should take first. A summary of the guidelines for testing are as follows:

i. Beginning Language Study Without Any Prior Background Student should register for the 101 class.

ii. Continuing Language Studied for Two or More Years in High School

Student *may not* register for the 101 level class. Instead, they should take a placement test to determine the best place to start, as well as adhere to these additional guidelines: Students who studied a language for two years in high school are often ready to begin university language work at the second-year level (201).

In the case of French, German, Italian, or Spanish, a slightly lower starting point is also available. The two-course sequences, 111 and 112, offered in French, and Spanish (104, 105 in German and Italian), which cover first-year material in two terms instead of three, offer a bridge between high school and university-level language study.

iii. Continuing Language Studied for Three or Four Years in High School

Neither the 101 nor the 111 class choice is appropriate for student. They must register for the courses numbered 201 or above.

iv. Spanish Classes for Students Who Grew Up with Spanish in Their Home or Community

Students who grew up with Spanish at home or in the community need to take the Spanish Heritage Placement Test. The appropriate course will be recommended based on placement results. For more information, contact herencia@uoregon.edu.

LANGUAGE PLACEMENT THROUGH CONSULTATION WITH ADVISORS

Students may be referred to individual departments for complicated placement issues:

American Sign Language (ASL)

Communication Disorders and Sciences:
HEDCO Building 2nd floor; 541-346-2480
cds@uoregon.edu, education.uoregon.edu

Classics (Latin-Greek)

311 Susan Campbell Hall; 541-346-4069
classics.uoregon.edu

East Asian Languages (Chinese-Japanese-Korean)

308 Friendly; 541-346-4041
eall.uoregon.edu

German-Scandinavian

202 Friendly; 541-346-4051
gescan@uoregon.edu, gescan.uoregon.edu

Hebrew

Judaic Studies:
311 Susan Campbell Hall; 541-346-5288
judaicstudies.uoregon.edu

Romance Languages (French-Italian-Portuguese-Spanish)

102 Friendly; 541-346-4021
rl.uoregon.edu

Russian and East European and Eurasian Studies

175 PLC; 541-346-4078
rees.uoregon.edu

Swahili

Yamada Language Center – World Languages Academy
121 Pacific Hall; 541-346-4011

OTHER LANGUAGES: YAMADA LANGUAGE CENTER Self-Study Courses

The Yamada Language Center offers a self-study program (LT 199 Special Studies - Language) for languages - not ordinarily taught at UO such as Turkish, Hindi-Urdu, and Vietnamese. However students should not expect to clear the BA language requirement through this option. For more information contact the Yamada Language Center, 541-346-4011, babel.uoregon.edu/main-menu/self-study-language-programs.sslp.

AMERICAN SIGN LANGUAGE

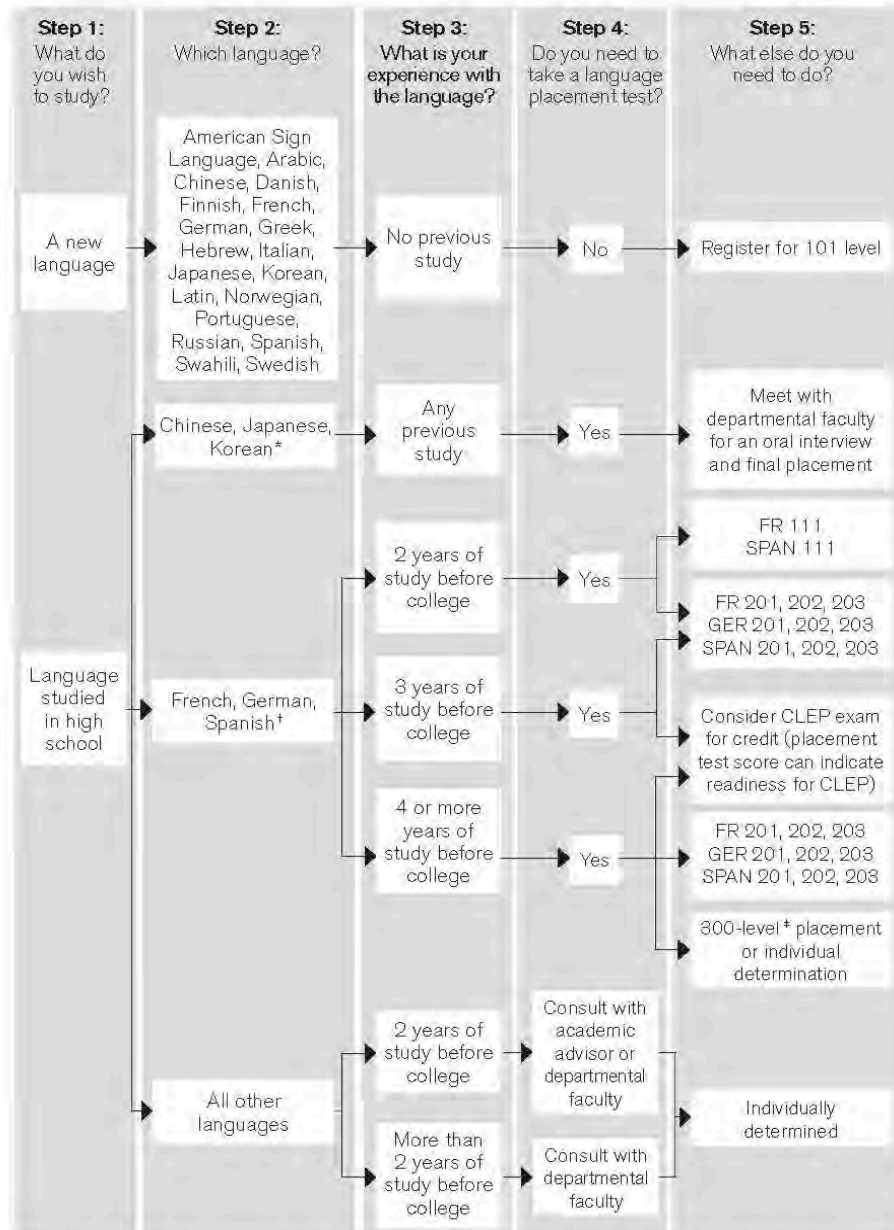
Effective fall 2013, American Sign Language can be used to complete the BA second-language requirements. Both the 101–103 and 201–203 sequences will be offered in the 2015–2016 academic year.

1.5 GROUP REQUIREMENTS

All students must demonstrate breadth in their education by completing specified course work in three academic areas, called groups. The groups and their corresponding denotations are: arts and letters (A&L, >1), social science (SSC, >2), and science (SC, >3). A list of group-satisfying courses can be found in the Student Orientation Workbook, and online at registrar.uoregon.edu/group_courses. The following table summarizes the group requirements for the degrees offered at the university.

Bachelor of Arts Bachelor of Science Bachelor of Fine Arts	Bachelor of Architecture Bachelor of Landscape Architecture Bachelor of Interior Architecture Bachelor of Education Bachelor of Music Bachelor of Music in Music Education
A&L: 15 credits minimum SSC: 15 credits minimum SC: 15 credits minimum <ul style="list-style-type: none"> Each group must include at least two courses in one subject code, and at least one course in a different subject code 	A&L: 12 credits minimum SSC: 12 credits minimum SC: 12 credits minimum <ul style="list-style-type: none"> Each group must include at least two subject codes Two groups must include two courses with the same subject code
45 minimum total group credits	36 minimum total group credits

DETERMINE IF STUDENT NEEDS TO TAKE A LANGUAGE PLACEMENT TEST



* Students who wish to continue study of Korean must contact the East Asian Languages and Literatures office for individual placement appointments.

† Students who grew up with Spanish at home or in the community need to take the Spanish Heritage Placement Test. The appropriate course will be recommended based on placement results. For more information, contact herencia@uoregon.edu.

* Students with 300-level and higher GER placement should consult with departmental faculty.

NOTE: Subject Code and Group Requirements

A subject code is an abbreviation used with a course number to indicate an academic area. Pay particular attention to subject codes that are offered in more than one general education group: anthropology, environmental studies, geography, linguistics, philosophy, psychology, religious studies, and women's and gender studies. Students may only use one course that has the same subject code as their major to fulfill the group requirements. See "One Course Restrictions" on this page for further explanation.

EXPLANATIONS AND RESTRICTIONS OF GROUP REQUIREMENTS

BA AND BS REQUIREMENTS AND

GROUP REQUIREMENTS—"DOUBLE DIPPING"

BA requirement: Courses used to demonstrate proficiency in a second language for the BA requirement **cannot** also be used to fulfill the arts and letters group requirements.

BS requirement: Courses used to demonstrate proficiency in mathematics or in computer science, or in a combination of the two for the BS degree, **cannot** also be used to fulfill the science group requirement. For assistance in interpreting situations, contact advisors in the Office of Academic Advising at 541-346-3211.

Some interpretations and examples about the **Double Use Rule:**

- Students completing two languages may use the second language for group requirements
- Students completing both math and computer science may use any eligible courses not required for the BS for the science group requirements
- Students completing concurrent degrees, may not double use major courses for either degree
- Students completing a second bachelor's degree and students completing the Associates of Arts Oregon Transfer (AAOT) are assumed to have met group requirements, and therefore can use any course(s) when completing the BA or BS
- Courses leading up to the course, which completes the requirement (e.g., FR 201, 202 precede FR 203 which completes the requirement) may not be used for group requirements, but courses exceeding the minimum may be used. If a student, for example, is admitted with Advanced Placement credit in FR 203 and FR 301 and

319, then FR 203 may not be used as an arts and letters group course because it is the course which clears the BA requirement, but 301 and 319 may be applied to the group requirements

- In mathematics, a student who completes only MATH 241, 242, 243, needs 241 and 242 to complete the BS requirement, and may use 243 for the science group. If that same student took MATH 111 and 112 prior to 241, the student would use MATH 111, 112 and 241 to meet the BS requirement and could, therefore, use MATH 242 and 243 for the science group. See pages 6–9 for the various ways to meet the BS requirement.

ONE COURSE RESTRICTIONS

Students may use only one course that has the same subject code as their major to fulfill group requirements. This restriction is applicable for the following situations:

- A student's first **major**
- All undergraduate degrees
- First major in both degrees of a student receiving concurrent degrees
- **Pre-majors** are covered by the same rule as would apply to the major in the subject. Example: pre-business students may only use one Business course, the same as business majors
- **Majors with courses in two different groups** may only use one course in only one group. Example: psychology has courses in both the social science and science groups. A psychology student would only be able to use one social science or one science course for the group requirements
- Students with **different major codes** may only use one course from that department. For example, music students may use only one class from music, even though there are four different music course major codes
- Students who are **environmental science majors** may only use one environmental studies course
- Students who are **family and human services majors** may use only one FHS course
- **MUS and MUJ** are considered one subject code and a total of three courses may be used in arts and letters (music majors may, of course, use only one course)

NOTE: Transferring Out of CHC

Clark Honors College students who have completed the CHC general-education requirements (HC 221, 222, 231, 232, and either 223 or 233; four math/science courses from approved lists; and 20 credits in upper division CHC Colloquia) have fulfilled the university's group requirements. Should a student leave the CHC after successful completion of all of these courses, the student will retain his/her clearance of the university's group requirements.

CLARK HONORS COLLEGE AND GROUP REQUIREMENTS

Since CHC students satisfy the group requirements by following the CHC curriculum, the lists of group-satisfying courses in the Student Orientation Workbook and on the class schedule are relevant when advising students who are transferring out of the CHC. Please refer these students to the Office of Academic Advising.

Questions on other Honors College courses, including those which are no longer taught, should be directed to CHC at 541-346-5414 or honors@uoregon.edu. CHC graduation requirements are available online at honors.uoregon.edu/content/graduation-requirements. See Appendix L for a complete discussion of Clark Honors College (CHC) general-education requirements.

SECOND MAJORS OR MINORS AND GROUP REQUIREMENTS

A student completing a second major or minor may satisfy an entire group with only one additional approved course from a different subject code. For example, if a student completes a minor in history, (s)he will need only one more approved course from a different social science subject code, to complete the social science group.

A minor or second major (e.g. Anthropology) containing courses from two groups (e.g. Social Science and Science) may be substituted for group clearance in only one of the groups. Refer students to the minor or second major department to inquire about this substitution. The advising coordinator in that department should contact the Office of the Registrar to confirm the substitution.

GROUP REQUIREMENTS AND UPPER-DIVISION CREDIT

The university requires 62 credits of work at the 300-level and above. Most majors contribute only 30–35 credits of that 62 credits. As a consequence, many students need to identify upper-division courses beyond their major. Many of the 300-level group satisfying courses have few, if any, prerequisites. *Community college transfer students with 90 and more credits who have not yet finished their group*

requirements should be referred to some of these 300-level courses.

1.6 MULTICULTURAL REQUIREMENT

All degree seeking undergraduate students, including those with Oregon Associate of Arts Transfer (AAOT) degrees, must complete the multicultural requirement. All students must complete one course in two of the following categories:

- A. American Cultures
- B. Identity, Pluralism and Tolerance
- C. International Cultures

A minimum of 6 credits in approved courses must be earned. The list of multicultural courses can be found online at registrar.uoregon.edu/current-students/group-satisfying-and-multicultural-courses.

NOTE: Multicultural Requirement and Group Requirements

Some courses can be used to fulfill two requirements simultaneously. Symbols following the course title on the schedule indicate how the course will be used.

1. Category A: American Cultures (AC)

The goal is to focus on race and ethnicity in the United States by considering racial and ethnic groups from historical and comparative perspectives. Five racial or ethnic groups are identified: African-American, Chicano or Latino, Native American, Asian-American, and European-American. Approved courses deal with at least two of these groups in a comparative manner. They do not necessarily deal specifically with discrimination or prejudice, although many do.

2. Category B: Identity, Pluralism and Tolerance (IP)

The goal is to gain scholarly insight into the construction of collective identities, the emergence of representative voices from varying social and cultural standpoints, and the effects of prejudice, intolerance, and discrimination. The identities at issue may include ethnicities as in the American Cultures category, as well as classes, genders, religions, disability, sexual orientations, or other groups whose experiences contribute to cultural pluralism. This category includes courses that analyze the general principles underlying tolerance, or the lack of it.

3. Category C: International Cultures (IC)

The goal is to study world cultures in critical perspective. Approved courses either treat an

international culture in view of the issues raised in Categories A and B—namely, race and ethnicity, pluralism and mono-culturalism, and/or prejudice and tolerance—or explicitly describe and analyze a world-view—i.e., a system of knowledge, feeling, and belief—that is substantially different from those prevalent in the 21st century United States.

1.7 DEGREE GUIDE

The Degree Guide shows progress in meeting general-education and degree, including major and any minor, requirements; students may access copies of their personal audits through DuckWeb.

1.8 DOUBLE MAJORS, CONCURRENT DEGREES, AND SECOND BACHELOR'S DEGREE

SINGLE DEGREE WITH DOUBLE (OR MORE) MAJORS

Majors must be compatible with the degrees. English, for example, offers only a bachelor of arts. English may be combined with chemistry under a bachelor of arts because chemistry also offers a bachelor of arts. English may not, however, be combined with chemistry under the bachelor of science, because English does not offer a bachelor of science. Each degree-granting program indicates in the online UO Catalog the degrees it is authorized to award.

GENERAL REGULATIONS AND RECOMMENDATIONS

The following are general regulations and recommendations for students seeking more than one major and or degree:

- There are no limitations on the number of majors that may be awarded under one degree.
- All requirements appropriate to each major and to each college must be met.
- If students combine an interdisciplinary major and another major, there may be some limitations on the number of credits/courses, which may be used twice to satisfy major requirements. The limitations are usually described in the UO Catalog.
- Students wishing to add a second major should go to the office of the second major for information.
- Students must consult with the second major department to determine admissibility. Some departments and professional schools have

admission procedures that must be followed to gain major status, and they may refuse to grant major approval for graduation to students who have not followed appropriate procedures. Furthermore, formal admission to some majors is required to gain access to upper-division work.

- The group requirements for students completing more than one major may be affected (see page 14).

CONCURRENT BACCALAUREATE DEGREES

Students seeking to earn two bachelor's degrees (e.g., a BA from the College of Arts and Sciences in English, and a BS from the Lundquist College of Business in Accounting):

1. The second degree may be offered by the same school or college
2. The student completes the departmental requirements for each major
3. The student completes the general-education requirements for each degree
4. The student completes a minimum of 36 credits at the UO beyond those required for the degree that has the highest credit requirement
5. The student applies for the first degree on DuckWeb and submits a request to the Office of the Registrar for the second degree

In most cases, concurrent degrees within the same school or college are awarded only when the majors lead to distinct degrees. Students should complete the request for a concurrent degree prior to beginning the required coursework.

Advisors may wish to discuss the option of Single Degree with Double (or more) Majors, particularly if it appears both majors can be completed with the 180 credit minimum for bachelor's degrees.

SECOND BACCALAUREATE DEGREE

Students with a baccalaureate degree from a regionally accredited institution may earn a second baccalaureate degree (post-bac.) from the UO, if they meet all departmental, school, or college requirements for the second degree.

1. UO Credit Requirements

The following table details the UO credit requirements that must be satisfied to earn a second baccalaureate degree, based on whether the first degree is earned at the UO:

UO Second Degree Requirement	If Latest Degree Earned From:	
	UO	Not UO
Residence Credit	36 credits	45 credits
A, B, C, D Graded Credits	18 credits	23 credits
Satisfactory Performance	2.00 minimum UO GPA in courses taken for second bachelor's degree	
Completion of Required Major Coursework	75 percent of all coursework required for the second major must be completed after the conferral of the latest bachelor's degree	

2. Specific Degree Requirements

University degree requirements for the BA or the BS may be completed with coursework earned from previous degrees.

3. BS Mathematics and CIS Proficiency Requirement

The student must satisfy the mathematics and CIS proficiency requirements.

4. BA Second Language Proficiency Requirement

The student must satisfy the second language proficiency requirement. A student whose first degree was earned at an institution where the language of instruction is not English, can meet the language proficiency requirement by completing WR 121, and either WR 122 or WR 123, with grades of C-/P or higher. Contact the Office of the Registrar for clearance at 541-346-2935.

5. Graduate Credit Eligibility

Students admitted as second bachelor's degree candidates (UG) are considered undergraduate students, and credit completed as an UG student is not eligible for graduate credit or permitted for inclusion at the graduate level in an advanced degree program.

Exception: Students who complete all requirements for, and are awarded a second bachelor's degree as an "UG-post-bac.," may apply up to 9 credits of the work taken as a postbaccalaureate non-graduate student toward a master's degree (within the 15-credit maximum for transfer credit). The 9 credits must be for courses beyond all baccalaureate degree and/or program requirements (see Appendix D).

1.9 EXCEPTIONS TO ACADEMIC REQUIREMENTS AND PROCEDURES

If students find it necessary to ask for an exception to academic requirements or procedures, three standing faculty committees meet regularly to hear and act on such requests. The functions of the committees differ, and the faculty advisor should be acquainted with the kinds of issues dealt with by each committee.

NOTE: Petition Consideration Criteria

Students are petitioning for an *exception* to university policy and approval is only considered under serious extenuating circumstances. There are no guarantees of approval for petition requests.

ACADEMIC REQUIREMENTS COMMITTEE

Office of the Registrar

220 Oregon Hall

541-346-2935

registrar.uoregon.edu

TYPES OF EXCEPTION REQUESTS CONSIDERED

The Academic Requirements Committee (ARC) handles two types of exception request:

Exception to Graduation Requirements

Examples include:

- Reduction of group requirements
- Reduction of BS or BA requirements
- Reduction of residence credits
- Reduction of university graded credits
- Reduction of upper-division credits
- Reduction of multicultural credits
- Retroactive change in grading option only when needed for the 168 A, B, C, D, P* and only when graduating
- Permission to repeat a non-repeatable course

Exception to Registration Deadlines

Examples include:

- Late registration
- Adding or withdrawing from courses after the prescribed deadline
- Exceeding the 24-credit load limit

For more information about petitions involving registration deadlines, contact student records in the Office of the Registrar at 541-346-2935.

PROCEDURE TO SUBMIT EXCEPTION REQUESTS

Students pick-up and file petitions from the Office of the Registrar. The committee hears and acts on petitions bimonthly during regular terms.

INQUIRIES TO FACULTY ABOUT LOSS OF CREDIT

If a faculty member is asked about transfer evaluations, repeated courses, or regressions resulting in loss of credit, the advisor should refer the student to a student records specialist in the Office of the Registrar at 541-346-2935.

SCHOLASTIC REVIEW COMMITTEE

Office of Academic Advising

364 Oregon Hall

541-346-3211

advising.uoregon.edu

TYPES OF PETITION REQUESTS CONSIDERED

The Scholastic Review Committee (SRC) oversees petition requests related to academic matters.

Examples include:

- Reinstatement after academic disqualification
- Cancellation of academic disqualification
- Complete or selective withdrawal from courses after the term has ended
- Retroactive changes in grading option when not needed for graduation
- Request for change of grade when the instructor feels such a change is not warranted (contested grade)
-

PROCEDURE TO SUBMIT PETITION

Students must make an appointment with an advisor in the Office of Academic advising who will provide assistance in completing the petition. The committee typically meets two to three times per month. Students are permitted to petition up to three years after the term in question.

REQUEST FOR FACULTY COMMENT ON PETITIONS

Faculty members are often asked to comment on petitions; if they would like additional information on what the SRC wishes to review, they should call 541-346-3211 and speak with an advisor in the Office of Academic Advising.

TUITION REFUND COMMITTEE

Office of Academic Advising

364 Oregon Hall

541-346-3211

advising.uoregon.edu

TYPES OF PETITION REQUEST CONSIDERED

The Tuition Refund Committee (TRC) reviews tuition refund petition requests for complete withdrawals from a term (i.e., drop all courses).

NOTE: Contest Charges For Dropping Single Course

Students who wish to contest charges for dropping a single course should be referred to the Academic Requirements Committee (ARC), in the Office of the Registrar in 220 Oregon Hall at 541-346-2935. Refer to ARC section on page 17.

The UO “complete drop” refund policy determines the percentage of refund (if any) a student receives when completely withdrawing from a term, it is available at *registrar.uoregon.edu/calendars*. Students who withdraw from their entire schedule and would like to request a greater refund than allowed, due to documented **extraordinary or exceptional** circumstances or documented misadvising **that prevented them from withdrawing prior to posted deadlines**, may submit a tuition refund petition. Complete withdrawal refund petitions may be submitted up to a year after the term in question; petitions greater than one year old are not considered. Refund exceptions are not granted for reasons of work or schedule changes, nonattendance without dropping, unawareness of withdrawal policies, or preexisting medical conditions.

PROCEDURE TO SUBMIT PETITION

Students must make an appointment with an academic advisor in the Office of Academic Advising. Advisors will provide information and instructions regarding petitioning for refunds. The committee hears and acts on petitions biweekly during regular terms. A petition is reviewed only once by the committee. This tuition refund petition process is the only course of action for requesting a tuition refund for complete withdrawals.

1.10 GRADING SYSTEM

GRADE OPTIONS

Student work is graded as follows:

- A – excellent
- B – good
- C – satisfactory
- D – inferior
- F – unsatisfactory performance (no credit)

Instructors may affix + or - to the grades A, B, C, D.

PASS/NOPASS OPTION (P/P*)

Satisfactory or better performance. P and P* are equivalent to C minus or better for undergraduate coursework, B minus or better for graduate coursework. P* is the mark used when a course is offered only P/N and is included in the **168 A, B, C, D, P* credit requirement**.

Graduate-Professional School Consideration
Students planning to enter graduate or professional schools should be advised to take their work on a graded basis whenever possible. Some professional schools will not consider Pass/ No Pass grades in their review of applicants' records. Realistically, students should be made aware that whenever their records are scrutinized with particular care, whether by admissions committees, by honor societies, or even by job placement agencies, it is usually a benefit to the student to have as much work as possible taken on a graded basis.

GRADING OPTION POLICIES

Grading options are determined during registration; students may change a grading option through the seventh week of any regular term on DuckWeb.

MARKS

I (INCOMPLETE); INSTRUCTOR-INITIATED MARK

A mark of "I" may be reported only when the quality of work is satisfactory and the student is passing the class, but a minor, yet essential, requirement of the course has not been completed for reasons acceptable to the instructor. To complete an "I" students must **not re-register for the course in a subsequent term**.

Rather, instructors should establish a contract, to be filed in the department office, specifying what must be done to remove the incomplete grade.

NOTE: Automatic Change from I to F

Effective winter 2005, incomplete marks must be made up within one calendar year, or the incomplete mark automatically changes to "F" or "N." See section "Incomplete Removal" in the next column on the right.

X (NO GRADE REPORTED); REGISTRAR-INITIATED MARK

This mark is given by the Office of the Registrar when no grade is reported by the instructor.

Y (NO BASIS FOR GRADE); INSTRUCTOR-INITIATED MARK

If the instructor has no record of a student, although the student's name appears on the final class roster, the student has no basis for grading and may give a "Y" (see page 17–18 for exceptions to academic requirements and procedures for retroactive withdrawals).

W (WITHDRAW); STUDENT-INITIATED MARK

If the student officially withdraws from a class during the drop period, the student's name is not on the final class roster and no "W" appears on the student's record. If the student withdraws after the drop period, a "W" is recorded on the transcript. See academic calendars on the Registrar's website for specific dates. A student may not withdraw from single courses after the end of the seventh week of the term (see pages 17–18 for exceptions to academic requirements and procedures for retroactive withdrawals).

AU (AUDIT); STUDENT-INITIATED MARK

Audit enrollments are recorded on the student's academic record with a mark of "AU" but no credits are earned. Audited classes do not satisfy degree requirements and do not count toward the Graduate School's continuous enrollment requirement.

Audit registrations are accepted on the 1st day of the term through the add deadline. Departmental authorization is required for all audit enrollments. The approved authorization must be presented on an Auditor Registration form, available in the Office of the Registrar. An approved Auditor Registration form is also required to change from credit to audit. The form is available from the Office of the Registrar starting on the first class day of each term through the add deadline. Approval is dependent on space and subject to tuition and fees.

GRADE CHANGES

An instructor may change a grade that they have issued by processing a grade change on DuckWeb, provided that the changed grade is in the same grade option. The grade of "P" or "P*" cannot, for example, be changed to a "B" (see page 17-18 for procedures for petitioning retroactive change of grading option).

CONTESTED GRADES

Students with questions about final grades should be urged to try to resolve the problem first with the instructor and the department involved. If these attempts fail, students should be directed to the Scholastic Review Committee (see page 18).

INCOMPLETE REMOVAL

UO's Incomplete Policy is available online at registrar.uoregon.edu/current-students/incomplete.policy, or contact the Office of the Registrar at 541-346-2935.

POLICY EFFECTIVE WINTER TERM 2005

Undergraduate students have one calendar year to make up an incomplete mark assigned by a UO faculty member. Earlier deadlines may be set by the instructor, dean, or department head. Failure to make up the incomplete at the end of one calendar year will result in the mark of "I" automatically changing to a grade of "F" or "N." **For students graduating, removal of incompletes awarded winter term 2005 and after must be processed on DuckWeb no later than Friday following exam week of the graduating term. Incompletes awarded winter term 2005 or later will be automatically changed to a grade of "F" or "N" prior to conferral of the degree.** Grade changes must be processed on DuckWeb no later than 30 days after the degree is awarded. After this period, grades of "F" or "N" will remain on the academic record after the degree is awarded and cannot be removed.

POLICY PRIOR TO WINTER 2005

To remove an incomplete, an undergraduate student must petition the Academic Requirements Committee (see page 17). Once a record is closed (thirty days after graduation), an incomplete cannot be removed.

CALCULATION OF THE UO GPA

Grade point totals are computed by assigning four points for each credit of A, three for B, two for C, one for D, and zero points for each F. Adding a '+' increases the point value by .30; a '-' decreases the value by the same amount. The GPA is calculated by dividing the total grade points by the total number of credits of A, B, C, D, and F grades. All grades for all courses taken at UO appear on both the official and unofficial transcript and are included in the Term GPA calculation. Effective Fall 2016, only the second attempt of the repeated course is calculated into the Cumulative GPA. Credit for non-repeatable courses is given only once (see UO repeat policy below). Marks of P, P*, N, W, I, X, Y, and grades earned in remedial courses numbered below 100, are disregarded in the computation of the UO GPA.

UO REPEAT POLICY EFFECTIVE FALL 2016

1. Undergraduate students may not register, without prior approval by the Academic Requirements Committee (ARC)/Office of the Registrar, for non-repeatable courses in which they are currently enrolled or for which they have already earned a C or a Pass (P/P*) or better at UO or from a transferring institution.
2. Students may register, without prior approval by the ARC/Office of the Registrar, for a non-repeatable course for which they have already earned a C- or below or a No Pass at UO or from a transferring institution.
3. All grades for all courses taken at UO appear on both the official and unofficial transcript and are included in the Term GPA calculation. Only the second attempt of the repeated course is calculated into the Cumulative GPA. Credit for non-repeatable courses is given only once.
4. Some courses are repeatable for credit if the content of the course differs from that of a previous offering of the course (e.g., Topics courses) or may be repeated for credit for a limited number of credits or a limited number of times. If a course is approved by the Committee on Courses to be repeatable for credit, the description of the course as published within the UO Catalog will state the restrictions for repeating the course. All grades and credits earned in repeatable courses are calculated in both the Term and Cumulative GPAs, up to the prescribed limits.
5. Repeated courses are annotated on the transcript as either being "REPEATED, INCLUDED IN GPA" or "REPEATED, EXCLUDED FROM GPA."
6. Students receiving federal financial aid should remember that failed coursework is calculated in the overall financial aid Satisfactory Academic Progress (SAP) review each year, and a student is required to meet SAP standards to remain eligible for financial aid. The SAP is calculated differently than the UO GPA and the UO Academic Standing.

ACADEMIC STANDING

At the end-of-term, a term and cumulative UO GPA are calculated for each undergraduate student and reported on DuckWeb. Advisors in the Office of Academic Advising at 364 Oregon Hall, 541-346-3211, can answer questions regarding academic standing. There are four main academic standing categories:

1. Good Standing

Students receiving 2.00 or higher for both their term and cumulative UO GPAs, are in good academic standing. Good Standing is not recorded on the academic transcript.

2. Academic Warning

Students receive an Academic Warning when the UO term GPA is lower than 2.00, even if the UO cumulative GPA is 2.00 or higher. This notation is not recorded on the student's official academic transcript, but it does appear on the unofficial transcript in DuckWeb.

Academic warning is given as a courtesy to advise a student of potential academic difficulty. Academic probation does not depend on the student receiving prior notice of academic warning.

3. Academic Probation

Academic probation is earned and the notation "Probation" is recorded on the student's official and unofficial academic transcript whenever the following conditions exist:

- **UO Cumulative GPA is Lower Than 2.0**
Students who have earned 44 or fewer credits are allowed two terms of probation before they are subject to disqualification. Students with more than 44 credits are only allowed one term of probation before they are subject to disqualification. A student on academic

probation who's UO cumulative GPA is lower than 2.00 and whose UO term GPA is 2.00 or higher remain on academic probation.

- Three Most Recent UO Term GPAs are Lower Than 2.00, Even If the UO Cumulative GPA is Above 2.00

Students on academic probation are limited to a study load of no more than 15 credits. Incoming students may be admitted on academic probation and are notified when such action has been taken; these students may be subject to disqualification after a single term of probation.

4. Disqualification

Academic disqualification is earned and the notation "Disqualification" is recorded on the student's official and unofficial academic transcript whenever the following conditions exist:

- Students on academic probation for having UO cumulative GPA lower than 2.00, who earn a UO term GPA lower than 2.00 in their next term
- Students on academic probation for having their three most recent terms of UO term GPA's lower than 2.00, and who earn less than a 2.0 term GPA for the fourth consecutive term

Students may apply for reinstatement by contacting the Office of Academic Advising at 541-346-3211. Petitions are reviewed to determine the probability that a student can satisfactorily complete the requirements of a degree program. The student may enroll during the academic year **only if** the Scholastic Review Committee (SRC) allows the student to continue on probationary status. Students may enroll for summer classes without being reinstated.

Requirements for UO Bachelor's Degree

Students Admitted Fall 2002 or after

Requirements	Bachelor of Science	Bachelor of Arts	Bachelor of Education • Music • Music in Music Ed.	Bachelor of Architecture • Landscape Architecture • Interior Architecture	Bachelor of Fine Arts
Written English:	WR 121 and either WR 122 or 123. These courses or their equivalents are required for all bachelor's degrees at the UO (C-/P or better).				
Group Requirements:	A minimum of 15 credits in approved group-satisfying courses is required in each group.*				
• Arts & Letters	Each group must include:				
• Social Science	(a) at least two courses in one subject and				
• Science	(b) at least one course in a different subject.				
Total Minimum Credits:	45 (no more than three courses from one subject) <i>All degrees: No more than one course within the same subject code of the major.</i>	180	180	36 (no more than three courses from one subject)	Students must satisfy the general requirements for either the bachelor of arts or the bachelor of science degree.
Multicultural Requirement:	One approved course in two of the following categories: A) American Cultures; B) Identity, Pluralism & Tolerance; C) International Cultures. (Courses must be a minimum of three credits.)				
Second Language:	Two years college-level or equivalent (C-/P or better)*				
Mathematics/ Computer Science:	One year college-level or equivalent (C-/P or better)*				
Minimum Credits:	180	180	180	220 (B.L. Arch.) 225 (B.I. Arch.) 231 (B.Arch.)	220
Upper-Division Credits:	62	62	62	62	62
Total ABCDP* Credits:	168	168	168	168	168
UO ABCD Credits:	45	45	45	45	45
UO Residence Credits:	45 after 120	45 after 120	45 after 120	45 after 160, 165, 171	45 after 160
UO Satisfactory Performance:	A University of Oregon Cumulative GPA of 2.0				
UO Academic Major:	Completion of an academic major is required for all bachelor's degrees at the University of Oregon.				

* Credits from a course may not be used to satisfy group requirements AND BA Language or BS Mathematics/Computer Science requirements.

2 THE ART OF ADVISING

2.1 GUIDE TO ADVISING FIRST-YEAR STUDENTS

TIPS FOR ADVISING FIRST-YEAR STUDENTS

1. Be prepared for meeting with students

Identify resources that might be helpful, including the online UO Catalog, Student Orientation Workbook, department websites, workshops, events, opportunities, etc.

Identify appropriate handouts.

2. Discuss advising expectations

Discuss how you would prefer to be contacted by students (by e-mail, phone, drop-in hours, or appointment).

Consider creating an advising syllabus as a convenient way to communicate your expectations and other advising information. See “Developing an Advising Syllabus” on page 33 and the example advising syllabus in Appendix A.

3. Discuss student interests

Students may want to change their major or may be interested in a major that requires an application such as art; art and technology; product design; business administration; journalism; international studies; and planning, public policy, and management. Discuss the pre-major or other admission requirements as found in UO Catalog or department websites and refer student to appropriate department for more information on the application process.

Use general-education coursework to explore possible majors, minors, or other areas of interest.

Make referrals to other people or departments for additional assistance or information, e.g. major department, Career Center, Academic Advising, etc.

4. Help with short and long-term planning

Encourage students to create a variety of course options as they plan their schedule.

First-year students have a low registration priority, so many of their first-choice courses will be full.

Students can access the schedule at *classes.uoregon.edu* before their registration time to see what courses are being offered.

Demonstrate how to search for group-satisfying and multicultural courses using the class schedule.

Explain that the first year schedule should incorporate exploration of majors, classes, and elective coursework in many cases. Some students with very defined and structured programs, e.g., architecture and particular double-major combinations, might limit the elective courses.

Help and encourage students to develop two to four-year plans for reaching academic goals. Students can be encouraged to draft a plan prior to the advising meeting. The draft can then be revised and refined during the meeting. This encourages students to be active participants in the advising process.

Help students understand the role of long-term planning particularly for courses, such as math, language, science, and art studios that are offered in a particular sequence in particular terms.

5. Empower students by teaching them to monitor their academic progress

Show students how to calculate their GPA. The Office of the Registrar’s website at *registrar.uoregon.edu* has a GPA calculator and predictor that makes this a quick and straightforward process.

Demonstrate how to use the department websites to locate major-specific information, forms, and other resources.

Help students read their Degree Guide to track their progress toward degree and major requirements. If you primarily advise majors in your department, you might have handouts or other materials that can supplement the Degree Guide, but please rely on the Degree Guide for reviewing progress toward graduation.

ADVISING FIRST-TERM STUDENTS AT ORIENTATION SESSIONS

Faculty legislation requires that all first-term students discuss their schedule with an advisor prior to registration. This ensures that students get off to a good start academically.

PACs AND PINS

PACs

When undergraduate students apply for admission to the UO, they are sent a PAC (Personal Access Code) number, which, in conjunction with student ID numbers, gives them access to DuckWeb.

NOTE: PAC

- * PACs are confidential
- * Replacement of lost or forgotten PACs is handled by the Office of the Registrar

PINs

When new students attend their required advising meeting, the advisor gives each student a first-time registration PIN (Personal Identification Number), which along with their PAC, functions for the initial registration only. For subsequent registrations, students use only their PAC. For problems with PACs, refer students to the Office of the Registrar at 220 Oregon Hall. For problems with PINs, refer students to the Office of Academic Advising at 364 Oregon Hall or have them call 541-346-3211.

QUESTIONS TO CONSIDER WHEN ADVISING FIRST-YEAR STUDENTS

What to recommend to the undeclared student?

General-education courses are the heart of the first two years of undergraduate study, and they should be selected carefully. These courses enable students to sample subjects that might become a major, create a purposeful program of study, and, finally, lead to a meaningful university degree. For students who want to satisfy general-education requirements through a coherent program, First-Year Interest Groups (FIGs) are an excellent recommendation (see pages 47–48).

Additionally, students should be encouraged to make connections between their courses. For example, some subjects in psychology are analyzed by disciplines such as sociology, philosophy, political science, and biology. Thus, a student could select courses from other departments to make these connections. To create a meaningful path to graduation, all students should be encouraged to meet with an advisor each term.

What are the major requirements?

Department advisors should provide checklists on the major and refer the students to appropriate pages in the UO Catalog. Do major courses satisfy any group requirements? Do major courses satisfy the multicultural requirement? Students can use only one class in the major for group requirements. But the multicultural requirement may be satisfied with courses in the major.

Does the student need a second language, math, or both?

Recommend an early start on these important subjects. Are they required or recommended for the major? See pages 5–15 for the complete rules, including restrictions on double-counting courses for BA/BS degrees.

How many credits are appropriate for each quarter?

To graduate in 12 terms, undergraduates must complete 15 credits per term. Students typically take four regular courses (4 credits apiece) each term. Often, they take a one-credit PE class or a two-credit seminar as well. For instance, students who sign up for a FIG would take the two FIG courses, the 1-credit College Connections class, plus two other courses of their choice. In special situations, students may be advised to take a lighter load, but they must take at least 12 credits (three 4-credit courses) to qualify as full-time students for purposes of financial aid. If a student takes only 12 credits a term, the student will be 36 credits short of completing the required 180 credits for the BA or BS degree in four years. Comparatively, taking more than 15 credits a term can reduce the time to graduation.

Does the student's schedule take into account student differences?

Reading Ability

Advisors should note critical reading SAT scores and the reading load for courses. The SAT measures critical reasoning abilities that are important for academic performance in college. The scores can give the advisor and the student a rough idea of comparative levels with other students. Critical reading scores below the mean might suggest caution in assuming a heavy reading load (e.g., 12 credits in courses demanding five or six texts), until the student knows if the score is an accurate measurement of general comprehension.

Assignment Load

Some courses such as computer and information science, mathematics, second languages, chemistry, and accounting, demand less reading but require intense attention to daily assignments. Three such courses may put the student in precarious straits if illness strikes at midterm. Similarly, a schedule of four classes, each requiring a substantial term paper, might pose serious problems at the end of the term.

Work Schedule

Theoretically a 15-credit load assumes roughly 45 hours per week committed to class lecture and preparation of assignments. If the student intends to work more than twenty hours a week, they should be reminded of the difficulties that might ensue. Studies indicate that working fifteen to twenty hours per week need not interfere with students' achievement, but working in excess of twenty hours per week while maintaining a full schedule is not recommended.

Does the schedule have coherence and direction?

When possible, advisors should discuss combinations of courses that are particularly effective educationally. Students enjoy and gain from programs where there is some overlapping of subjects. For example, Survey of American Literature and U.S. History inform and

support each other. Consider also geography and history, economics and political science, philosophy and psychology, etc. The intertwining of courses from different disciplines adds depth to students' understanding; this principle underlies the FIG program (see pages 47–48).

How can long-term planning help the student know the number of elective credits available in their education?

Wherever feasible, advisors should show students how to plan for more than a single quarter. The results can give the student more options should first choice courses be full when the student registers, and the student can be more efficient in the way he or she moves through the requirements and ultimately uses elective credit. Long-term planning improves the likelihood of students graduating in four years.

By following the highly focused “Sample Two Year Long-Term Planning Model” below, students will have completed nearly all group, writing and BA requirements, and it is likely the student will complete a multicultural course in anthropology or arts and letters. They will also complete 16 credits in the anthropology major. If students can visualize the ease with which requirements can be satisfied and understand major requirements, they can calculate the number of available electives they need.

Sample Two Year Long-Term Planning Model

For a first-year student considering a bachelor of arts degree in a social science major, such as anthropology, the advisor might quickly sketch out the following two-year plan. Modest substitutions are required for a BS degree.

Year	Term					
	Fall		Winter		Spring	
	Course	Credit	Course	Credit	Course	Credit
1	1st Year Language	5	1st Year Language	5	1st Year Language	5
	WR 121	4	WR 122	4	SCI Group	4
	SSC Group/ANTH	4	SSC Group	4	SSC Group	4
	Elective or Group	2–4	Elective or Group	2–4	Elective	2–4
	Total Credits	15–17	Total Credits	15–17	Total Credits	15–17
2	2nd Year Language	4	2nd Year Language	4	2nd Year Language	4
	A&L Group	4	A&L Group	4	A&L Group	4
	Major – ANTH	4	Major – ANTH	4	Major – ANTH	4
	SCI Group	4	SCI Group	4	SCI Group	4
	Total Credits	16	Total Credits	16	Total Credits	16

How to help students think about using electives?

There is generally room in the normal four-course academic term schedule to include an elective. Students might prefer during the first year to choose electives that will balance an academic schedule with non-major courses of special interest, such as music performance. Advisors should be aware of, and may recommend, one of the following courses to students who, in their judgment, would benefit from additional academic support: TLC 101 Introduction to University Study, or perhaps a 1-credit three-week course in the TLC 199 study skills series—Tackling Texts, Time, or Tests.

Some prefer to save electives until later in their college career. They may consider the use of elective hours in an overseas program, in a minor or second major, in a second language, or in adding practica. The student may consider post-graduation plans. For example, if a student decides to pursue graduate education, there could be a need for additional computer, statistical or mathematical skills, or the student could choose a particular language relevant to career choices. The student in the “Sample Two-Year Planning Model” on the previous page might have decided to specialize in Southeast Asian anthropology after having completed a European language for the BA requirement. For students who plan to work immediately after graduating, a business, multimedia, or computer information technology minor may be appropriate.

The advisor in the major can offer the best advice for the use of elective credit. The availability of electives is quite different for each major. In general, majors in the humanities and social sciences allow more elective options than majors in the sciences and in the professional schools.

Are there requirements for post-graduation plans? A health profession? Law school? Fifth-year education programs?

See pages 38–40 for more information.

Are there career goals the advisor can discuss?

If the advisor can talk about career options, it should be done, but it is also wise to refer students to the Career Center at 220 Hendricks Hall or at 541-346-3235. See pages 46, 55–56 for information on career-related courses and programs.

2.2 CONSIDERATIONS FOR ADVISING TRANSFER STUDENTS

TRANSCRIPTS AND DEGREE GUIDES

MAXIMUM TRANSFERABLE CREDITS

A maximum of 124 credits may be transferred from community colleges. Discuss the UO requirement for 62 upper-division credits.

DOCUMENTS REQUIRED FOR ACADEMIC ADVISING

Transfer students should bring a copy of their Degree Guide and their Transfer Evaluation, both available on DuckWeb, to advising meetings. Both documents are necessary for academic advising.

SUBMITTING NON-UO OFFICIAL ACADEMIC TRANSCRIPTS

Be sure to ask newly admitted students about their current enrollment in classes. Remind transfer students who are enrolled in non-UO classes to send an official transcript and/or test scores to the Office of Registrar as soon as grades or scores have been reported.

ASSOCIATE'S DEGREES

ASSOCIATE OF ARTS OREGON TRANSFER (AAOT)

If students have completed the AAOT (Associate of Arts Oregon Transfer) degree, they have satisfied the writing and group requirements. It does not automatically satisfy the BA (second language) or the BS (math/CIS) requirement, or the multicultural requirement.

Students who are close to completing their AAOT may transfer credits back to their Oregon community college after they have matriculated at the UO. Ask students with 80+ Oregon community college transfer credits if they intend to complete the AAOT degree.

ASSOCIATE OF SCIENCE IN BUSINESS

Students admitted from a community college with an Associate of Science in Business Administration should be referred to undergraduate Business advising in 203 Peterson.

MAJORS AND PROFESSIONAL OBJECTIVES

Does the student have a professional objective, other than an objective described by the major? For a health profession objective, refer the student to the University Teaching and Learning Center (TLC); for a pre-law objective, refer the student to the Office of Academic Advising. See page 40 for more information.

SECOND-LANGUAGE PROFICIENCY REQUIREMENT FOR UO ADMISSION

DETAILS

The University of Oregon's admission requirement is defined by the completion of an acceptable second language, including American Sign Language (ASL), through:

- i. Coursework in middle school, high school and/or college; or
- ii. Demonstration of knowledge and/or proficiency in a second language.

IMPACT

The requirement applies to all admitted freshmen and transfer students who graduated from high school in 1997 or later.

EXCEPTIONS

Students without two years of a second language can be admitted by exception, but they must make up the admission deficiency prior to degree completion with two quarters (or semesters) of a college-level second language. *This requirement will be made regardless of whether the student's major/degree program requires these courses.* All exceptions to the second language requirement for entry into UO will be decided on a case-by-case basis as deemed appropriate by the Office of Admissions.

OPTIONS AVAILABLE TO MEET REQUIREMENT

i. High School and College Credit

- Two years of the same high school-level second language, with grade of C minus or better.
- Grade of C minus or higher in the third year of high school-level second language
- Two quarters or semesters of the same college-level second language, with grade of C minus or better

ii. Proficiency-Based Assessment

- Pass the Standards-based Measurement of Proficiency (STAMP) test with a score of at least novice-high
- Demonstrate proficiency of at least novice-high on the ACTFL scale in American Sign Language (ASL)

- Pass ACTFL Oral Proficiency Interview with a score of at least novice-high
- Satisfactory performance (grade of pass) on a Brigham Young Foreign Language Assessment
- Score of 590 or higher on a SAT Foreign Language Subject Test depending on the language tested
- Score of 3 or higher on an Advanced Placement Foreign Language Test
- Score of 5 or higher on an International Baccalaureate Standard Level Foreign Language Exam
- Score of 54 or higher on a CLEP Foreign Language Exam depending on the language tested. See: registrar.uoregon.edu/current-students/alternative-ways-to-earn-credit#college-level-examination-program-clep.
- Satisfactory performance on a college second-language departmental challenge exam
- A student may fulfill the BA second language requirement if they have graduated from a high school that is not in the United States where the language of instruction is not English. A copy of the high school transcript should be sent to the Office of the Registrar. Such students must also complete WR 121 and either WR 122 or 123.
- Students who wish to demonstrate proficiency in American Sign Language may present results from one of two nationally recognized exams, the ASL Proficiency Interview (ASLPI) or the Sign Communication Proficiency Interview (SCPI). The ASLPI generally is administered at universities that have deaf education programs. The SCPI has a central website. Students may also contact appropriate faculty in Special Education in the College of Education to see if local evaluation is available
- Demonstrated proficiency in an American Indian language can meet all or part of the second language requirement, as certified by the governing body of any federally recognized tribe
- Students may still be able to use their language ability to meet the BA language requirement by meeting with an appropriate faculty member or a faculty-approved individual who is able to determine if the student's proficiency is equivalent to successful completion of the 203 level. Possible procedures for demonstrating proficiency, depending on a student's individual situation, include the following

TRANSFER OF CREDIT TO UO

Transfer courses presented to the UO on an official transcript are evaluated for university equivalencies (specific courses, general-education satisfying, major/elective credit). Transfer credit may be viewed, if credit has been earned, on the Degree Guide. Students and advisors can view both the transfer evaluation and the Degree Guide on DuckWeb.

When advising new transfer students, check that the Degree Guide is complete; when additional transfer credits are not included, and the student is clear about what is missing, pencil in the new credits and advise accordingly. Remind students that all college work must be transferred on an **official transcript and sent to the Office of the Registrar for evaluation before the credit will appear on the Degree Guide**. If a student enrolls in a class for which credit has already been earned, the credits will appear as deducted (no credit awarded) on the Degree Guide. This can cause confusion for students and advisors when the earned credit total at the top of the Degree Guide, differs from totals at the end of the guide.

PORTLAND STATE UNIVERSITY TRANSFER

Portland State University's (PSU) General-Education requirements are included in a series of classes called "University Studies." A student must complete a full year (three quarters) in order to meet PSU's general-education requirements. Likewise, PSU transfers must have completed a full year in order to receive credit towards general-education requirements at the UO. A student who completes two quarters at PSU will receive only elective credit at the UO. This table shows the transfer equivalents for one year of "University Studies" work at PSU:

Transfer Course	UO Course	Credits Accepted	UO Requirement Equivalent
WR	121	3 credits	WR
Humanities	100t	4 credits	A&L (>1)
Sociology	110t	4 credits	SSC (>2)
General Science	120t	4 credits	SC (>3)

Symbols following the course title indicate the appropriate group: A&L (>1)—arts and letters; SSC (>2)—social science; SC (>3)—science.

For additional questions, contact the Office of the Registrar at 541-346-2935.

COMMUNITY COLLEGE TRANSFER AGREEMENTS

Oregon Community College Associate of Arts Transfer Agreement: Option I. The UO, along with other schools in the Oregon University System, has agreed to recognize an Associate of Arts Oregon Transfer (AAOT) degree awarded by an Oregon community college as fulfilling the lower-division group requirements. Students transferring to the university with AAOT degrees will be considered to have satisfied the writing and group requirements. Care should be taken when advising students with an AAOT degree from an Oregon community college. They should be reminded that **they must meet the math/CIS or second language requirements for the BS or BA, as well as the multicultural requirement**. These students are **NOT SUBJECT** to restrictions on multiple use of group requirement classes and degree requirements (see page 12–18).

NOTE: Completing AAOT after Matriculation at the UO

The policy permits students to complete an AAOT, even after they have matriculated at the UO. Refer students to the Office of Admissions for more information.

- If First College Attended is the UO Students who matriculate first at the UO and complete fewer than 24 credits and then transfer to a community college and complete the AAOT, may have the degree recognized at the UO. Requests for retroactive recognition of AAOT degrees should be referred to the Director of Admissions at 541-346-3201. Questions regarding courses that meet AAOT requirements must be directed to the community college from which the student expects to graduate.

Associate of Science Oregon Transfer Degree in Business

The ASOT earned at an Oregon community college ensures that writing and group requirements have been completed.

Oregon Transfer Module

The UO has agreed to recognize the Oregon Transfer module (OTM). The OTM represents approximately half (45 credits) of an associate's degree and can be accomplished in one year of full-time course work. Completion of the OTM will be certified on a student's transcript from the sending institution. A student earning an OTM from any institution in the state of Oregon will have met at least the following subset of the UO general-education requirements:

- 9 credits of arts and letters
- 9 credits of social sciences
- 9 credits of science
- two courses of college-level composition
- one course of college-level mathematics
- one course of fundamentals of speech or communication

Students may have earned more than 9 credits in a group area, or completed work that counts toward the multicultural requirement or the BA (second language) or BS (mathematics) requirement. Be sure to review students' Degree Guides for an accurate statement of what is needed to complete UO general requirements. The OTM does not replace the need for effective advising, but it will facilitate transferring without loss of credit among Oregon colleges and universities.

Washington State Community Colleges Transfer Agreement: Option II

The University has transfer articulation agreements with a set group of individual community colleges in the state of Washington for the same kind of agreement currently held with the Oregon community colleges. Visit the webpage at admissions.uoregon.edu/transfer/commcollege/WA articulation for a complete list of Washington Schools with articulation agreements. The student accepted with such a transfer degree will be cleared for the university writing requirements and for group requirements.

TRANSFER EVALUATION REPORT

A sample "Transfer Evaluation Report" on the following page demonstrates how transfer courses are evaluated by Registrar staff on behalf of UO faculty guidelines and recommendations. The "Overall Transfer Summary" section of a report includes the total of credits (converted into quarter hours) accepted, and will specify any deductions in credit. The UO accepts 124 total credits from two-year colleges, of which 90 credits can be transferred from an international junior college. If the total submitted to the UO exceeds that number, the university will accept the courses in meeting graduation requirements, but will deduct credit hours beyond 124. There are also limits on the number of physical education, music performance, field experience, vocational/technical, and professional credits which are accepted. See "Credit Limitations and Special Regulations," on page 2, for more details. Any credits

deducted for these reasons will be explained in the "Deduction Comment" section of a Transfer Evaluation Report. Courses listed on the transfer evaluation report also appear on the Degree Guide, so students can see how their transfer work applies toward their UO degree.

Incomplete Reports, or missing information on the Degree Guide should be reported to the Office of the Registrar by the student.

- **Re-evaluation of Transfer Work**
On occasion a transfer student may wish to challenge the evaluations produced by the Office of the Registrar. In those cases students are referred to the advising coordinator of the department involved (e.g. Mathematics Department for a math course), and that coordinator may write a note on letterhead to the Office of the Registrar indicating the re-evaluation. It is appropriate for the student to be asked to show to the advising coordinator catalog descriptions of the course in question, or other evidence to support the request for re-evaluation. If the transfer course is similar to a UO course, that fact should be included in the note. If the course does not match a UO course, but meets the criteria for a general-education course, that should be included.

TRANSFER STUDENT INFORMATION ON UO REGISTRAR WEBSITE

The UO Registrar's website at registrar.uoregon.edu/transfer-students#transfer-course-equivalencies provides the following information related to transferring credits and transfer courses:

- interactive transfer equivalencies
- individual course look-up
- frequently asked questions about transferring credit

TRANSFEROLOGY

Transferology, is a nation-wide transfer information system to help students see how course credits transfer among community colleges, universities, and is used at UO.

The Transferology website can be accessed by creating an account at transferology.com.

SAMPLE TRANSFER EVALUATION REPORT

Transfer Summary by Institution		
Transfer Institution	Transfer Hours	Accepted Hours
El Camino College	79.50	75.00
Biola University	88.00	88.00
Total Credits:	167.50	163.00
Deduction Comment(s)		
Excess Credits Deducted:		0.00
Total Credits Accepted:		163.00

1

El Camino College											
Transfer Courses					U of O Equivalent						
Term	Subj	Crse	Title	CR	GR	Subj	Crse	Title	GS	CR	Repeat
14F	ENGL	1A	Reading and Composition	4.00	A	WR	121	College Compos I		6.00	
14F	HIST	101	US History to 1877	3.00	A	HIST	201	United States	>2	4.50	
14F	MATH	120	Nature of Mathematics	3.00	B	MATH	105	University Math I	>4	4.50	
14F	WSTU	1	Intro to Women's Studies	3.00	A	WGS	1xxT	Social Science Group, IP	>2	4.50	
09F	PE	221A	Combative Arts/Self Defense	1.00	A	PE	2xxT	PE 200-level course		1.50	
10S	PE	221A	Defense Tactics	1.00	A	PE	2xxT	PE 200-level course		1.50	
12F	COMS	22A	Forensics-Individual Events	2.00	A	SP	1xxT	Speech 100-level course		3.00	
12F	COMS	23A	Forensics-Team Events	2.00	A	SP	1xxT	Speech 100-level course		3.00	
12F	COMS	4	Argumentation and Debate	3.00	A	SP	2xxT	Speech 200-level course		4.50	
12F	MUSI	11	Music Appreciation-Survey	3.00	W	MUS	1xxT	Arts & Letters Group	>1	0.00	
13F	MATH	23	Pre-Algebra	3.00	B	NT	1xxT	Not Transferable		0.00	
14S	COMS	22A	Forensics-Individual Events	2.00	A	SP	1xxT	Speech 100-level course		3.00	
14S	COMS	23A	Forensics-Team Events	2.00	A	SP	1xxT	Speech 100-level course		3.00	
14S	MATH	40	Elem Algebra	4.00	A	NT	1xxT	Not Transferable		0.00	
14S	PHIL	11	Hist Modern Philosophy	3.00	A	PHIL	1xxT	Arts & Letters Group	>1	4.50	
14U	MATH	73	Intermediate Algebra Gen Ed	5.00	A	NT	1xxT	Not Transferable		0.00	

2

8

6

3

4

5

7

1. Some students may have transfer credits deducted if they have earned credits in courses not transferable to the UO or exceeded the 124 credit maximum that can be transferred from a community or junior college.
2. The left hand side of the report shows the term in which courses were taken, the subject code, course number and course title at the previous institution. The right hand column shows how the Office of the Registrar has evaluated the courses including course equivalence, General-Education requirements satisfied, and quarter credits awarded.
3. Each credit earned at a school on the semester system is equivalent to 1.5 quarter credits at the UO
4. El Camino College's MATH 40, Pre-Algebra, is not a college-level course; the credit is not transferable to UO.
5. Although there is no direct equivalent for El Camino College's PHIL 11 at the UO, it does count toward the Arts & Letters group requirement. This is indicated in the UO-assigned course title, Arts & Letters Group, and the symbol >1 in the GS column. A key below indicates the interpretation of other symbols. If a transfer course does not count toward a UO General-Education requirement, it may be listed as "elective or major." Department advisors determine if these courses will count toward major requirements.
6. A maximum of 12 Physical Education credits can be counted toward a UO degree. Transfer work counts toward this maximum.
7. Although this student has earned strong grades at El Camino College, course work transferred to UO is not included in the calculation of the UO GPA.
8. El Camino College's ENGL 1A, Reading and Composition, has transferred as equivalent to UO's WR 121, English Composition. This student will be able to register for courses with WR 121 as a prerequisite.

Key to Group Requirements: >1 – arts & letters group satisfying (A&L); >2 – social science group satisfying (SSC); >3 – science group satisfying (SC); >4 – approved for science group or mathematics BS requirement; >5 – approved for BS mathematics requirement only

TRANSFER SEMINARS

Transfer Seminars are designed for students who have spent at least one term at another institution of higher education after high school graduation.

The seminars are small groups of transfer students who meet weekly with an instructor and an advanced undergraduate academic assistant. Students learn how to navigate the resources on campus, including financial aid, internships, study abroad, and career opportunities. Transfer Seminars are offered in fall and winter terms, for one upper-division credit.

Transfer Seminars

JOURNALISM

This seminar is connected with specific courses that meet major requirements. A space in the following courses is reserved when the student enrolls in the seminar:

J 100 Media Professions

J 101 Grammar for Communicators

BUSINESS/ACCOUNTING

This seminar is designed for students interested in business or accounting:

BA 399 Transfer Seminar

Students can sign up for a Transfer Seminar after meeting with an academic advisor during mid-year orientation in May, IntroDUCKtion, or Week of Welcome. For more information, students should contact academic advisors in the Lundquist College of Business, the School of Journalism and Communication.

DUAL ENROLLMENT PROGRAM

The Dual Enrollment Program is available for students to be simultaneously admitted and enrolled at Lane Community College, or Southwestern Oregon Community College, and the University of Oregon. A benefit of this program is that the student may combine their hours at each institution in order to bring their status up to full-time (usually for financial aid purposes). The program has been in place without updates to the policy agreement for many years, so advisors should be aware that updates can occur from one year to the next.

Students must apply, and be admitted to, both institutions before they can be admitted to the Dual Enrollment program. They may submit their application for Dual Enrollment during this process if they wish. The Dual Enrollment application must be submitted by the application deadline: three weeks before Fall term begins; or two weeks before Winter, Spring or Summer terms begin. Integrated advising and financial aid services are provided at both institutions. After acceptance into the program,

students are assessed tuition and fees at each institution based on the courses for which they register. For additional information contact Susan Stumpf in the Office of Admissions at 246 Oregon Hall, e-mail uoadmit@uoregon.edu, or call 541-346-1292.

2.3 CONSIDERATIONS FOR ADVISING INTERNATIONAL STUDENTS

ENGLISH PROFICIENCY REQUIREMENT AND COURSE SCHEDULING

PLACEMENT TESTING AND AEIS COURSES

International students are required to demonstrate university-level proficiency in English. All entering undergraduate students must take the Online Academic English for International Students (AEIS) placement test offered before International Student Orientation (ISO) each term. Graduate students may also be required to take this test, and any relevant courses, if their TOEFL score is below 575 (88 IBT, 7 IELTS). Testing results will indicate whether or not a student must take part in the Academic English for International Students (AEIS) Program and which courses a student must take. AEIS courses help international students who are non-native speakers of English to increase their proficiency in English for academic purposes while they are taking other classes at the University of Oregon. AEIS courses also help students develop the skills they need for communication, cultural integration, and active participation in the academic environment at the university.

Students tested into the AEIS Program must enroll in required courses in their first term, and complete all required AEIS courses during their first academic year of enrollment at the UO. **Students who place into any AEIS writing course are advised to complete all of the courses before enrolling in WR 121.**

See page 5 for descriptions of AEIS courses. For additional information about AEIS requirements, contact an advisor with the AEIS program at the AEIS Advising Office, at 541-346-2936 or aeisinfo@uoregon.edu. Information is also available online at aei.uoregon.edu.

UNIQUE CIRCUMSTANCES

Several things must be kept in mind when advising international students:

Federal Immigration Requirements for International Students

International students are subject to federal regulations concerning enrollment, academic progress, and employment. In particular, undergraduate international students must enroll for a minimum of 12 credits per term (of which no more than one class, maximum of 4 credits, may be online or distance education). Graduate students must enroll for a minimum of 9 credits per term.

Reduced course load approval may be available for students who are having initial (first-year) academic difficulties, medical difficulties, concurrent enrollment or who intend to complete degree requirements in the current term. However, students who wish to enroll for less than the required minimum credits must first meet an international student advisor in the Office of International Affairs for reduced course load approval.

US Education System

International students, especially in their first year, may require advising due to unfamiliarity with the U.S. education system (e.g., examinations at the end of each quarter, rather than only once a year as is the case with many countries), objective tests (rather than essays), the grading system, and the comparatively informal nature of the U.S. classroom

Financial Support for Educational Expenses

International students may express concerns about financial difficulties due to various conditions, such as higher-than-anticipated cost of living expenses, late arrival of home-country funds or due to other unforeseen circumstances

NOTE: Course Load Below Full-Time Status

Student visa regulations require notification to the USCIS if an international student reduces the student's course load below full-time status, or withdraws. Any international student considering such a change must see an international student advisor in the Office of International Affairs prior to making that change.

ADVISORY NOTES

Given their unique circumstances and requirements the advisor will want to recommend the following to their international students:

- Register for a full course load of 12 credits each term (undergraduates) or 9 credits (graduates)– however, no more than one online or distance education course can be applied toward meeting the full course load requirement
- Consult with an international student advisor in the event a reduced course (or complete withdrawal) load may be necessary or advisable due to academic adjustment difficulties, personal or family problems, or medical problems preventing full-time study
- Register for no more than 16 credit hours the first term
- Consult with an AEIS Advisor if they have questions about the AEIS program, courses, or their requirements
- Understand requirements for maintaining good academic standing and making normal academic progress
- Pursue developmental English classes available in the skill areas of writing, listening, and speaking. Contact International Student and Scholar Services for more information
- Explore the skill-building classes and tutorial sessions offered by University Teaching And Learning Center (TLC) in 68 PLC, or online at *tlc.uoregon.edu*
- Participate in peer mentoring and campus orientation and acculturation programs offered by International Student and Scholar Services and other offices; contact ISSS for more information
- Consult regularly with an international student advisor in International Student and Scholar Services (ISSS) about student visa regulations, financial assistance, tax issues, and adjustment to the UO and American culture

For more information, visit the International Student and Scholar Services website at international.uoregon.edu/iss.

2.4 DEVELOPING AN ADVISING SYLLABUS

A recent trend in the field of advising is the development of an advising syllabus for use with students. The syllabus is a useful tool to outline student and advisor expectations for both parties. When used with new students, a syllabus can be an effective way to communicate the unique advising relationship that students will develop in college that should be differentiated from counseling and instructional relationships familiar to students from high school.

Advisors use an advising syllabus in the same way that a professor or instructor would use a course syllabus. The advisor or advising office often lists their contact information, relevant source materials (the UO Catalog or Student Orientation Workbook for example), advisor and student expectations, and might include tips and strategies that will ensure a successful transition from high school to college. An example of an advising syllabus is included in Appendix A. Advisors and administrators may freely adapt that syllabus to their use at any time.

Find additional examples of advising syllabi currently in use at other institutions online at nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising.Syllabi-Resource-Links.aspx. For further information on advising syllabi and their benefits see:

Trabant, T.D. (2006). *Advising Syllabus 101*. Retrieved June 11, 2009 from NACADA Clearinghouse of Academic Advising Resources website: nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Creating.an-Advising-Syllabus.aspx

2.5 USING TECHNOLOGY EFFECTIVELY IN ADVISING APPOINTMENTS

One of the most notable changes in the field of advising in the last 15 years is the heavy reliance on computer technology and software applications for day-to-day advising practice. The consolidation of print information like the UO Catalog and major checklists into an online environment, the use of campus-wide Degree Guides to track student progress, and the incorporation of Banner to manage Admissions and Registrar workflow, data, and information services require increased reliance on computer technology. Advisors must understand and master the technological tools of their campus in order

to perform basic advising functions such as looking up student schedules and test scores, or tracking progress toward graduation. Information about these UO online resources are available in Appendix F. What cannot be communicated by a manual or two-hour training session are ways to incorporate technology into good advising practice. Advisors must work to maintain essential advising skills—for example, being a good listener and communicator, using verbal and non-verbal cues to signal connection and engagement—despite the heavy reliance on computer technology for almost every aspect of their work.

In addition, advisors frequently navigate a multi-generational world, technologically speaking. They work daily with students who are comfortable texting, blogging, e-mailing, podcasting, Facebooking, tweeting, and using myriad other applications. Advisors themselves may be working to familiarize themselves with these emerging media, and simultaneously providing a translation for colleagues and departments who are just now entering online environments.

For an introduction to technology issues in advising, consult the NACADA Clearinghouse website at nacada.ksu.edu/Resources/Clearinghouse/Advising.Issues.aspx for articles, tips, strategies, and discussion of key concepts. NACADA has also begun to utilize podcasting as part of their educational programming. Advisors who are interested in exploring Web 2.0 issues in advising can refer to nacadatech.net for further information. At the UO, examples of technology use for advising purposes include:

Blog: Office of Academic Advising Grade First Aid Blog

gradefirstaid.uoregon.edu

This blog brings together resources, ideas, and tips to help students make the most out of their undergraduate academic experience.

Twitter: PathwayOregon

PathwayOregon Twitter Feed

twitter.com/PathwayOregon

[@PathwayOregon](https://twitter.com/PathwayOregon)

This feed communicates advising opportunities, important dates, and upcoming events for students in the PathwayOregon program.

Many academic department websites are also designed to allow students to easily find information (e.g., major and minor requirements, course descriptions and/or syllabi). For example:

Department of Anthropology

anthropology.uoregon.edu

- course descriptions and syllabi
- introduction to career possibilities

Department of English

english.uoregon.edu

- “Advising Supplement” lists courses offered for academic year to assist with planning

Department of Environmental Studies

envs.uoregon.edu

- term “Tip Sheet” states all courses that will satisfy major requirements
- simple to follow guide to help students prepare for advising meetings

2.6 WORKING WITH STUDENTS IN DISTRESS

Some students who meet with an advisor are in distress over a variety of issues. The situation may involve a policy-related issue or may be more personal in nature. Different types of circumstances will require different responses.

ACADEMIC-RELATED DISTRESS

First, a student may make an advising appointment to discuss an issue that involves a conflict to which the advisor is implicitly connected. Examples of such situations might include a student who:

- is disputing a grade in a course in which the faculty advisor is the instructor.
- has not met major requirements but believes the student has done so, resulting in a delay in graduation.
- feels the student has been unfairly denied admission to a major with admission requirements.
- has received difficult news such as being academically disqualified, is not ready to graduate, or is no longer eligible for financial aid.

Strategies to effectively work with students in this type of distress:

- Remain calm; a calm advisor can have the effect of calming an upset student.
- Empathize with the student. Phrases such as “I can see you are disappointed with...” or “I’m

sorry that this has happened” can show a student that you care about them.

- Provide accurate information about options without recommending specific actions. This encourages students to take greater responsibility for their own problem solving and to become active participants in the process.
- Be positive with a focus on solutions and next steps, rather than dwelling on what has happened and how it might have been avoided.
- Use well-timed humor. Once tensions have begun to lighten, appropriate humor can help open lines of communication.

For further reference on conflict resolution for advisors with an emphasis on neurology of conflict and conflict resolution see:

Jeffrey L. McClellan, Increasing Advisor Effectiveness by Understanding Conflict and Conflict Resolution. NACADA Journal volume 25 number 2, Fall 2005.

PERSONAL DISTRESS

The second type of student distress results from more personal issues that are not directly related to academics. Such issues may prompt students to meet with an advisor or may be raised during the advising visit. Examples of such issues include illness, depression (see the following section 2.7 “Working with Student Mental Health Issues”), substance abuse, death of a loved-one, or trouble with roommates and living situation(s).

When students are experiencing distress caused by these situations it is important that they be connected with resources. Two resources that can provide assistance or connect students with appropriate off-campus resources are the University Counseling and Testing Center and the Office of the Dean of Students. The University Counseling and Testing Center’s website provides information including how to refer a student for counseling services, how to help students in distress, and how to have a productive meeting with an upset student. This information and more can be found online at counseling.uoregon.edu/topicsresources/facultystaff.aspx.

The Office of the Dean of Students also works with students in distress. Faculty can contact them to discuss concerns about a student and they will follow up with the latter as appropriate. They can be reached at 164 Oregon Hall or at 541-346-3216.

For more information or to report a concern: uodos.uoregon.edu

Assisting Students of Concern for use by university employees:

dos.uoregon.edu/concern

Help for Victims and Survivors: of sexual harassment, including sexual assault, dating or domestic violence, gender-based harassment or bully, and stalking:

safe.uoregon.edu/

2.7 WORKING WITH STUDENT MENTAL HEALTH ISSUES

Today's university students face a range of mental health issues that can affect their behavior in the classroom and impede their academic success. For example, students experience financial stress due to increasing costs of higher education and declining financial resources. Some students have to work many hours to afford college. Students struggle to get adequate sleep with so many activities to keep them up late (e.g., gaming and social media). More students come to college already exhibiting problematic drug and alcohol use.

Today's young adults seem to have poorer coping skills to use when stressed, distressed and disappointed. We also see more students coming to college with diagnoses of depression, bipolar disorder, anxiety disorders, personality disorders, and autism spectrum disorders. Because the typical age of onset for many major mental illnesses is 18-24, some of our students experience their first psychotic or manic episode while they are at the university.

A significant change in a student's behavior may indicate that the student is experiencing emotional or psychological distress. Some signals of distress include:

- Excessive procrastination and failure to turn in assignments on time
- Decrease in the quality of work
- Sudden and/or frequent class absences
- Too frequent office visits or avoiding interacting with instructors
- Failure to respond to notice of academic problems or contacts from instructor
- Listlessness, sleeping in class
- Marked changes in personal hygiene
- Impaired speech or disjointed thoughts, rambling and/or illogical speech
- Significant weight loss/gain
- Seeming to be under the influence of drug or alcohol, smelling like alcohol
- Threats regarding safety of self or others

While student's mental health issues present challenges, there is good news. Being a university student can be a protective factor! The University of Oregon provides a broad range of resources to identify students of concern and to intervene when needed. Faculty and staff are an important part of the safety net for students experiencing mental health issues. Here are a few important tips:

- Notice changes in behavior among your students.
- Communicate your concerns directly to the student. Be specific and behavioral. For example, "I'm worried about you. You have been missing class a lot lately," or "You usually participate actively in class discussions, but lately you have been very quiet and you seem to have difficulty staying awake."
- Ask directly about students' thoughts about suicide. Again, be specific. Do not ask if they are thinking about harming themselves since there are many non-lethal ways to harm oneself. Instead, say something like "Are you thinking about killing yourself?"
- Ask directly about students' thoughts regarding violence toward others. For example, use a statement like "You feel so angry toward Person X. Is there any chance that you are considering harming that person?"
- Students will sometimes say that they want to tell you something, but that they do not want to you tell anyone. Do not promise to keep something private until you know what it is. Even mental health professionals cannot guarantee absolute confidentiality when someone's life is in danger.
- Maintain clear and consistent boundaries. While it may be important sometimes to do something out of the ordinary for a student in order to help, notice if you are consistently overextending yourself.
- Be aware of your own life experiences that might cause you to over-identify with students. Over-identification can sometimes lead us to ignore the boundaries we need to set with students or to assume that what helped us will also help the student.
- Be aware of experiences that might cause you to feel more afraid of, intimidated by, or annoyed with some students. Those feelings might cause you to avoid interacting with a troubled student or to address concerning behavior.

Remember that your role is to identify concerns and refer to mental health and other professionals. Call the Counseling Center to consult. Ask the student if you can call the Counseling Center to set up an appointment while the student is in your office, or if the student is willing to walk over to the Counseling Center with you right then. Contact the Office of the Dean of Students to let them know you are concerned about a student.

2.8 WORKING WITH PARENTS AND FAMILIES

It is not uncommon for parents of students from the millennial generation to be closely and consistently involved in the daily lives and development of their students. When advisors are contacted by parents and families regarding their students, it is important to focus on the goal of positioning students to make their own decisions and take responsibility for their personal actions. Advisors should encourage parents and families to support and empower their students to act for themselves through adoption of an advisory and coaching role as their students develop through college. Together, advisors, parents, and family members can provide the assistance that students need.

INTERACTING WITH PARENTS AND FAMILY MEMBERS

FAMILY AND EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

When approached by parents and families, advisors must adhere to the regulations promulgated by Family and Educational Rights and Privacy Act (FERPA) limiting the university's ability to share information about students without their explicit consent. This law restricts the release of student information to third-party individuals, including parents, to "directory information" (e.g., enrollment status, mailing address, class level). See Appendix B for further details about FERPA, or visit the Registrar's website regarding the university's records privacy policy at registrar.uoregon.edu/records_privacy. Parents are informed about FERPA and state of Oregon privacy restrictions at IntroDUCKtion and via parent and family communications. For parents accustomed to uninhibited access to their students' records and educational information such restrictions can cause frustration.

However, an explanation of the policy can help parents understand and accept the parameters for dealing with their students' situation. Additionally

advisors can discuss common policies and practices pertaining to a student's situation, without providing any particular student or case details. Individual departments and offices may create a waiver form if they wish to accommodate parents or family members who want to discuss specific aspects of their students' situation. Departments and advising staff are strongly encouraged to discuss parent communication policies and best practices proactively.

Communication Approach Considering FERPA Regulations

While FERPA limits disclosure of student information, the "LARA" (Listen, Affirm, Respond, Add general information) communication method can help advisors in the quality of their interactions with parents and family members. For tense or anxiety-ridden situations, this communication process can assist in creating a partnership between parents or family members, and advisors, to resolve issues involving their students.

LARA

Listen: Provide an attentive listening ear and allow parents or family members to express their thoughts and concerns. Helping individuals feel heard can alleviate negative emotions and diffuse potentially volatile situations. Often the main concern for parents and family members is a need to speak with someone about their students' situations; just knowing someone is available and willing to listen to their issue is often a relief.

Affirm: Affirm what parents or family members feel or experience. Seek understanding and show empathy for their feelings and particular situation.

Respond: Explain your capability and limitations to assist parents or family members with a student's situation then address their concerns. This helps them understand your role and ability to assist, and allows everyone to explore the available assistance and solutions for the student and their situation.

Add general information: Give parents or family members information about their students' issues or concerns. Especially when it is the first time a family has been confronted by a situation of a particular nature, presenting context for their students' circumstances can normalize the experience, and ease the distress caused by uncertainty of how to help their student. Offering resources and empowerment to act can diminish feelings of helplessness and frustration and the associated feelings of anger and agitation, and turn a possibly adversarial parent into a collaborator

seeking positive solutions to their student's situation. Providing continued availability to assist or respond to questions by phone, can give parents and family members comfort that they have someone to turn to for additional help.

Although the University of Oregon strongly encourages supportive communications with parents and family members, advisors should halt confrontational or combative interactions. If advisors, faculty, or staff would appreciate additional assistance, they may refer parents or family members to the Office of the Dean of Students in 164 Oregon Hall. If the parent or family member needs additional support outside of information on academic advising, advisors are encouraged to connect them with the Parent and Family Programs at 541-346-3234.

COMMON CONCERNS

MENTAL HEALTH

Advisors may be contacted by parents or family members with concerns about their students' mental well-being. Their possible worries include struggles with adjusting to college life, difficulty in living away from home, low or depressed feelings, etc. By normalizing the situation and sharing information about available campus resources like the University Counseling and Testing Center, parents or family members can guide their students to seek and gain necessary assistance.

ACADEMIC DIFFICULTY

Parents or family members may contact advisors about concerns about their students' classroom difficulties (see the Resources and Referral Guide in Appendix K for contact information of campus student support services mentioned below):

GENERAL ACADEMIC LEARNING - Performance Concerns

The Office of Academic Advising, Center for Multicultural Academic Excellence (CMAE), and University Teaching and Learning Center (TLC) are appropriate referrals to make.

Instructor Conflict

If a student is having a conflict with an instructor, the first recommendation is for that student to speak with

the instructor directly. If this initial discussion does not yield an agreeable resolution, students should be directed to the Department Head within the instructor's department for resolution.

Disabilities

The Accessible Education Center (AEC) is available to assist students with documented disabilities. This disabilities may be chronic or acute. Additionally, AEC addresses mental, emotional, injury related, or physical disabilities with appropriate documentation.

ENGAGING FAMILY MEMBERS OUTSIDE OF ADVISING

The Parent and Family Programs staff works to inform, engage, and educate families so that they can best support their students. Families who would like to be involved or need additional support can connect by contacting:

HELPLINE

Parents and family members who have questions or concerns can contact the Parent and Family Programs at 541-346-3234, or by e-mailing myduckis@uoregon.edu.

CONNECT

Families can connect to resources by accessing the program's website online at families.uoregon.edu or their social media presences as found on the webpage.

EVENTS

Parent and Family Programs host up to three parent and family events and weekends throughout the year. These multiday events are opportunities for students to reconnect with their families on campus. Dates are provided on the program's website.

VOLUNTEERING AND DONATING

Some parents and family members are interested in giving back to the University through their time, talents, or treasure. If you meet a parent or family member who would like to talk more in depth about opportunities to be involved, please encourage them to reach out to Erika Swanson, Director of Parent and Family Programs by e-mailing eswanson@uoregon.edu or by calling 541-346-3234.

3 ACADEMIC RESOURCES

3.1 PREPARATORY PROGRAMS

EDUCATION

License and degree programs in the Department of Education Studies prepare professionals to work in education. The undergraduate major in educational foundations leads to a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree.

The graduate degree in curriculum and teaching with a specialization in early childhood-elementary or middle-high school education, leads to recommendation for a state-approved teaching license and a Master of Education (MEd) degree. A program in English for speakers of other languages leads to a state-approved add-on endorsement for licensed teachers. For information about the Master of Education contact Amy Harter, uoteach@uoregon.edu, or 541-346-1360.

UNDERGRADUATE STUDIES

Angel Dorantes, Department Advisor
Educational Foundations (EdF)
education.uoregon.edu/program/educational-foundations-major

Contact Dorantes: 541-346-0658
dorantes@uoregon.edu

The educational foundations major provides preparation in educational research, theory and practice and the foundations of the American school system. The educational foundations degree culminates with a baccalaureate degree. Graduates can enter the work force or apply to a fifth year program in teaching licensure.

Pre-Education Admission

New students planning to major in educational foundations enter the university as pre-education majors. Transfer students and university students from other majors may become **pre-education majors** by submitting a Request for Addition or Deletion Major form, available in the Education Advising Office, or online in the department's webpages.

Pre-education majors are not eligible to take 300- and 400-level education courses, and typically spend their first two years fulfilling general-education and pre-education requirements. Pre-education major status does not guarantee admission to the educational foundations major. Students who are pre-education

majors should meet with an advisor for an introduction to the major. Contact the department at 541-346-3404.

Pre-Education Core Courses

- EDST 111 Educational Issues and Problems (4 credits)
- EDST 225 School and Representation in Film (4 credits)
- EDST 220 Beginning Applications in Education Technology (4 credits)
- EDST 231 Teaching in the 21st Century (4 credits)
- (Recommended) FHS 407, 409 K-12 Teaching (3 credits)

Educational Foundations Major Admission Process

Students submit a formal application to the major during the winter term of their sophomore year. Deadline is February 1 of each year. The Educational Foundations website has specific requirements and application deadlines.

Foundations Major Curriculum

The educational foundations major requires core courses in four areas:

- i. Learning, teaching and assessment
- ii. Curriculum theory
- iii. Technology as education
- iv. Equal opportunity
- v. Literacy

Additional academic requirements include courses in the areas of reading, art, music, physical education, mathematics, and science. Once admitted to the major, students may schedule regular meetings with the department advisor who helps them plan a course of study. Contact the department at 541-346-3404.

GRADUATE STUDIES

UOTeach Master's of Education (MEd) Degree
Program: K-12 Licensure Program

education.uoregon.edu/uoteach

Prospective Student Information Sessions:
monthly, first Wednesday from 4:00–5:00 p.m. in
Lokey Ed 119 (see website for details)

Contacts:

Director: Julie Heffernan: 541-346-6738,
heffern@uoregon.edu

Program Coordinator: Amy Harter, 541-346-1360,
uoteach@uoregon.edu

UOTeach is a license preparation master's degree
program for Early Childhood/Elementary and Mid-High
School teacher education. UOTeach curriculum is
grounded in advanced content area knowledge, best
practices in teaching methods and pedagogy, and
creating collaborative effective learning communities.

Program Overview

UOTeach is an intensive five-term (fifteen month) full-
time program beginning in summer with sequential
course work and a comprehensive progressive
supervised field experience. As a cohort, students
explore best practices for engaging students in learning
and consider such questions as how students learn,
how culture affects the teaching and learning process,
the role of schools in challenging critical social justice.

UOTeach's Teacher Licensure Programs:

- Early Childhood-Elementary Education**
For elementary K-5th grade teachers, emphasis
is on proven methods for teaching integrating
math, science and English language arts.
- Middle-High School Education, subject areas:**
 - English Language Arts
 - Social Sciences
 - Mathematics
 - Science: Biology, Chemistry, Physics,
General Science
 - World Languages: Spanish, French,
German, Japanese and Chinese
- English for Speakers of Other Languages
(ESOL) Endorsement** courses are embedded
into the overall UOTeach curriculum.

Applications and Admission

Applicants pursuing a Master of Education degree
(MEd) are admitted to the Curriculum and Teaching
major through a Graduate School application process.

Application criteria includes:

- A bachelor's degree with discipline specific
course prerequisites
- Content area tests (Mid-High school applicants
only)
- A GPA of ≥ 3.0 , or submit passing Basic Skills
test scores
- Demonstrated experience working with target
age groups (volunteer or paid)
- Criminal background check clearance (post
admissions)
- A commitment to working with diverse
populations

The application opens each fall and closes **January 9**
(Monday).

FAMILY AND HUMAN SERVICES

Christi Boyter, Department Advisor
Randy Martin, Department Advisor
Pre-Family and Human Services, Pre-Social Work,
Counseling, and Human Services
education.uoregon.edu/fhs

Contacts:

Boyter: 541-346-2476, cboyter@uoregon.edu

Martin: 541-346-1583, rmartin@uoregon.edu

The Pre-Family and Human Services (PFHS) pre-major
and the Family and Human Services major, within the
College of Education, prepares professionals to meet
the challenges of new learning environments and to
work with children, families, and communities. FHS
majors earn a Bachelor of Arts or Science, or a Bachelor
of Education degree. Graduates from the FHS program
are currently employed in a variety of community
services and governmental agencies, or are pursuing
graduate work in several related disciplines.

Family and Human Services-Early Childhood Emphasis
major focuses more directly on young children and
their families. Graduates are employed in a variety of
settings such as, Head Start, child abuse prevention
agencies, Department of Human Services, and early
childhood special education classrooms.

Graduates are currently employed in the following
professional settings:

- Early Intervention
- Child Abuse Prevention
- Social Welfare
- Family Support
- Youth Services

- Drug and Alcohol Treatment
- Case Management
- Parole & Probation
- Recreation

FHS graduates are also involved in graduate work in the following areas:

- Special Education
- Social Work
- Counseling

Major Application Timeline and Experience Requirement

Application occurs early in winter term to begin the program the following fall. Previous experience in environments serving children/ youth/adults/families is required before admission. Students interested in learning how to become a major need to contact the College of Education and speak with the advisor listed above.

PRE-ENGINEERING

Dean Livelybrooks, Pre-Engineering Advisor

Department of Physics

20 Willamette Hall

541-346-4751

physics.uoregon.edu

Contact Livelybrooks: 541-346-5855

dlivelyb@uoregon.edu

Although the university does not award a degree in engineering, there is a 2/2 program that permits a student to begin core science and math courses at UO and complete an engineering degree at Oregon State University (OSU) or elsewhere. A 3/2 program permits completion of both a UO physics and OSU engineering degree when all coursework is finished. Another option is for students to complete a bachelor's degree in physics and then pursue graduate study in engineering or in the UO Masters Industrial Internship Program (see: internship.uoregon.edu). These options are described in the online UO Catalog, however advisors should urge students to pick up the special advising pamphlet "Student Guide for Engineering Preparation at the University of Oregon," including the 3/2 Program with OSU, from the Department of Physics (or see: physics.uoregon.edu/uophys_ugrad/why_study_physics/#engineering and the associated link to the PDF under "Engineering Prep.program").

HEALTH PROFESSIONS PROGRAM

Jenni Van Wyk, Health Professions Advisor

Megan Coble, Health Professions Advisor

Shasta Jennings, Health Professions Advisor

University Teaching and Learning Center (TLC)

68 PLC

541-346-3226

Contacts:

Van Wyk: 541-346-3226, jvanwyk@uoregon.edu

Coble: 541-346-3226, mcoble@uoregon.edu

Jennings: 541-346-3226, shastaj@uoregon.edu

Health Professions Program (HPP) provides guidance and resources for students interested in pursuing health careers. Advisors help students explore academic and professional interests, plan coursework, prepare for enriching experiences on and off campus, and apply for admission to graduate and professional schools.

PRE-LAW

Office of Academic Advising

364 Oregon Hall

541-346-3211

advising.uoregon.edu/content/pre-professional-advising

Law schools require that applicants for admission have a bachelor's degree. They do not, however, require specific undergraduate majors or prescribe a specific pre-legal curriculum. Law schools suggest that prospective students choose majors that provide education in broad cultural fields, which orient students to the general societal framework within which our legal system has developed. Whatever the undergraduate major, pre-law students should place considerable emphasis on the development of skills in English composition and communication and on acquiring the ability to read with understanding, to think logically, and to perform research and analysis competently. Many law schools advise against a large concentration of courses in vocational training.

Students are urged to schedule an appointment with a pre-law advisor early in their college career. A pre-law advisor can assist students with law school decisions, the application process, curriculum planning, and identifying related extracurricular activities. Informational workshops are conducted each fall and spring term. A law fair is held each fall to provide students an opportunity to learn about the admissions process and meet with admissions representatives from

multiple law schools. The Office of Academic Advising website provides details about workshops and the fair. The School of Law admissions office invites students to investigate the UO School of Law.

3.2 INTERNATIONAL STUDENT AND SCHOLAR SERVICES

International Student and Scholar Services

333 Oregon Hall

Contact: 541-346-3206

intl@uoregon.edu

international.uoregon.edu/iss

International Student and Scholar Services, a unit of the Office of International Affairs, serves over 3,000 international students from nearly 100 countries around the world. ISSS's mission is to provide resources, advice, and assistance to ensure international students' academic and personal success at the UO. To this end, ISSS provides the following services:

Immigration Advising Services. International student advisors meet with international students on a drop-in and appointment basis to discuss visa and immigration, academic, cultural and personal adjustment concerns. ISSS staff members also conduct workshops on student employment (practical training) and other topics of interest to international students.

Immigration Document Services and SEVIS Compliance Management. ISSS is responsible for producing US federal government visa certificates (Form I-20 and Form DS-2019) for UO-sponsored international students. ISSS maintains international student records in SEVIS and is responsible for monitoring and reporting international student compliance with federal student visa regulations.

Orientation Programming. ISSS organizes a variety of pre-arrival, arrival, and orientation programs each term for new and transfer students, including pre-arrival information, a Check-in and Resource Table for new arrivals, International Student Orientation, and a Welcome Homestay Program.

Financial Advising. ISSS oversees a number of merit- and need-based scholarship and financial aid programs and emergency financial aid assistance for international students.

Academic and Cultural Support. ISSS advisors organize a number of programs to support international student academic and cultural adjustment, including an international peer mentoring program, expanded writing lab support (in collaboration with the Teaching and Learning Center), English language and conversation circles (with the Friendship Foundation for International Students), local and state-wide field trips and outings through ExplOregon, and more.

International Student Advisory Board. ISSS solicits international student advice and insight through the International Student Advisory Board, meeting monthly with the ISSS Director and staff to talk about various topics affecting the UO international student experience.

3.3 CENTER FOR MULTICULTURAL ACADEMIC EXCELLENCE

Jane Irungu, Director Center for Multicultural academic Excellence (CMAE)

164 and 465 Oregon Hall

541-346-3479, FAX: 541-346-3416

cmae@uoregon.edu

inclusion.uoregon.edu

Contact Jennifer Burton, Operations Manager:

541-346-9167

jenb@uoregon.edu

The Center for Multicultural Academic Excellence (CMAE) is a place where students are empowered, engaged and nurtured for success. Our vision is to build and empower an inclusive and diverse community of scholars who exemplify academic excellence and inspire positive change. Our mission is to promote student retention and persistence for historically underrepresented and underserved populations, including low income, first-generation and multiple identity students. We develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond.

Specific Goals:

- Develop academic and co-curriculum programs and services that support academic success for all students with a special focus on self-identified Black/African American, Asian American-Pacific Islander, Chicano/Latino, Native American, multi-racial and multiple identity students

- Support students' successful transition to college, graduate school, professional careers and post-graduate activities
- Work with offices and departments across campus to provide an inclusive and welcoming environment for students of color
- Collaborate with departments across campus in the implementation of the IDEAL university wide diversity plan
- Collaborate with local community organizations and government agencies on issues of racial and ethnic diversity

Services Provided:

Academic Advising and Support

- Major exploration
- Course scheduling
- Degree Guide review
- Academic success strategies
- Financial support for study abroad
- Graduation planning
- Financial assistance for tutor support and standardized test preparation
- Free tutoring
- Scholarship administration, information, career and internships exploration

Leadership Development and Mentoring

- Student leadership training
- Peer advising
- Faculty-Staff Mentoring engagement
- Volunteerism, internships, and other co-curricular engagement
- Professional mentoring by faculty, staff, and professionals

Advocacy

- Financial aid petitions
- Academic reinstatement
- DREAMERS support

Coursework

- Selected course offerings College Composition I, II (WR 121, 122). A diverse class environment that is limited to 18 students

Dedicated Space

- Computer lab with word-processing software and Internet connections. Limited free printing for homework and other class related materials

Other Services

CMAE sponsors and hosts the Reach for Success, a middle school visitation program, awards and graduation ceremony, and multicultural speakers and

presenters. The office also enhances the new student experience by participating in IntroDUCKtion, Week of Welcome activities, Duck Days, and a fall orientation retreat for new students of color.

Services are free. CMAE welcomes any member of the university community with an interest in the work of this office and encourages all students to utilize available resources.

3.4 ACCESSIBLE EDUCATION CENTER

Hilary Gerdes, Director

Accessible Education Center (AEC)

164 Oregon Hall

541-346-1155

uoaec@uoregon.edu

aec.uoregon.edu

Contact Gerdes:

541-346-1063

hgerdes@uoregon.edu

The Accessible Education Center facilitates and supports access and inclusion for students with disabilities through collaboration and consultation with students, faculty, staff, and the community. The AEC works to create and sustain physical, curricular, and informational environments that are informed by and responsive to the diverse characteristics and experiences of students with disabilities and variations of ability. Instructors and advisors play an important role in ensuring that students with disabilities have the opportunity to fully participate in the academic setting. Compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are minimum expectations. The university strives for a higher standard of access and inclusiveness and recognizes disability as a valued aspect of diversity.

Barriers to Full Participation

Advisors should encourage students to communicate with them and their instructors directly, if students encounter barriers to full participation due to the design, web-based information, class activities, exam format, program timelines or curriculum. As instructional strategies are incorporated that are effective for a broad range of students with varying abilities and backgrounds, the majority of students with disabilities will be able to fully participate in the academic setting without the need for specialized adaptations or accommodations. The AEC promotes

Universal Design as an approach for increasing access and inclusion for all students.

Support and Services

The AEC responds to requests from students, faculty and staff to help facilitate access in individual classes and academic programs. Eligible students can request an instructor notification letter that lists accommodations, and adjustments to class design that will allow for that student's full and effective participation. In addition, support with academic planning and problem solving is available, as well as assistance with time management and organizational strategies. Coordinated services offered include:

- Sign language interpreting
- Note taking support
- Classroom relocation
- Exam format modifications (Braille, large print)
- Test accommodations
- Alternative formats of printed materials
- Assistive technology

In some cases, policy modifications may be appropriate, such as the substitution of some degree requirements, course load reductions, or flexibility with attendance policies.

3.5 SERVICES FOR STUDENT-ATHLETES

Stephen Stolp, Director

Services for Student-Athletes (SSA)

John E. Jaqua Academic Learning Center

1615 E. 13th Avenue

541-346-5428

ssa.uoregon.edu

Contact Stolp: 541-346-5354, stolp@uoregon.edu

Services for Student-Athletes (SSA) is a unit created by the University faculty in the late 1960's to ensure that student-athletes are provided every opportunity to earn a degree while participating in varsity athletics. The National Collegiate Athletic Association (NCAA) later mandated these services for all member schools.

Services for Student-Athletes ensures that students who are currently or have been affiliated with the University of Oregon Intercollegiate athletics, regardless of athletic eligibility, are provided every opportunity to accomplish academic goals and earn a degree.

The staff at the Jaqua Academic Center consists of five academic advisor-counselors and seven learning specialists dedicated to providing the necessary

academic support for the student athlete population it serves. The academic advisor-counselors provide course and major exploration advice while monitoring student athlete academic progress and ensuring NCAA Eligibility Rules and Regulations are met. Maintaining an atmosphere conducive to studying is an important element of study hall, which is available to students seven days per week.

The support staff works closely with student athletes to expand and reinforce study skills, and empower themselves with the values and life skills necessary to succeed in their academic endeavors. The staff of advisors, learning specialist, tutors and support staff all work together for this common goal.

3.6 THE UNIVERSITY TEACHING AND LEARNING CENTER

Susan Lesyk, Director

University Teaching and Learning Center (TLC)

68 PLC

541-346-3226

tlc.uoregon.edu

Contact Lesyk: lesyk@uoregon.edu

The University Teaching and Learning Center (TLC) offers a variety of resources to support UO students' academic success. To help students access services, please refer them to TLC's main office or website.

RESOURCES FOR ALL STUDENTS

Numerous resources are available to all UO students:

- Credit courses help students maximize quality and confidence in their academic work (see descriptions below).
- Individual consultations and workshops with Learning Specialists address time management, reading, writing, critical thinking, test taking, and more. Appointments and drop-in times are available.
- Free, drop-in tutoring in lower-division math, languages, and writing is available Monday through Friday in Sky Studio on the fourth floor of the Knight Library.
- Small group and individual tutoring is available for many lower-division math, language and science courses.
- Class Encore offers peer-led study groups for select large lower-division courses.
- Test preparation workshops help students prepare for the GRE, GMAT, and MCAT.

RESOURCES FOR SPECIFIC STUDENT POPULATIONS

Additional programs provide resources for specific student populations:

1. Health Professions Program

Health Professions Program (HPP) provides guidance and resources for students interested in pursuing careers in a health field. Advisors help students explore academic and professional interests, plan coursework and steps toward future goals, prepare for enriching experiences on and off campus, and apply for admission to graduate and professional schools.

2. Student Support Services (SSS, TRiO)

Student Support Services (SSS) provides free, comprehensive support to qualifying students.

This federal grant makes possible small courses, financial and personal counseling, academic advising, tutoring, and assistance to secure financial aid and scholarships. Eligibility is based on income level, parents' education, and academic need for services. Students with documented disabilities may also qualify.

3. McNair Scholars Program

The McNair Scholars Program prepares qualified juniors and seniors for graduate study leading to Ph.D. degrees. McNair Scholars receive comprehensive support to earn undergraduate degrees, complete research projects in their fields of study, and apply to graduate schools. Qualifying students must be from groups under-represented in graduate education or be low-income and among the first generation in their families to complete a bachelor's degree.

4. PathwayOregon

PathwayOregon is the UO's promise to cover four years of tuition and fees for students from lower-income Oregonian families, while providing a comprehensive program of advising and academic support. PathwayOregon is offered to eligible students at the time of UO admission.

5. Undergraduate Support Program (USP)

The Undergraduate Support Program (USP) is a first-year support program for students selected during the UO admission process.

TLC COURSES

The TLC offers the following academic support courses:

- TLC 101 Introduction to University Study
Students explore a wide range of study skills—including reading, time management, note-taking, and test preparation—while examining issues within higher education. Excellent for newcomers as well as returning or transfer

students who would like to become more efficient learners. This course has a significant online component.

- TLC 199: Tackling Series These three-week courses—the first on textbook reading, the second on time management, and the third on test preparation—may be taken separately or as a series. Together they contain content similar to that of TLC 101.
- TLC 199 and 399 Special Studies Several additional courses are available each term to help students boost academic skills and comfort. The TLC website provides specific course titles, descriptions, and sample syllabi as well as information about credits, format, and duration. Topics throughout the year include grammar, study with focus, science study, math skills, money management, public speaking, speed-reading, and more.

3.7 COMMUNITY EDUCATION

Sandra Gladney, Executive Director

Community Education

Baker Downtown Center

975 High Street, Suite 110

541-346-5614

cep@uoregon.edu

cep.uoregon.edu

ENROLLMENT REGULATIONS

The Community Education Program (CEP) is open to individuals who have never enrolled at the UO as regularly admitted students, and those who have never re-enrolled as regularly admitted students since the completion of a university degree. Students who have been academically disqualified are not eligible to enroll during fall, winter, or spring terms unless reinstated by the Scholastic Review Committee. CEP students are eligible for a standard student photo ID and have access to a number of student services; details are available on the website, noted above. A tuition chart and registration schedule are also provided online.

To become eligible to register, students must submit a CEP eligibility form online, at the Baker Downtown Center, or at the Office of the Registrar (the online method is preferred). Individuals who wish to relinquish their UO undergraduate admitted status and enroll as CEP students should contact the Admissions Office at 541-346-3201; those who wish to give up their graduate student status should contact the Graduate School at 541-346-5129.

PROGRAM POLICIES

GRADUATE COURSE RESTRICTION

CEP students without a bachelor's degree will be classified as undergraduate students, and will not be approved to enroll in graduate-level courses.

COURSE ENROLLMENT AND CREDIT LIMIT

CEP students are non-matriculated part-time students, and they may enroll in any course if space is available and pre-requisites are satisfied. Students are limited to 8 credits per term during fall, winter, and spring terms, and 16 graduate credits or 21 undergraduate credits during summer term.

UO ACADEMIC RECORD

Credits earned through the Community Education Program will appear on an official UO transcript, may be applied to a future degree program, and are subject to the same graduation requirements as credits earned as an admitted UO student. Advising Note

CEP students are not required to see academic advisors though most will have contact with various offices in Oregon Hall. However, some will want to see advisors, particularly if they have long-range educational goals.

Because the students will not have been formally admitted to the university, there will be no Degree Guides, nor will the university have records from other schools. This is bound to make advising more difficult. Advisors should urge the students to bring their personal copies of records to any advising session.

Advising Note

CEP students are not required to see academic advisors, though most will have contact with various offices in Oregon Hall. However, some will want to see advisors, particularly if they have long-range educational goals.

Because the students will not have been formally admitted to the university, there will be no Degree Guides, nor will the university have records from other schools. This is bound to make advising more difficult. Advisors should urge the students to bring their personal copies of records to any advising session.

3.8 DISTANCE EDUCATION

Sonya Faust, Senior Program Manager

Distance Education

Baker Downtown Center

975 High Street, Suite 110

541-346-4231

disted@uoregon.edu

de.uoregon.edu

COURSE DELIVERY MODELS

Distance Education courses are offered through two models for delivery:

- Web-based courses consist of a website, textbook readings, e-mail interaction, and examinations at approved test sites.
- Entirely online courses provide course work on a website and through e-mail interaction; some require a textbook.

ENROLLMENT POLICY

Although not recommended for the inexperienced student, Distance Education courses are a good solution for those unable to be on the campus or whose work schedule conflicts with classes. Distance education courses run within the regular 10-week terms. Students cannot add them late in the term.

TUITION AND FEES ASSESSMENT

The tuition for courses completed through Distance Education is assessed in one of two ways. Some of the courses are assessed as regular tuition, while some are assessed as self-support courses with the course fee replacing tuition. See Appendix E for more information on self-support fees.

UO ACADEMIC RECORD

The Distance Education courses appear on the university transcript the same as traditional courses and, if eligible, meet university requirements in graded credit, residence credit, groups, upper-division requirements, etc.

COURSE REQUIREMENTS

A UO e-mail account and Internet connection are **mandatory**, and certain courses may require additional software or hardware. Some courses require regular participation on a weekly basis, and therefore use the full term, and others are flexible and students may be able to finish earlier than the full term. Testing procedures also vary. Complete course information, special requirements, and testing procedures are available on the website listed above.

3.9 LIBRARY COURSES

Katy Lenn

Interim Head, Research & Instructional Services

UO Libraries

1501 Kincaid Street

library.uoregon.edu/instruct/credit.html

Contact Lenn: 541-346-3072

klenn@uoregon.edu

The UO Libraries' credit courses are listed in the Schedule of Classes. Students interested in pursuing an independent study or a practicum are also encouraged to contact the library.

3.10 CAREER DEVELOPMENT CLASSES

Two-credit courses that assist students in their career development, major selection, and preparation for internship and job searches. CAS 407 Career Decisions covers self-assessment, career exploration, and decision making while CAS 407 Prepare for Internship and Job Search focuses on resume and cover letter writing, networking, and interviewing. In both classes, students will create and implement an action plan tailored to their specific goals and career development. The curriculum for CAS 407 Prepare for Internship and Job Search is also offered in the School of Journalism and Communication (J 399), Cinema Studies (CINE 399), General Social Sciences (CAS 399), and Economics (EC 407).

In Fall 2016 the following courses will be offered:

- CAS 407 Career and Academic Major Decisions

For more information about CAS 407 courses, please see *career.uoregon.edu*.

4 SPECIAL ACADEMIC OPPORTUNITIES

4.1 FIRST-YEAR PROGRAMS

Amy Hughes Giard, Interim Director

First-Year Programs

372 Oregon Hall

541-346-1241 or 541-346-1131

fyp.uoregon.edu

Contact Hughes Giard: agiard@uoregon.edu

One of the surest ways to guarantee academic success for new students is to bring them into close contact with a faculty member in a collaborative learning atmosphere. The FIG program is designed to provide incoming students with small classes in coherent programs shaped by the faculty who teach them.

FIRST-YEAR INTEREST GROUPS (FIGS)

What Are the Tangible Benefits of Enrolling Students in FIGs?

Students who start their fall term in a FIG earn significantly higher grades throughout their first year and beyond.

Retention rates of FIG students are significantly higher than non-FIG students.

What Are FIGs?

Each First-year Interest Group (FIG) is made up of fifteen to twenty students who take three courses together during fall term: two lecture courses and a 1-credit College Connections seminar. The two lecture courses fulfill general-education requirements* and are open to non-FIG participants. The 1-credit College Connections seminar is led by a faculty member and is only open to students in that FIG. The College Connections faculty member teaches topics they are passionate about, and employ innovative teaching methods to involve students in the content of both FIG courses. The faculty member teaching the College Connections seminar typically teaches one of the general education courses in the FIG as well.

This facilitates mentoring and in depth exploration of the course material.

**One of the courses in a small number of FIGs may be an elective (e.g., general chemistry laboratory)*

How Do FIGs Help Students Succeed?

The College Connections seminar engages students in projects and assignments specific to each FIG. Students gain an in-depth perspective of the topic by exploring the themes underlying the two courses. Each group has a FIG Academic Assistant (FA), an undergraduate student who assists in the seminar to help plan an academically engaging experience. FAs not only promote peer-to-peer connections but also offer extensive expertise and insight in to how students can make the most of their time at the UO. Advantages of joining a FIG include faculty and peer mentoring, enrollment in a small seminar-style class, thematically linked group-satisfying classes, and integration into an academically based social group.

How Does a FIG Affect a Student's Schedule?

Students are **guaranteed enrollment in the courses in the FIG** and are expected to choose two additional courses to complete their academic schedules. FIGs are offered in fall term only. **Enrollment in FIGs is done only through the First-Year Programs office.**

What Are The Different Types of FIGs?

FIGs are non-residential, meaning they are not connected to a particular campus residence hall. FIG students may live in any hall or even off-campus, if they choose.

Challenge FIGs give students a distinctive academic experience. One of the classes in each of the challenge FIGs is at the intermediate 300 level. Class sizes are smaller than the courses in many of the other FIGs, which encourages students to explore a subject in greater depth.

The **Carnegie Global Oregon FIG** is unique because the 1-credit seminar continues for three terms, and because it is also an ARC (Academic Residential Community.) In association with the Carnegie Council for Ethics in International Affairs, members of this FIG will explore global, national, and local issues in the traditional classroom and beyond, using technology to “meet” with people in different time zones, different cultures, and different continents. Special programs will bring students into contact with visiting scholars and community leaders. In addition to the fall FIG courses and activities, students will enroll in 1-credit seminar in winter and spring term to expand their understanding of other places, and to more fully comprehend their role as global citizens. See carnegieglobal.uoregon.edu.

FIGs recommended for science students, biology, chemistry or human physiology majors, are those that include CH 221.

FIG ELIGIBILITY

Enrollment in fall 2016 FIGs is limited to first-year students who have graduated from high school between spring 2015 and spring 2016, who have not taken college credits in the time between graduation from high school and their first term at the UO. They are not open to exchange or transfer students who have previously studied at another institution.

4.2 ACADEMIC RESIDENTIAL COMMUNITIES

Kevin Hatfield, Director

Academic Residential and Research Initiatives

Division of Undergraduate Studies – University Housing

LLC

541-346-1977

housing.uoregon.edu/academics

Contact Hatfield: kevhat@uoregon.edu

What are ARCs?

Academic Residential Communities (ARCs) offer students with shared academic interests, creative passions, or majors an opportunity to live together in a residential learning environment that interweaves in- and out-of-class engagement with faculty, advisors, tutors, and peer mentors. The curriculum and pedagogy of each ARC is uniquely designed by the sponsoring academic department and college, and students typically co-enroll in one course each term throughout their first year. Each ARC has a designated Faculty Director who collaborates with the instructors of the ARC courses, and partners with the live-in student and professional staff of Residence Life to dovetail co-curricular programming with course content.

What are the benefits of participating in an ARC?

ARCs foster a meaningful set of mentoring relationships early in students’ undergraduate careers that endure beyond a single course or term, and reinforce a human scale to students’ undergraduate education ensuring they enjoy an opportunity to know and to be known by faculty. ARCs support students’ social and academic transitions to a liberal arts and sciences research university through these high-touch interactions with faculty and specialized academic support staff and peers mentors. ARCs cohere a spectrum of learning spaces, from a formal classroom setting to a casual meal in the residence hall café or lounge, which scaffold sustained conversations between students and faculty about what it means to be a learner at the UO—from exploring majors and navigating general education requirements through thematic lenses to getting involved in undergraduate research and potential career and graduate school paths.

How do students join an ARC?

Students indicate their top three ARC preferences on their University Housing application and complete supplementary ARC application materials. ARC Faculty Directors call and write students between April 1 and June 12 to discuss their applications and make admissions decisions. Faculty Directors submit ARC rosters to University Housing by August 4 for University Housing room assignments.

How do students know if they have been accepted to an ARC?

Faculty Directors will confirm acceptance/admission to an ARC during a phone conversation and e-mail correspondence. Pre-enrollment in ARC course(s) when they arrive for their IntroDUCKtion advising appointment also indicates a student has been accepted/admitted to the ARC. Student may also contact Faculty Directors or Kevin Hatfield to confirm their ARC acceptance/placement.

How do students register for fall term ARC course(s)?

The Registrar pre-enrolls ARC students in their fall term ARC course(s) and discussion sections prior to IntroDUCKtion. ARC Faculty Directors submit ARC rosters to the Registrar by June 12 for pre-enrollment in ARC-reserved seats in designated ARC CRNs authorized by the home department/college.

What if students drop their fall term ARC course(s)?

Students may drop their pre-enrolled ARC course(s) without any restriction, however, this may affect both their admission to the ARC and their University Housing room assignment. ARC students considering a withdrawal from their ARC course(s) should contact their ARC Faculty Director or Kevin Hatfield before they depart their IntroDUCKtion session. Faculty Directors may approve students to remain in the ARC without enrolling in the fall term course(s), and with the expectation they enroll in the ARC courses beginning winter term.

What if a student wishes to change ARCs or withdraw from an ARC?

If the student has already been accepted to an ARC by a Faculty Director they need to contact both the Faculty Director and Kevin Hatfield (kevhat@uoregon.edu) to confirm their change/withdrawal from the ARC. They also need to update their ARC preferences on the Housing application. If a student has not already been accepted to an ARC by a Faculty Director they simply need to update their ARC preferences on the Housing application.

Can students join an ARC and enroll in a FIG?

Yes. All FIGs are non-residential beginning fall 2016. Unless the specific course times of a

particular FIG and ARC conflict, students may participate in both programs.

May an ARC student enroll in a non-ARC designated course section or discussion section of the same course?

This varies per ARC and students who have a course conflict or other reason for wishing to enroll in a non-ARC designated course section/discussion section should contact the ARC Faculty Director.

How do students register for winter and spring term ARC course(s)?

The Registrar pre-authorizes ARC students for their winter and spring term ARC course(s) and discussion sections and students enroll during the priority registration schedule. ARC Faculty Directors submit ARC rosters to the Registrar by the end of Week Six of the preceding term confirming the designated ARC CRNs and number of ARC-reserved seats.

Is there an additional fee for ARCs?

No. Although there is no additional program fee* for ARCs, room rates do vary based on room type and the residence hall where the ARC is located. The location of each ARC is listed with the ARC descriptions at housing.uoregon.edu/academics. *The Community for Ecological Leaders charges a "trip fee" for their Week of Welcome orientation field trips. See cel.uoregon.edu.

For the 2016-2017 academic year students may choose between 15 Academic Residential Communities. For a complete list of ARC descriptions, fall term curriculum, and Faculty Director contact information please visit housing.uoregon.edu/academics.

4.3 CLARK HONORS COLLEGE

Clark Honors College
541-346-5414
honors@uoregon.edu
honors.uoregon.edu

A LIBERAL ARTS EDUCATION

The Clark Honors College combines the best of the small liberal arts college education with top-tier research university opportunities. The Clark Honors College is a beacon to recruit gifted and high-achieving students. Honors education provides a great democratizing effect, making the education of elite institutions accessible, often closer to home, and much lower in cost. The Clark Honors College is the leading edge in advancing the reputation of academic excellence for the entire university, not just its strongest units. Classes in the CHC are limited to nineteen or fewer students and complement any UO major. The CHC application process is competitive, with 240 spaces available each year and applications averaging more than 1,400 annually.

CURRICULUM

The college's curriculum—lower-division courses, upper-division colloquia, and thesis courses—integrate the humanities, social sciences, and sciences and they feature the study of cultures and issues from around the globe. Honors College courses are taught by its resident faculty as well as by specially selected faculty members from other campus schools and programs. Fulfilling the college's curriculum satisfies the general-education requirements mandated for all university students. Every CHC student completes a senior thesis based on original research conducted with faculty mentors. All CHC courses emphasize discussion, reading, and writing, and are limited to CHC students.

DuckWeb codes HC as a "Major", but it is not a major. The CHC is a college within the university conferring nationally recognized honors. UO offers other honors opportunities as well, including honors courses with the suffix H. Clark Honors College courses are indicated with the prefix HC. Questions

about Clark Honors College courses should be directed to the CHC at 541-346-5414 or honors@uoregon.edu, or to the Office of the Registrar 541-346-2935. CHC graduation requirements are now noted on Degree Guides and can be viewed online at honors.uoregon.edu/content/graduation-requirements.

- AP and IB
Depending on courses and test scores, students may use AP or IB credits toward honors college math, science, multicultural, and second language requirements, applicable major requirements, or university electives. AP and IB credits do not count toward Clark Honors College 200-level courses, including HC 207H, HC 209H, and the literature and history courses.
- Thesis
Working closely with a professor in the student's major, each CHC student conducts original research or undertakes a creative project, produces a written thesis, and defends the thesis before a faculty committee. Specialized HC thesis courses including HC 408, Thesis Orientation, and HC 477, Thesis Prospectus.
- Majors
Every CHC student has one or more UO majors. The most popular majors among current students include Biology, Human Physiology, Biochemistry, and Psychology. The senior thesis is directed jointly by faculty from the major and from the CHC. About 20 percent of CHC students graduate with multiple majors.

INSTRUCTION AND ADVISING

All HC courses are taught by professors: twenty one dedicated CHC faculty members and a number of select guest faculty invited from the university at large and other universities. In addition to teaching, CHC faculty provide academic advising and mentorship to students in the college. Every CHC student has a faculty advisor from the honors college who mentors them for all four years at UO.

ADMISSION

Students currently enrolled at the UO who have an excellent academic record may apply to transfer to the CHC. Application deadlines are January 15 for fall term, and October 15 for winter term. Mid-year admissions are rare and are based on space-availability. Interested students are strongly encouraged to review admissions requirements and curriculum before applying. All information is available on the CHC website.

4.4 HONORS LISTS AND LATIN HONORS

LATIN HONORS

Graduating seniors who have earned at least 90 credits in residence at the UO and have successfully completed all other university degree requirements are eligible for university graduation with honors. These distinctions, which are noted on transcripts, and on diplomas, are based on students' percentile ranking in their respective graduation class:

- Top 10 percent – Cum Laude
- Top 5 percent – Magna Cum Laude
- Top 2 percent – Summa Cum Laude

DEPARTMENTAL HONORS

Individual departments have established procedures for earning graduation noted “with Honors.” The UO Catalog usually lists the special requirements. These distinctions are noted on transcripts and on diplomas.

DEAN'S LIST

The Dean's List consists of the top undergraduates in each college or school in the UO. The sole criterion is scholastic achievement. The Dean's List is announced after each fall, winter, and spring term. To qualify, a student must be an admitted undergraduate, complete at least 15 credits for the term, and have a term GPA of 3.75 or better; 12 of the 15 credits must be graded. Credits deducted for regression do not count toward the 15-credit requirement. Grade changes recorded through the second week of the subsequent term resulting in a change to the term GPA can affect the Dean's List notation.

JUNIOR SCHOLARS

Undergraduates with 90 to 134 credits, the last 45 credits earned at the UO, and GPA's of 3.75 or higher, are named Junior Scholars by the Mortar Board honorary society during each winter term.

PHI BETA KAPPA

Phi Beta Kappa, the most prestigious honor for liberal arts students, requires breadth in upper-division liberal arts courses. The criteria for election to Phi Beta Kappa are available on the Phi Beta Kappa website at pbk.uoregon.edu/membership/.

4.5 HONOR SOCIETIES

The UO recognizes outstanding student scholarship and leadership through election to membership in a chapter of a national scholastic honorary, or through a local society. The criteria for membership and the scope of activities vary widely for each of the organizations listed in the tables below. Some serve primarily as a means of recognizing scholarship and others consider grades as only one of several selection factors. See the online UO Catalog for complete descriptions and contact information of society advisors.

Honor Society Admission Criteria: Scholarship

Society Name	Academic Field	Student Level
Golden Key	NA	Junior,
Phi Beta Kappa	Liberal Arts	Senior

Honor Society Admission Criteria: Scholarship, Leadership and Service

Society Name	Academic Field	Student Level
Friars	NA	Junior
Mortar Board	NA	Senior

Honor Society Admission Criteria: Service

Society Name	Academic Field	Student Level
Alpha Phi Omega	NA	All levels

Professional Organizations

Society Name	Academic Field	Student Level
Alpha Kappa Delta	Sociology	Junior, Senior
Alpha Kappa Psi	Business, computer and info science, economics	NA
Beta Alpha Psi	Accounting, finance	NA
Beta Gamma Sigma	Business administration	Junior, Senior
Delta Phi Alpha	German language, literature, civilization	Junior, Senior
Kappa Tau Alpha	Journalism	All levels
Mu Phi Epsilon	Music	Second term freshmen
Phi Beta	Music, drama, dance, or art	All levels
Pi Sigma Alpha	Public affairs and admin	All levels
Psi Chi	Psychology	All levels
Upsilon Pi Epsilon	Computing and info disciplines	All levels

4.6 OREGON INSTITUTE OF MARINE BIOLOGY

Craig Young, Director
Oregon Institute of Marine Biology (OIMB)
63466 Boat Basin Road
Charleston, OR 97420
541-888-2581
oimb@uoregon.edu
oimb.uoregon.edu
Contact Young: cmyoung@uoregon.edu

The UO has an 80-year tradition of education and research in Marine Biology, and is one of the very few institutions in the Western United States where a student may obtain an

undergraduate major in Marine Biology. Although several faculty members on the Eugene campus study marine organisms, most of the marine curriculum is offered at the Oregon Institute of Marine Biology (OIMB) in Charleston on the southern Oregon coast. OIMB has traditionally offered three terms of course work each year at its Charleston campus. Beginning in 2016-17, courses will also offered during winter term.

COURSE OFFERINGS

During regular academic terms, graduate students and upper-division marine biology, biology, environmental studies, environmental science and general science majors can enroll in courses that emphasize lab and field work with living plants and animals. A summer program offers intensive eight-week and shorter courses, many of which are taught by professors visiting from other universities.

FACILITIES AND LOCATION

All courses at OIMB take advantage of nearby marine habitats, including an exceptionally rich rocky intertidal zone, extensive dune systems, and spectacularly pristine estuaries, and offshore reefs. The program is residential, with students residing in dormitories or cottages. Rates for dorm space and tuition are comparable to those on the main campus.

MARINE BIOLOGY MAJOR REQUIREMENTS

The undergraduate major in Marine Biology requires three terms in residence at OIMB. Detailed information can be accessed at the institute's website. Brochures and applications may be obtained at Department of Biology Advising, Room 73 Klamath. Or contact OIMB's Director by e-mail, or by mail at Oregon Institute of Marine Biology, P.O. Box 5389, Charleston, Oregon 97420.

4.7 NATIONAL STUDENT EXCHANGE

Karla Haught, Coordinator

National Student Exchange (NSE) (in Office of Academic Advising)

364 Oregon Hall

541-346-321

ugs.uoregon.edu/national-student-exchange

Contact Haught: khaught@uoregon.edu

The UO is a member of the National Student Exchange (NSE) consortium that permits UO students to exchange to participating institutions in the United States, Canada, Guam, Puerto Rico, and the US Virgin Islands. Students pay either the resident tuition rate at the host campus or UO tuition rates. The exchange may be for one quarter or one semester to one academic year. NSE gives UO students an opportunity to study at another educational institution in a new setting and to become acquainted with the varied social, educational, and cultural patterns in different areas of the United States and Canada. Through NSE, students may also take advantage of specialized courses or unique programs that may not be available on the UO campus. Each year the university hosts approximately 40 students from participating institutions.

PARTICIPATION REQUIREMENTS

To qualify for participation in the NSE program, a student must have a minimum 2.50 GPA in work attempted at the UO, be in full-time attendance, and have a good conduct record. It is recommended that students exchange during their sophomore or junior year.

APPLICATION PROCEDURE

Informational workshops are held fall and winter terms in preparation for the application period, which begins mid-February. Exchanges for the upcoming academic year are negotiated in early March. Advisors should urge interested students to attend an informational workshop. Workshop dates and times are listed on the Office of Academic Advising website. Students are also welcome to contact the UO NSE

Coordinator in the Office of Academic Advising. Check nse.org for the current list of participating colleges and universities.

4.8 STUDY AND INTERNSHIP ABROAD

Global Education Oregon (GEO)

330 Oregon Hall

541-346-3207

geoinfo.uoregon.edu

The UO, through the campus study abroad office, Global Education Oregon (GEO), offers more than 250 study abroad programs around the globe. Many programs offer internships or service learning opportunities.

STUDY ABROAD

During their undergraduate career, over 25 percent of UO students study abroad. Study abroad programs are no longer limited to language and liberal arts study; many also offer options to satisfy general education and major-specific requirements in a wide range of academic areas. Students can choose from programs offered during the summer, academic quarter or semester, and full academic year and can participate in a variety of program types including exchange, faculty-led, field research, internship and service learning..

ELIGIBILITY AND PARTICIPATION REQUIREMENTS

Students should plan early for study abroad opportunities or internships. It is important that students take the time to meet with financial aid counselors, GEO study abroad advisors, and their major advisor in order to select a program carefully. Also, students should know that many programs have specific language and course prerequisites that some programs may fill by the application deadline and that scholarship applications are often due well before the program application deadline. Complete program information is available on the GEO website at geo.uoregon.edu.

CREDIT EQUIVALENCIES

All GEO sponsored programs have been approved by the Study Abroad Programs

Committee to offer UO credit. Credit awarded to UO students on GEO programs is considered residence credit and is listed on the student's permanent record upon completion of the study abroad program. The Office of the Registrar maintains a database of course equivalencies for all GEO study abroad programs and manages the transcribing and course equivalency process. Course equivalency information can be found on the Registrar's website, at registrar.uoregon.edu/geo-course-equivalencies.

STUDY ABROAD OPPORTUNITIES

UO students can choose to study abroad in over 90 countries. Students may search the complete list of program locations by visiting the GEO website. New study abroad opportunities are continually being developed. Drop-in advising hours are held 1:30-3:30 pm throughout the academic year. Students may also make an appointment with a GEO advisor at any time by calling 541-346-3207.

INTERNSHIPS

UO students may earn academic credit while they gain career-related work experience abroad. Internships are open to juniors, seniors, and master's degree students who are currently enrolled in a UO degree program. Financial aid, including scholarships, is available. In addition, certain study abroad programs allow students to combine part-time internships and part-time study in the same term abroad. For a listing of available internships, consult the GEO website, selecting "Internship" under Program Type.

ELIGIBILITY REQUIREMENTS

Student eligibility requirements for each program are found on the GEO website.

FUNDING RESOURCES

Because students are registered at the University of Oregon while participating in GEO study abroad programs, they are eligible to receive most or all of their UO-awarded financial aid and scholarships. This aid assists approximately 38% or more of students currently participating in study abroad and internship programs. In addition, numerous scholarships are available for both undergraduate and graduate students planning to study or intern abroad, including scholarships offered by GEO, specific UO departments, and prestigious national scholarships such as Gilman, Boren, and FEA. For a comprehensive overview of funding options for students who wish to study abroad, visit geo.uoregon.edu/scholarships.

Graduating seniors and graduate students interested in pursuing research, university study, and international teaching should also consider applying for distinguished international scholarships. Fulbright Fellowship applications must be submitted to the Fulbright Program Advisor in early fall. The Office of International Affairs offers scholarship and grant advising for students. For more information on funding that supports graduating seniors and graduate students, visit geo.uoregon.edu/scholarships/uo_only/graduates.

UO students who are currently receiving financial aid and have already been accepted to a GEO program can request a short-term loan from GEO to help cover up-front costs such as airfare. The amount of the short-term loan (\$300-\$2000) will be charged to your UO billing account along with a small loan processing fee. These charges will be subject to the normal UO billing terms and conditions (see details at: ba.uoregon.edu/content/payments). For more information on the short-term loan application process, please contact a GEO advisor or geoinfo@uoregon.edu.

5 SERVICES FOR STUDENTS

5.1 CAREER PLANNING SERVICES

CAREER CENTER

Daniel Pascoe Aguilar, PhD, MDiv, Director
220 Hendricks Hall
541-346-3235
career@uoregon.edu
career.uoregon.edu

PROGRAMS AND SERVICES OVERVIEW

The Career Center of the University of Oregon is excited to support the success and return on investment of the college experience of UO students by facilitating 1) their meaningful career decision-making as well as 2) their design and implementation of intelligent experiential learning and job-search strategies. A team of eighteen staff members and eighteen graduate and undergraduate student workers accomplish this through the following services and programs:

Advising and Counseling

One-on-one career-development support through scheduled advising and counseling appointments including follow up on self-assessment instruments.

Workshop Series

Four to five weekly career-development orientation workshops on career-development curricular areas such as self-assessment instrument interpretation, career decision-making, resume writing, internship or part-time/full-time job search strategies, interview preparation, social media use in the job search, etc.

Outreach Workshops

Customized workshops for student groups based on faculty, academic department, service-unit staff or student-organization requests through our website workshop request form.

Career Decision-Making and–Job-Search Strategies Courses

2-credit course sections per academic year on the subjects of Career Decision-Making and Internship–Job-Search Strategies, instructed by the cross-

divisional Career Connections Instructors Team through different schools and colleges at the UO. See 3.10: Career Development Classes.

On-Campus Recruitment (OCR): On-Campus Interviews and Practice Interviews

Hundreds of organizations conduct on-campus interviews with UO students for the purpose of hiring for their career positions, internships or summer jobs. Many of these organizations also volunteer their time to provide practice interview experience to students who wish to gain practical and professional career development skills.

On-Campus Recruitment (OCR): Information Sessions

Many organizations opt to enhance their on-campus recruitment visit by hosting information sessions. These events are free and provide students with an opportunity to learn more about an organization and their opportunities and ask questions. Often, the employers attending these events are the same ones making the hiring decisions for their organization.

Go Intern!

Potential to receive 1–12 upper division, elective credits for completing internships in the local, larger, and global community. In addition to academic credit, students receive personalized career-advising support.

Networking Events

Multi-industry field or industry field-customized networking events designed to facilitate students' networking skill and confidence development, their interaction with employers, alumni, and community professionals, as well as to facilitate organic recruiting by community employers.

Career Fairs

Three career fairs per academic year designed to facilitate students' networking skill and confidence development, their recruitment engagement with employers, as well as structured employer recruiting on campus for internship and job opportunities.

Website and DuckConnect

Look here for the array of the Career Center's services and programs, career-related social media, internship, and part-time/full-time job opportunities and on campus employment opportunities.

Student Group Support

Ongoing information and resource gathering, partnership development, and customized programming for eighteen student groups, including students of color, LGBTQ students, students with disabilities, and veteran students. Targeted programming includes the Diversity Career Symposium, an all-day event connecting diverse students with employers. Collaborators include the Multicultural Career Alliance, International Student Career Alliance, and the Student Veteran Peer Advisor Program.

Student Advisory Board

Partnership with UO students through their membership in the Center's Advisory Board and their contribution in the areas of feedback on our services and programs, data-collection support, and their own supported career development.

5.2 VETERANS SUPPORT

OFFICE OF VETERANS AFFAIRS

Mary Earp, Veterans Coordinator
Jenifer Fendelander, Veterans Benefits Specialist
Office of Veterans Affairs
215 Oregon Hall
541-346-3119
veterans@uoregon.edu
registrar.uoregon.edu/veterans

The Office of Veterans Affairs, a unit within the Office of the Registrar, assists eligible student veterans, reservists, and dependents obtain education benefits in compliance with the procedures and regulations of the US Department of Veterans Affairs (VA).

VA EDUCATION BENEFITS

Every academic year, some students will be asked to submit an "Approved List of Courses Form" to the Veterans Coordinator. This form should include all coursework that a student plans to complete during the academic year and should be signed by both the student and advisor. Only the minimum courses required to complete a student's degree qualify for VA education benefits. **By the time a student has earned 89 credits, the VA requires that a major be declared.** Students may contact the Veterans Coordinator at the Oregon Hall location listed above, or by mail:

Veterans Coordinator
Office of the Registrar
5257 University of Oregon
Eugene, OR 97403-5257

Office hours are from 8:00 a.m. to 5:00 p.m., Monday through Friday.

THE UNIVERSITY OF OREGON STUDENT VETERANS CENTER

EMU South (McArthur Court)
541-346-4306
uovetscenter@uoregon.edu

The UO Student Veterans Center is a dedicated location offering student veterans support, resources, and community to help them achieve their academic goals. The Center houses lounge space and computers for student use, as well as support services including the Dog Tags to Ducks Peer Mentorship Program, the Tillman Military Scholars Program, and the Veterans and Family Student Association. Student assistants and a Veterans Program Coordinator are available at the center to help with inquiries.

Please contact Justine Carpenter at justcarp@uoregon.edu regarding the University of Oregon Student Veterans Center and the Tillman Military Scholars Program.

THE VETERANS AND FAMILY STUDENT ASSOCIATION

EMU South (McArthur Court), inside the Student Veterans Center
541-346-4305
vfsa@uoregon.edu

The Veterans and Family Student Association was formed to create a social space for student veterans within the university where the commonalities of military experience could be shared. Our mission includes advocacy on behalf of veteran students and service to the university and surrounding community.

5.3 NONTRADITIONAL STUDENT SUPPORT

Nontraditional students often have unique needs and interests because they may be balancing their education with a variety of other responsibilities. Specific concerns for these students include finding a balance between school, work, parenting responsibilities, and the responsibility for the care of others, financial concerns, and finding students on campus with whom they identify. Nontraditional students are an asset to the university because of their energy, enthusiasm, and intentional participation. They add a unique element to the campus community because of their meaningful insight and life experience.

RESOURCES

The following lists offices on campus that provide support for nontraditional students:

Office of the Dean of Students: uodos.uoregon.edu

Office	Contact Information
Nontraditional Student Engagement and Success in the Office of the Dean of Students	541-346-1123
Nontraditional Student Union	
Financial Aid	541-346-3221
University Teaching and Learning Center (TLC)	541-346-3226
Work-Life Resources	541-346-2962
Associated Students of the University of Oregon (ASUO) Women's Center	541-346-4095
Career Center	541-346-3235
Student Veterans Center	541-346-3406
Veterans and Family Student Association	541-346-4305

5.4 RELIGIOUS HOLIDAY OBSERVANCE

Office of Affirmative Action and Equal Opportunity

377 East 12th Avenue, Suite 452

541-346-3123

aaeo.uoregon.edu

Oregon Administrative Rules (OAR) promulgated by the Oregon State Board of Higher Education provide: any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of absence (OAR 580-015.0165).

To avoid last minute or post facto accommodation requests, faculty should notify students on course syllabi that:

- i. Requests should be made, in writing, as early as possible, preferably at least seventy-two hours prior to the date of accommodation, and
- ii. Failure to request accommodation in advance may result in an inability to make the arrangements necessary to grant the requested accommodation.

Failure to provide students with notice of their obligation to request accommodation in advance may result in having to consider requests made on, or after, the day of accommodation. Direct questions regarding the policy to the Office of Affirmative Action and Equal Opportunity (OAAEO).

University of Oregon's Policy on Religious Accommodations

Reason for Policy:

The University of Oregon is committed to affirming the values of equity, inclusion and diversity for its students and employees. Embracing religious diversity, in accordance with state and federal regulations under Title VII of the Civil Rights Act of 1964, is one way that the University aligns its practices with this important commitment. The University of Oregon will make a good faith effort to provide a reasonable accommodation of students' and employees' sincerely held religious beliefs, unless the requested accommodation presents an undue hardship (see information from U.S. Department of Labor at: dol.gov/oasam/programs/crc/2011-Religious-Discrimination-and-Accommodation.htm).

Policy Statement:

University of Oregon is committed to compliance with all applicable state and federal laws and regulations relating to religious accommodations of its stakeholders, and respects the right of all students and employees to observe their religious holidays, and will

make reasonable accommodations, upon request, for such observances.

Scope:

Any University of Oregon student, faculty, or staff who requests accommodations based on their religious beliefs.

Related Resources:

Procedures Related to Religious Accommodations (see sections below). These will be housed accordingly by the following UO units:

- For Students: [Student Life website]
- For Faculty: [Academic Affairs website]
- For Staff: [Human Resources website]
- For Students, Faculty and Staff: [OAAEO website]
- For all UO's access: [Office of the Registrar website – calendar of religious observances]

Process:

1. The Office of the Vice President for Equity and Inclusion in partnership with the University-wide Diversity Committee, the Registrar's Office, Academic Affairs, Undergraduate Studies, HR, AAEO, Student Life and International Affairs will prepare, for guidance, a list of dates for the major religious holidays and observances and provide any necessary updates to procedures, forms and FAQs. The list will be based on the dates provided by the interfaith calendar.
 - The calendar should be used widely across all University units and it should inform: a) classes, b) events, and c) facilities scheduling. The calendar should be updated annually by the Office of the Registrar for accuracy and/or needed changes. Every effort should be made to schedule events (e.g., orientation), deadlines (e.g., impacting performance appraisal systems) or major class requirements (e.g., assessments) so that they do not conflict with days in the religious observance calendar.
 - While the calendar will provide guidance as to major religious holidays and observances, and should be used as a guide in scheduling major events, it may not address holidays and observances of all religious faiths and is not intended to limit what holidays and observances may be consistent with an individual's sincerely held religious beliefs.
2. DEI in partnership with Academic Affairs, HR, AAEO and Student Life will devise a communication plan to ensure broad

awareness of the policy and the procedures for requesting an accommodation (e.g., student and Policy statements).

Procedures for Seeking a Student Accommodation

1. The policy (and its procedures) are included in the UO policy library at: policies.uoregon.edu/content/how-use-site. All instructors are encouraged to include on the syllabus and to announce at the beginning of the semester the policy and procedure as they apply to religious holidays. Orientation programs for new students will inform incoming students about this policy and urge them to check for and notify their instructors of conflicts as early as possible.
2. If a conflict with a religious observance exists, the student must make a request for a reasonable accommodation for that observance as soon as possible.
3. A request for religious accommodation should be in writing on a standardized form to be used for this purpose. Copies of the request form will be made widely available on the Division of Student Life, Affirmative Action and Equal Opportunity, and Office of the Registrar's and VPEI websites. Requests should be made as early in the term as possible, preferably by the end of the second week of the course.
4. The instructor and the student should discuss what accommodations are necessary and reasonable in a given case. If a student is unable to attend class due to an approved religious accommodation and misses an examination or assignment as a result, the student shall make up the examination or other assignment or otherwise be given an opportunity for make-up work that is consistent with the missed exam or assignment.
5. If after discussion there is no consensus on the accommodation, the matter will be referred to the Office of Affirmative Action & Equal Opportunity (AAEO) to mediate. AAEO will confer with the involved parties, and may seek advice from anyone else who could provide helpful information.
6. If the involved parties still cannot reach consensus over the accommodation after mediation, the Vice President for Student Life will make a final decision as to a reasonable accommodation and oversee its implementation.

APPENDICES

APPENDIX A: SAMPLE ADVISING SYLLABUS



OFFICE OF ACADEMIC ADVISING SYLLABUS

364 Oregon Hall, 541-346-3211

Call for appointment: MTThF 9:00 a.m. - 4:30 p.m.; W 10:00 a.m. - 4:30 p.m.

WELCOME TO THE OFFICE OF ACADEMIC ADVISING AT THE UNIVERSITY OF OREGON!

The goal of academic advising is to help you make the most of your university education. Advisors encourage your engagement in the life of the university and assist you in making a meaningful academic plan. We believe academic advising is important and we look forward to working with you.

The Office of Academic Advising (OAA) specializes in working with students who are undeclared. Your OAA advisor can help you:

- Learn about majors, minors, departments, and programs of interest to you and determine how they fit with your life and career goals.
- Register for appropriate classes using DuckWeb and the online class schedule.
- Explore opportunities to apply your skills outside the UO classroom through service projects; internships; study abroad; research; or creative work with faculty.

YOUR OAA ADVISOR WILL:

- Provide a safe, respectful, and *confidential space to ask questions, discuss your interests, and express your concerns.
- Keep notes of your advising sessions that are recorded in an electronic note system.
- Understand and effectively communicate UO degree requirements.
- Assist and support you in making course and major decisions.
- Make effective referrals that allow you to navigate the university successfully.

YOUR OAA ADVISOR EXPECTS THAT YOU WILL:

- Take notes during advising meetings and keep a record of your advising sessions.
- Schedule an appointment with your advisor once a term (schedule appointments early!).
- Come to appointments prepared with your degree guide and a list of questions and/or topics to discuss.
- Research programs, policies, procedures, and opportunities as appropriate.

HOW DO I CONTACT MY OAA ADVISOR?

Make an appointment by calling our office at 541-346-3211. Appointments must be scheduled in advance.

THE OAA ADVISING CALENDAR

EACH TERM	
When	What
Before term begins	Identify your goals for the term. Review your schedule.
Week 1	If necessary, make any last-minute changes to your schedule; check academic deadlines on the Registrar's web site for important dates related to adding and dropping.
Weeks 3-6	Visit your instructors during their office hours to discuss your papers and midterm exams.
Weeks 5-7	Prepare to register for the next term by meeting with your academic advisor. Be aware of deadlines to drop a class and/or change grade option (graded or P/NP).
Weeks 8-9	Register for next term's courses on DuckWeb.
Week 10	Complete any projects due at the end of the term. Verify final exam dates/times and begin review for final exams. Fill out course evaluations on DuckWeb.
Finals Week	Good luck on your exams!
Before next term begins	Check your grades on DuckWeb and make changes to your schedule if needed. Review your goals from last term and identify your goals for next term. Are you still on the right track? Do you need to meet with an advisor to discuss, clarify, or reassess your goals?
EACH SUMMER	Pursue internships, employment, travel, summer classes, reading, and volunteering to clarify your interests and goals.

Follow Academic Advising on:

OAA Website: advising.uoregon.edu

OAA Blog: gradefirstaid.uoregon.edu

Twitter: UOAdvising

YouTube channel: UOAdvising

Facebook: University of Oregon - Office of Academic Advising

The Office of Academic Advising promotes and sustains a culture of superior advising at the University of Oregon through direct advising, education, outreach, and collaboration. To fulfill this mission, the office:

Guides undeclared and exploring students towards successful major selection and reinforces an advising relationship with the major department; Fosters the successful transition of new first year and transfer students to the university in collaboration with Orientation Programs, academic departments, and other resource offices across campus; Supports students experiencing academic challenge or distress; Coordinates the National Student Exchange (NSE) program and supports students interested in pre-professional preparation for law school; Supports UO advisors across campus through training, publications, and direct consultation; Provides campus-wide leadership and advocacy around advising issues and forges connections and partnerships with key offices and departments.

This document will be made available in accessible formats upon request. 541-346-3211

APPENDIX B: STUDENT RECORD PRIVACY POLICY — FERPA

BASIC ELEMENTS OF THE STUDENT RECORDS POLICY FOR FACULTY AND STAFF

The UO, in compliance with the Family Educational Rights and Privacy Act (FERPA), is responsible for monitoring access to and release of information from student education records. Staff and faculty with access to student education records are legally responsible for protecting the privacy of the student by using information only for legitimate educational reasons to instruct, advise, or otherwise assist students. FERPA also assures certain rights to students at the university regarding their education records. These rights do not transfer to parents, guardians, spouses, or other family members without the specific written permission of the student. Please see the “Past, Present or Future Student” section of the Privacy Policy on the Office of the Registrar’s web page at registrar.uoregon.edu/records-privacy.

DEFINITION OF EDUCATION RECORDS

Education records are those records directly related to a student maintained by the University or by a party acting for the university.

DIRECTORY INFORMATION

Only those records defined as “Directory Information” may be released without the express written permission of the student. Directory information includes the student name, local and permanent addresses, e-mail addresses, telephone numbers, class level and type, enrollment status (e.g., full-time or part-time), academic major and/or minor, dates of attendance, the fact that the student is or has ever been enrolled, total earned credit hours, degrees and certificates awarded, honors awarded, participation in officially recognized activities, and, for Graduate Teaching Fellows (GTF), their status as a GTF and teaching assignment. No other information contained in a student’s educational records may be released to persons or organizations without the student’s prior written approval. A chart below lists information that is frequently requested from student education records and indicates whether or not it is Directory Information.

STUDENTS WITH RESTRICTED DIRECTORY INFORMATION

A student may restrict release of all Directory Information by filing a Restriction of Directory Information form with the Office of the Registrar. The restriction will usually take effect immediately and in no case longer than two working days from the filing date. Once the restriction form is processed, no information—including directory information—is to be released to anyone, including persons claiming to be the student, parents, relatives, friends, other

students, or prospective employers, who may wish to contact the student or verify their status at the university. Students who have restricted the release of Directory Information are required to present photo identification when they wish to discuss or make inquiries about their education record. The restriction is permanent until the student requests, in writing, that it be removed. The restriction remains in place even after the student has stopped attending or has graduated from the university.

FACULTY AND STAFF RESPONSIBILITY

You are responsible for maintaining the security of your workstation or computer monitor. This includes the responsibility for all transactions that occur under your user name and password, and for all information that is released about university students. Do not leave your workstation or computer unattended while logged in to Banner or DuckWeb. Do not give your password or Personal Access Code (PAC) to another employee or student. Violation of this regulation may revoke your access privileges.

University staff and faculty members performing instructional, supervisory, advisory, or administrative duties for the university are considered to have a legitimate educational need for access to student data for students for whom they are performing these functions. Individuals without legitimate educational interest must present EITHER an appropriate written signed and dated authorization for release from the student, which must include:

1. The specific information to be released,
2. The person or class of persons to whom the information is to be released, and
3. The purpose for which the information is to be released, OR a valid subpoena or court order.

If presented with a subpoena or court order, faculty and staff are to contact the University Registrar immediately. The University Registrar, in consultation with the General Counsel to the President, determines validity of and extent of compliance with subpoenas and court orders. You have the authority and responsibility to deny any request for data that you feel is not legitimate. If you are in doubt, it is always wiser to err on the side of caution than to release information that may constitute a FERPA violation.

When responding to an inquiry about a student, staff and faculty must determine whether the student has placed a restriction on the student’s record. If a student has filed a restriction, records are marked ***CONFIDENTIAL*** and DuckWeb records include the note **“THE STUDENT HAS RESTRICTED RELEASE OF DIRECTORY INFORMATION.”** Class lists have the symbols >> preceding the student name. An appropriate response to an inquiry about a student

with a directory restriction is “I’m sorry, I have no information for a person (or individual) by that name.”

Note: Use of the term “student” in your response is not permitted under FERPA regulations. You may not respond to the inquiry by indicating that the person has restricted the release of the student’s directory information.

Posting of Grades

Faculty and staff are responsible for protecting the identity of students and keeping student grades confidential. Grades or evaluations linked to personal identifiers (names, UO ID numbers, or social security numbers) may not be publicly disclosed without specific permission from the student as described above. Without student permission, grades or evaluations may be posted, whether on office doors or on websites, only by using randomly generated codes or numbers. The Office of the Registrar has created a

mechanism that can be used by faculty to generate code numbers for students enrolled in their classes. It is available online at registrar.uoregon.edu/faculty-staff/random-number-generator. Graded papers, exams, quizzes, and other assignments are considered part of the student’s education record, and must be returned to the student in a manner designed to maintain confidentiality.

FERPA (FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT) QUICK REFERENCE

The following table lists student information and whether they are classified as directory information. You may also check your knowledge of FERPA by taking a short quiz online at registrar.uoregon.edu/records-privacy.

FERPA Quick Reference Table		
Directory Information	Yes	No
Student’s full name	X	
UO ID number		X
Personal Access Code		X
Date of Birth		X
Ethnicity		X
Gender		X
Mailing address and phone number	X	
Permanent address and phone number	X	
All addresses and telephone numbers except Mailing and Permanent (e.g. Alternate Billing Address, Contact – Emergency Address, RO Diploma Address, etc.)		X
E-mail address	X	
Parent names and addresses		X
Class level and academic major/minor	X	
Dates of attendance	X	
Fact that the student is or has been enrolled	X	
Degrees, honors, certificates awarded	X	
GPA or grades		X
Cumulative credit hours	X	
Current term grades or class schedule (CRNs, meeting times, locations)		X
Full-time, half-time, or less than half-time enrollment status	X	
Info on standing (probation, disqualification, etc.) or whether student is eligible to return to school		X
Petitions to ARC or SRC		X
Whether student has applied for graduation		X
Unmet degree requirements for graduation		X
Accounts receivable balance		X
Financial records of parents		X
Participation in official recognized activities	X	
Student employment records		X
Psychiatric or psychological records		X
Copies of transcripts from other schools or colleges		X
Whether a graduate students has a GTF appointment and their teaching assignment	X	

**APPENDIX C:
REQUIRED UO EMPLOYEE REPORTING
CHILD ABUSE
PROHIBITED DISCRIMINATION
CAMPUS CRIME**

All UO employees have a legal duty to report incidents of child abuse and prohibited discrimination, including sexual harassment and sexual assault. See the UO Employee Reporting Responsibilities table below for details.

MANDATED REPORTING OF CHILD ABUSE AND NEGLECT

Effective January 1, 2013, employees of Oregon higher education institutions are explicitly included in the law as mandatory reporters of child abuse and neglect. Higher education employees including all UO faculty and staff, student workers, graduate teaching fellows (GTFs), and temporary employees are mandatory reporters of child abuse and neglect under the law.

- A “child” is any “unmarried person who is under 18 years of age.” Some UO students qualify under this definition and are covered by the mandatory reporting law.

Your obligations as a mandatory reporter are specific to you as an individual and are not limited to a time period, location or your role at the UO—it is a 24/7 responsibility. You must immediately report to the State of Oregon Department of Human Services (DHS) or a local law enforcement agency if you have “reasonable cause to believe” that any child with whom you come into contact has suffered abuse or that any person with whom you come into contact has abused a child. A law enforcement agency is a local police department, county sheriff, county juvenile department, Oregon State Police, or UO Police Department. For instances that related to UO-authorized activities, UO employees are expected to make the report immediately to the UO Police Department at 541-346-2919.

**REQUIRED UO EMPLOYEE REPORTING:
PROHIBITED DISCRIMINATION INCLUDING
SEXUAL HARASSMENT AND ASSAULT**

All UO employees with credible information that prohibited discrimination or discriminatory harassment, including sexual harassment and any form of sexual violence, is occurring or has recently occurred have a duty to report that information to their supervisor or to the Office of Affirmative Action and Equal Opportunity. UO policy prohibits discrimination on the following bases:

Race	Age	Veteran Status
Color	Religion	Sexual Orientation
Sex	Marital Status	Gender Identity
National Origin	Disability	Gender Expression

** Discrimination on the basis of sex includes all forms of sexual harassment, including sexual assault, intimate or dating violence, and gender-based stalking and bullying.*

CAMPUS CRIME REPORTING

Campus safety is a shared responsibility. Report crimes or security concerns right away. Call 9-1-1 for emergencies or crimes in progress. UO Police Department (UOPD) issues Campus Crime Alerts (CCAs) for certain crimes that happen on or near campus. CCAs go to all UO e-mail addresses, and are intended to assist members of the community in planning for their own and others’ safety.

- Some employees, those designated as Campus Security Authorities, have specific responsibility to report. Employees who, by virtue of their assigned job responsibilities, are Campus Security Authorities are notified of that status by appropriate university officials, and receive training regarding their reporting responsibilities. Campus crime statistics and safety information is published on UOPD’s website.

UO Employee Reporting Responsibilities

	Child Abuse & Neglect	Discrimination and Sexual Harassment, including Sexual Assault, Dating and Partner Violence, and Gender-Based Stalking and Bullying	University Crimes—Clery Act
Who must report	All university employees	All university employees	Campus security authorities; Designated staff with student contact
Where to report	Local law enforcement Department of Human Services UOPD—for incidents related to UO Authorized activities	Supervisor Office of Affirmative Action and Equal Opportunity	UOPD 9-1-1 (crimes in progress)
Contact	Jen Mirabile mirabile@uoregon.edu	Penny Daugherty penny@uoregon.edu	Monica Hildebrand monicah@uoregon.edu
For more information	hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect	haaeo.uoregon.edu/sites/aaeo.uoregon.edu/files/AAEO_Booklet_Color_0	police.uoregon.edu

APPENDIX D: RESERVATION OF GRADUATE CREDIT

Graduate School 170 Susan Campbell Hall
541-346-5129
gradsch@uoregon.edu
gradschool.uoregon.edu

PERMISSION TO REGISTER FOR GRADUATE CREDIT; RESERVATION OF GRADUATE CREDIT

Undergraduates must request permission to register for graduate-level courses. The student must file a form with the Graduate School by the first Friday of Week 1 for the term of registration. Two options are available for disposition of course credits.

Option 1

Permits inclusion of a graduate level course in a bachelor's degree program.

- Eligibility: Admitted undergraduate status and a minimum GPA 3.0 in each of the three terms prior to enrolling in graduate level course.
- Note: Undergraduates receiving less than a B in a graduate-level course will be ineligible for further enrollment in graduate-level coursework.

Option 2

Reserves a graduate level course for consideration by a department after undergraduate is admitted as a graduate student. Allows undergraduates to take up to three graduate courses not exceeding a total of 12 credits.

- Eligibility: Minimum GPA of 3.0 in each of the three terms, and senior classification, prior to enrolling in graduate course.
- Note: Undergraduates receiving less than a B in a graduate-level course will not be allowed to use the course toward a master's degree, and will be ineligible for further reservation of graduate credit.

Non-degree seeking undergraduate-level students are ineligible for Reservation of Graduate Credit. This includes Community Education Program students and undergraduate post-baccalaureate students.

Undergraduates do not qualify to receive credits for the following graduate classes: Research (601); Supervised College Teaching (602); Internship (604); Reading and Conference (605); Field Studies or Special Problems (606); Workshop, Special Topics, or Colloquium (508 or 608); and Practicum, Terminal Project, or Supervised Tutoring (609).

TRANSFER OF RESERVED GRADUATE CREDIT

Undergraduates who completed graduate level courses at the University of Oregon under the Reservation of Graduate Credit petition process and who reserved the courses by choosing Option 2 on the petition form may apply up to 12 credits toward the master's degree. These fall within the 15-credit maximum transfer. A "Request for Transfer of Graduate Credit" form is available on the Graduate School website at gradschool.uoregon.edu/policies-procedures/masters/transfer. These course credits will count toward the requirement of 24 credits

in UO graded graduate courses.

THE TRANSCRIPT

The permanent record of the student's coursework will be split between an undergraduate record and a graduate record. Therefore, if the undergraduate chooses option 2, to reserve graduate credit, the courses will not be on the undergraduate transcript. If a graduate student registers for an undergraduate course, a second transcript of undergraduate coursework only will be created.

APPENDIX E: SELF-SUPPORT FEES AND TUITION REMEDIAL COURSES, SELECTED WEEKEND WORKSHOPS AND DISTANCE EDUCATION

The University has several undergraduate tuition schedules (resident, non-resident, and community education) and a multitude of fees that might be affixed to a course. Tuition and fees are charged on a per credit basis. Information can be found on the Office of the Registrar's website at registrar.uoregon.edu; click on "Tuition."

The most complex fee is the self-support fee. In certain classes, such as preparatory mathematics, some weekend workshops and some Distance Education courses, a separate fee replaces regular tuition. Students should check the class schedule to determine if a course has a self-support fee or other fees. There is no distinction between resident and non-resident students for self-support courses. In recommending these courses, advisors need to understand the financial implications. Students can use the Student Budget Planner cost estimator tool on the Office of the Registrar's website at registrar.uoregon.edu/costs/student-budget-planner to determine their tuition and fees for a given term.

APPENDIX F: ONLINE RESOURCES FOR THE ACADEMIC ADVISOR

DUCKWEB

duckweb.uoregon.edu

Students (and faculty advisors) can view Degree Guides online through DuckWeb or at degreeguide.uoregon.edu. The Student Advising Menu within DuckWeb's Faculty Menu enables the advisor to review individual students' Degree Guides, transfer evaluation reports, current class schedules, applications for degree, test and placement scores, and general information. From this menu, links are provided to information pages, the academic calendar, and summary requirement charts. Request access to this menu item from the Office of the Registrar.

DuckWeb allows students access to Degree Guides, transcripts, registration, application for graduation, enrollment verification, and personal account information. Students can print Degree Guides, Transfer Evaluation reports, and transcripts and use them in individual advising sessions.

The Degree Guide Reporting System (DARS) allows students to check progress towards graduation. General University requirements, including group requirements, total credits needed for graduation, upper division credits and graded credits, are available on the Degree Guide. In addition, degree requirements for all majors and minors are included on Degree Guides. Degree Guides clarify students' questions about requirements so that academic advising sessions can focus more on students' achievement and aspirations, and long term as well as immediate concerns. Advisors and students can now update guides and run what-if guides if a student is considering a new major. For more information about Degree Guides go to: registrar.uoregon.edu/current-students/degree-guide.

CLASS SCHEDULE

classes.uoregon.edu

The class schedule reflects up-to-the-minute data on courses, including enrollment, course descriptions, and course notes. Students and advisors can search by several criteria: days and times, General-Education satisfying courses, short courses, off-campus courses, etc.

Instructors can use DuckWeb to include course web links that appear in the online schedule. Information is available at the Registrar's home page under "Create Course Web Links."

SCHEDULE BUILDER

The Student Schedule Builder is a web-based schedule planner that presents students with all possible schedule options that are currently available for registration. With this tool, students and advisors can easily generate a class schedule that fits a students' individual needs. Begin by logging into [DuckWeb](#). Go to **Student Menu > Registration Menu > Schedule Builder**. Follow the prompts on this page to build your schedule.

OFFICE OF THE REGISTRAR WEBSITE

registrar.uoregon.edu

Information on ordering transcripts, academic deadlines, final exam schedule, applying to graduate, transfer articulation, basic enrollment information, registration priority, and university policies. Use the A–Z index for quick access.

ACADEMIC ADVISING WEBSITE

advising.uoregon.edu

Accessible to students and faculty. Contains information on choosing majors, workshops, staff, peer advising, new student orientation, and answers to frequently asked questions. Links to other important sources of information such as the Jumpstart Tutorial Program.

GRADE FIRST AID BLOG

gradefirstaid.uoregon.edu

Accessible to students and faculty. Grade First Aid is a blog produced in the Office of Academic Advising. It brings together resources, ideas, and tips to help students make the most out of their undergraduate academic experience. It features podcasts, campus resources, campus partners, interviews with students and much more.

OFFICE OF ACADEMIC ADVISING ON YOUTUBE

youtube.com/user/UOAdvising

Accessible to students and faculty. OAA's YouTube channel features short videos and podcasts that spotlight campus resources and offer "how-to" guides on important university academic tools.

DEPARTMENT HOMEPAGES

uoregon.edu/azindex

Most departments have created home webpages on which they post advising related information: new courses and their descriptions, introductions to new faculty, department advising hours and important deadlines.

UO CATALOG

uocatalog.uoregon.edu

Accessible to students and faculty. Information on requirements, majors and course offerings at the UO.

BANNER SYSTEM

The Banner System is a computer application that allows faculty and administrators to access student records. Banner catalogs information for secure access to academic histories, admission and demographic information, graduation and degree status as well as class roster and scheduling information. For most advisors, Banner access is not necessary as the DuckWeb advising menu contains extensive student information. Banner access is restricted to trained faculty and staff. For information contact Jim Blick in the Office of the Registrar at 541-346-3246

APPENDIX G: CREDITS EARNED THROUGH EXAMINATION

NATIONAL STANDARDIZED EXAMINATIONS

ADVANCED PLACEMENT (AP) CREDIT

Office of the Registrar

541-346-2935 registrar@uoregon.edu

registrar.uoregon.edu

Advanced Placement (AP) tests are given to high school students, enabling them to receive college credit for successful completion of the tests. Students must file official copies of test scores with the Office of the Registrar; scores of 4, 5 and sometimes 3 are considered for credit. AP work is awarded P* grades and counts toward the 168 ABCDP* hours requirement. Evaluations of AP work are reported in DuckWeb on the Transfer Evaluation Report, and it is also recorded on Degree Guides. All questions, including replacement of lost scores, should be directed to the Office of the Registrar at the number listed above.

In some cases, students should be advised to delay taking upper-division courses until perhaps their second quarter on the campus, even if they have received the credit hours for lower-division work in the same field through AP testing. This is particularly true of science AP students because there is no laboratory credit with AP work (see footnote 2 in Table 1 on page A-10).

Be aware of the new AP credit policy for students entering Fall 2016 and beyond. In many cases, the credit generated for AP scores under the new policy differs significantly from the credit awarded previously. For the most current listing of how AP credit transfers to the UO, please visit the Advanced Credit Page on the Registrar's website at registrar.uoregon.edu/current-students/advanced-credit/advanced-placement-exam-charts. Table 1 on page A-10 lists AP scores that generate university credit.

SCHOLASTIC APTITUDE TEST (SAT) AND AMERICAN COLLEGE TESTING (ACT) EXAMINATIONS

Scores students receive from the SAT and/or ACT are used for purposes of college admissions, and recommendation of initial course placement. No credit is granted for completion of any of these tests. *Please note that the SAT has been revised effective with the March 2016 sitting. If you encounter students with scores from the revised test, contact Admissions*

for additional information -- the next edition of this manual will include any needed updates.

The following tables summarize the placement Writing and Mathematics courses based on SAT and ACT scores received:

Writing Placement

SAT	ACT	Writing Placement
Critical Reading	English	
200–470	13–18	Take designated section of WR 121 (optional) and enroll in WR 195 (optional)
480–700	19–31	WR 121
710	32	Exempt from WR 121

INTERNATIONAL BACCALAUREATE (IB) CREDIT

Office of the Registrar

541-346-2935 registrar@uoregon.edu

registrar.uoregon.edu

The UO evaluates International Baccalaureate (IB) scores in much the same way as it evaluates AP scores. Students must indicate that they want their official IB test scores sent to the UO. For students that entered summer 2012 or before, or for a complete list of IB exams accepted at the UO, visit the Registrar's website at *registrar.uoregon.edu/current-students/advanced-credit/international-baccalaureate-exam-charts*.

Table 2 on pages A-11 and A-12 lists UO credit awarded for the Higher Level IB exam, and table 3 on pages A-12 through A-13 lists UO credit awarded for the Standard Level IB Exam.

See *registrar.uoregon.edu/current-students/advanced-credit/advanced-placement-exam-charts* for updated AP scores.

See *registrar.uoregon.edu/current-students/advanced-credit/international-baccalaureate-exam-charts* for updated IB scores.

See *registrar.uoregon.edu/current-students/alternative-ways-to-earn-credit* for updated CLEP scores.

Table 1: Advanced Placement (AP) Scores Generating University Credit—Entering Fall 2016 and Beyond

Subject	Score	Credit	Courses Awarded	Groups
Art History	4 or 5	8	ARH 204, 206	A&L (>1)
Biology	4 or 5	12	BI 211 plus two biology courses	SC (>3)
Calculus AB	3	4	One MATH course	SC (>3), BS Math
	4	8	MATH 251 and one MATH course	SC (>3), BS Math
	5	8	MATH 251, 252	SC (>3), BS Math
Calculus BC	3	8	MATH 251, 252	SC (>3), BS Math
	4 or 5	12	MATH 251, 252, 253	SC (>3), BS Math
Chemistry	4 or 5	12	CH 221, 222, 223	SC (>3)
Chinese	4 or 5	15	CHN 201, 202, 203	A&L (>1), BA Lang
Computer Science A	4 or 5	4	CIS 210	SC (>3), BS Math
Economics: Macroeconomics	3, 4, or 5	4	EC 202	SSC (>2)
Economics: Microeconomics	3, 4, or 5	4	EC 201	SSC (>2)
English Language and Composition	3, 4 or 5	4	WR 121	COMP
English Literature and Composition	3, 4 or 5	4	ENG 104	A&L (>1)
Environmental Science	3, 4 or 5	4	ENVS 202	SC (>3)
European History	4 or 5	8	Two HIST courses	SSC (>2)
French Language and Culture	3, 4 or 5	12	FR 201, 202, 203	A&L (>1), BA Lang
German Language and Culture	3, 4 or 5	12	GER 201, 202, 203	A&L (>1), BA Lang
Comparative Government and Politics	4 or 5	4	PS 204	SS group
Human Geography	3, 4 or 5	4	GEOG 142	SSC (>2), IC
Japanese Language and Culture	3, 4, or 5	15	JPN 201, 202, 203	A&L (>1), BA Lang
Latin	3, 4, or 5	12	LAT 301, 302, 303	A&L (>1), BA Lang
Music Theory	4 or 5	8	MUS 131, 132, 134, 135	Elective
Physics B	4 or 5	12	PHYS 201, 202, 203	SC (>3)
Physics C: – Electricity & Magnetism	4 or 5	4	PHYS 253	SC (>3)
– Mechanics	4 or 5	4	PHYS 251	SC (>3)
Psychology	3	4	One PSY course	SSC (>2)
	4 or 5	4	PSY 202	SSC (>2)
Spanish Language and Culture	3, 4 or 5	12	SPAN 201, 202, 203	A&L (>1), BA Lang
Spanish Literature and Culture	3, 4 or 5	4	SPAN 301	A&L (>1), BA Lang
Statistics	4 or 5	4	MATH 243	SC (>3)
Studio Art/ 2D Design/3D Design/ Drawing	4 or 5	4	One Art course	Elective
US Government	4 or 5	4	PS 201	SSC (>2)
US History	4, or 5	8	Two HIST courses	SSC (>2)
World History	4, or 5	8	Two HIST courses	SSC (>2), IC

¹ Students should complete CH 227, 228, 229 (labs) prior to organic chemistry, or should complete honors chemistry 224, 225, 226 with labs 237, 238, 239 prior to organic chemistry.

² No lab credit is awarded so science and health profession students should discuss with their advisors the desirability of completing PHYS 251, 252, 253 and accompanying labs or, of proceeding to next appropriate level of physics

³ Calculus Footnote: Any student receiving a 3 or greater on the Calculus BC exam will be awarded credit based on that exam, and any score on the Calculus AB exam will be ignored.

Key to Group Requirements: A&L (>1)—Arts and Letters group satisfying; SSC (>2)—Social Science group satisfying; SC (>3)—Science group satisfying; COMP—Composition (written English requirement); BS Math—Counts toward the Bachelor of Science mathematics requirement; BA Lang—Satisfies the Bachelor of Arts second language requirement; IC— Multicultural Requirement, International Cultures area

Table 2: International Baccalaureate (IB) Higher Level Exam—Entering Fall 2016 and Beyond

Subject	Score	Credit	UO Course Equivalent	Satisfies Group Requirements
Social & Cultural Anthropology	5	4	ANTH 161	SSC (>2), IC
Visual Arts (Art History)	5	4	Art History (1 course)	A&L (>1)
			Art History (1 course)	Elective
Biology	5	12	BI 211, 212, 213	SC (>3)
Business	5	4	BA 101	SSC (>2)
			CH 221, 222, 223	SC (>3)
Computer Science	5	8	CIS 210, 211	SC (>3)
Dance	5	4	DAN 251	A&L (>1)
			Dance (1 course)	Elective
Design Technology	5	4	Digital Arts (1 course)	Elective
Economics	5	8	EC 201, 202	SSC (>2)
English A Literature	5	8	WR 121, 122	COMP
			ENG 104	A&L (>1)
English A Language and Literature	5	8	WR 121, 122	COMP
			ENG 104	A&L (>1)
Film	5	8	ENG 265, 266	A&L (>1)
Further Mathematics	5	12	MATH 251, 252, 243	SC (>3), BS Math
Geography	5	4	GEOG 141	SC (>3)
			GEOG 142	SSC (>2), IC
Global Politics	5	4	PS (1 course)	SSC (>2)
			PS (1 course)	Elective
History: Africa and the Middle East	5	12	History (3 courses)	SSC (>2), IC
History: Americas	5	12	History (3 courses)	SSC (>2)
History of Asia/Oceania	5	12	History (3 courses)	SSC (>2), IC
History: Europe	5	12	History (3 courses)	SSC (>2), IC
Information Tech Global Society	5	8	Computer & Info Sci (2 courses)	SC (>3)
Arabic B	5	15	ARB 201, 202, 203	A&L (>1), BA LANG
Chinese A	5	15	CHN 201, 202, 203	A&L (>1), BA LANG
Chinese Mandarin B	5	15	CHN 201, 202, 203	A&L (>1), BA LANG
Danish B	5	12	DANE 201, 202, 203	A&L (>1), BA LANG
French A	5	12	FR 203, 301, 303	A&L (>1), BA LANG
French B	5	12	FR 201, 202, 203	A&L (>1), BA LANG
German A	5	12	GER 311, 312, 313	A&L (>1), BA LANG
German B	5	12	GER 201, 202, 203	A&L (>1), BA LANG
Greek	5	12	GRK 301, 302, 303	A&L (>1), BA LANG
Indonesian A	5	15	INDO 201T, 202T, 203T	A&L (>1), BA LANG
Italian A	5	12	ITAL 201, 202, 203	A&L (>1), BA LANG
Japanese A	5	15	JPN 301, 302, 303	A&L (>1), BA LANG
Japanese B	5	15	JPN 201, 202, 203	A&L (>1), BA LANG
Korean A	5	15	KRN 201, 202, 203	A&L (>1), BA LANG
Latin	5	12	LAT 301, 302, 303	A&L (>1), BA LANG
Portuguese B	5	15	PORT 201, 202, 203	A&L (>1), BA LANG
Russian B	5	15	RUSS 201, 202, 203	A&L (>1), BA LANG
Spanish A	5	12	SPAN 203, 301, 303	A&L (>1), BA LANG

¹ Students should complete CH 227, 228, 229 (labs) prior to organic chemistry or should complete honors chemistry 224, 225, 226 with labs 237, 238, 239 prior to organic chemistry.

² Non-native speakers only

Key to Group Requirements: A&L (>1)—Arts and Letters group satisfying; SSC (>2)—Social Science group satisfying; SC (>3)—Science group satisfying; COMP—Composition (written English requirements); BS Math—Counts toward the Bachelor of Science mathematics requirement; BA Lang—Satisfies the Bachelor of Arts second language requirement; FLAN—Satisfies Second Language Requirement Admission Deficiency requirement; IC—Multicultural Requirement, International Cultures area

For students that entered summer 2014 or before, or for a complete list of IB examinations accepted at the UO, visit:
registrar.uoregon.edu/current_students/advanced_credit

CONTINUED Table 2: International Baccalaureate (IB) Higher Level Exam—Entering Fall 2016 and Beyond

Subject	Score	Credit	UO Course Equivalent	Satisfies Group Requirements
Spanish B2	5	12	SPAN 201, 202, 203	A&L (>1), BA LAN
Swedish B2	5	12	SWED 201, 202, 203	A&L (>1), BA LAN
Thai A2	5	12	THAI 201, 202, 203	A&L (>1), BA LAN
Mathematics		4	MATH 251	SC (>3), BS MATH
	5	4	Mathematics (1 course)	SC (>3), BS MATH
Music Composition	5	4	MUS 125	A&L (>1)
		4	Music (1 course)	Elective
Music Group Performance	5	8	Music (2 courses)	Elective
Music Solo Performance	5	8	Music Performance (2 courses)	Elective
Philosophy	5	4	PHIL 101	A&L (>1)
		4	Philosophy (1 course)	SSC (>2)
Physics3	5	12	PHYS 201, 202, 203	SC (>3)
Psychology	5	4	PSY 201	SC (>3)
		4	PSY 202	SSC (>2)
Sports, Exercise & Health Science	5	4	HPHY (1 course)	SC (>3)
		4	HPHY (1 course)	Elective
Theater Arts	5	4	TA 271	A&L (>1)
World Religions	5	8	REL 101, 102	A&L (>1), IC

¹ Non-native speakers only² No lab credit is awarded so science and health profession students should discuss with their advisors the desirability of completing PHYS 251, 252, 253 and accompanying labs or of proceeding to next appropriate level of physics.

Key to Group Requirements: *A&L (>1)—Arts and Letters group satisfying; SSC (>2)—Social Science group satisfying; SC (>3)—Science group satisfying; COMP—Composition (written English requirements); BS Math—Counts toward the Bachelor of Science mathematics requirement; BA Lang—Satisfies the Bachelor of Arts second language requirement; FLAN—Satisfies Second Language Requirement Admission Deficiency requirement; IC—Multicultural Requirement, International Cultures area*

For students that entered summer 2012 or before, or for a complete list of IB examinations accepted at the UO, visit:

registrar.uoregon.edu/current_students/advanced_credit

Table 3: International Baccalaureate (IB) Standard Level Exam—Entering Fall 2016 and Beyond

Subject	Score	Credit	UO Course Equivalent	Satisfies Group Requirements
Social & Cultural Anthropology	5	4	Anthropology (1 course)	SSC (>2), IC
Visual Art (Art History)	5	4	Art History (1 course)	A&L (>1)
Biology	5	4	Biology (1 course)	SC (>3)
Business	5	4	Business Administration (1 course)	SSC (>2)
Chemistry	5	4	Chemistry (1 course)	SC (>3)
Computer Science	5	4	Computer & Info Sci (1 course)	SC (>3)
Dance	5	4	Dance (1 course)	Elective
Design Technology	5	4	PD 200T	Elective
Economics	5	4	EC 101	SSC (>2)
English A Literature	5	4	WR 121	COMP
English A Language & Literature	5	4	WR 121	COMP
Environmental Systems & Society	5	4	ENVS 201	SSC (>2)
Film	5	4	English (1 course)	A&L (>1)
Geography	5	4	Geography (1 course)	SSC (>2)
Global Politics	5	4	PS (1 course)	SSC (>2)

Key to Group Requirements: *A&L (>1)—Arts and Letters group satisfying; SSC (>2)—Social Science group satisfying; SC (>3)—Science group satisfying; COMP—Composition (written English requirements); BS Math—Counts toward the Bachelor of Science mathematics requirement; BA Lang—Satisfies the Bachelor of Arts second language requirement; FLAN—Satisfies Second Language Requirement Admission Deficiency requirement; IC—Multicultural Requirement, International Cultures area*

For students that entered summer 2012 or before, or for a complete list of IB examinations accepted at the UO, visit:

registrar.uoregon.edu/current_students/advanced_credit

CONTINUED Table 3: International Baccalaureate (IB) Standard Level Exam—Entering Fall 2016 and Beyond

Subject	Score	Credit	UO Course Equivalent	Satisfies Group Requirements
History	5	4	History (1 course)	SSC (>2),
History: Medieval Europe & Islamic World	5	4	History (1 course)	SSC (>2), IC
Inform Tech global Soc	5	4	CIS 210	SC (>3)
Arabic B ¹	5	5	ARB 103	FLAN
Chinese A ¹	5	5	CHN 103	FLAN
Chinese Mandarin B ¹	5	5	CHN 103	FLAN
Danish B ¹	5	4	DANE 103	FLAN
French A ¹	5	5	FR 103	FLAN
French B ¹	5	5	FR 103	FLAN
German A ¹	5	4	GER 311	A&L (>1), BA LANG
German B ¹	5	5	GER 103	FLAN
Greek ¹	5	5	GRK 103	FLAN
Indonesian A ¹	5	5	INDO 103T	FLAN
Italian AB ¹	5	5	ITAL 103	FLAN
Japanese A ¹	5	5	JPN 103	FLAN
Japanese B ¹	5	5	JPN 103	FLAN
Korean ¹	5	5	KRN 103	FLAN
Latin ¹	5	5	LAT 103	FLAN
Portuguese B ¹	5	5	PORT 103	FLAN
Spanish A ¹	5	5	SPAN 103	FLAN
Spanish B ¹	5	5	SPAN 103	FLAN
Swedish B ¹	5	4	SWED 103	FLAN
Thai A ¹	5	4	THAI 103	FLAN
Literature & Performance (English)	5	4	TA (1 course)	A&L (>1)
Literature & Performance (French)	5	4	TA (1 course)	A&L (>1)
Literature & Performance (Spanish)	5	4	TA (1 course)	A&L (>1)
Math Studies	5	4	Mathematics (1 course)	BS MATH
Mathematics	5	4	Mathematics (1 course)	SC (>3), BS MATH
Music	5	4	Music (1 course)	A&L (>1)
Music Group Performance	5	4	Music (1 course)	Elective
Music Solo Performance	5	4	Music Performance (1 course)	Elective
Philosophy	5	4	PHIL 101	A&L (>1)
Physics	5	4	PHYS 101	SC (>3)
Psychology	5	4	Psychology (1 course)	SSC (>2)
Sports, Exercise & Health	5	4	Health, Physical Education (1 course)	Elective
Theater Arts	5	4	Theater Arts (1 course)	A&L (>1)
World Religions	5	4	Religious Studies (1 course)	A&L (>1), IC

¹ Non-native speakers only

Key to Group Requirements: A&L (>1)—Arts and Letters group satisfying; SSC (>2)—Social Science group satisfying; SC (>3)—Science group satisfying; COMP—Composition (written English requirements); BS Math—Counts toward the Bachelor of Science mathematics requirement; BA Lang—Satisfies the Bachelor of Arts second language requirement; FLAN—Satisfies Second Language Requirement Admission Deficiency requirement; IC—Multicultural Requirement, International Cultures area

For students that entered summer 2012 or before, or for a complete list of IB examinations accepted at the UO, visit:
registrar.uoregon.edu/current_students/advanced_credit

College Level Examination Program (CLEP)

David Espinoza, Assistant Director
 Counseling and Testing Center
 541-346-3230
espinoza@uoregon.edu
testing.uoregon.edu

The College Level Examination Program (CLEP) is a national testing program that makes it possible to earn college credit by taking examinations. The university will grant ungraded P* credits for successful completion of examinations, which count toward graduation, but do not count as residence credits at the university. CLEP examinations cost \$106.00 each and earn from 4 to 12 credits. Descriptions of the examinations are available on the Testing Center website. Students must first purchase and pay for a CLEP examination voucher (\$80.00) at the CLEP website clep.collegeboard.com. Once a voucher has been purchased, testing appointments to take a CLEP examination (\$26.00) can be made online at testing.uoregon.edu.

CLEP COURSE EQUIVALENT EXAMINATIONS

The following table lists the UO course equivalents and credits received, for earning respective passing scores for CLEP course subject exams (each test may only be taken once).

Examination	UO Course Equivalent	Credits
American Lit	1xxT	4
Calc./Elementary	251	4
Chemistry	CH 221, 222, 223	12
Analyzing and Interpreting Lit.	ENG 104	4
English Lit.	1xxT	4
French	Varies according to score; possible equivalencies: FR 201, 202, 203	4 per course
German	GER 201, 202, 203	12
Microeconomics	EC 201	4
Macroeconomics	EC 202	4
Spanish	Varies according to score; possible course equivalencies: SPAN 201, 202, 203	4 per course
Sociology	SOC 204	4

ADVANCED-LEVEL (A-LEVEL) EXAMINATIONS

Office of Admissions
 541-346-3201
uoglobal@uoregon.edu
admissions.uoregon.edu
 Many international students enter the university having completed their secondary education under the British system. Completion of Ordinary-Level (O-Level) exams is equivalent to our 12th grade. Students, who proceed to take examinations known as Advanced-Level (A-Level), may be granted university credit for the examinations with a pass grade similar to the domestic Advanced Placement (AP) program.

REQUESTING TEST SCORE REPORTS

The list below provides contact information for requesting official test scores, from popular standardized testing agencies, to be sent to the university. The Office of the Registrar also maintains a list of contact information at registrar.uoregon.edu/current-students/requesting-official-score-reports.

AP (Advanced Placement Exam)

AP Services
 P.O. Box 6671
 Princeton, NJ 08541-6671
 Customer Service: 888-225-5427
 International callers: 212-632-1780
 Fax: 610-290-8979
 E-mail: spstudents@info.collegeboard.org
apcentral.collegeboard.com
apexams@info.collegeboard.com
 UO School Code 4846

ACT (American College Testing) ACT, Inc.

P.O. Box 451
 Iowa City, IA 52243
 Customer Service: 319-337-1313
 TDD: 319-337-1701
act.org
 UO School Code 3498
 Order online, by phone, or by letter of request

CLEP (College Level Exam Program)

CLEP Transcript
 P.O. Box 6600
 Princeton, NJ 08541-6600
 Customer Service: 800-257-9558, 212-237-1331
clep@info.collegeboard.org
 Fax: 610-628-3726
clep.collegeboard.org
 UO School Code 4846

Order by phone or by mail

IB (International Baccalaureate)

International Baccalaureate
Americas Global Center
7501 Wisconsin Avenue, Suite 200 West
Bethesda, MD 20814
Information Desk: 301-202-3025

ibo.org

ibid@ibo.org

Visit *ibo.org/iba/transcripts/faq.cfm* for instructions
for ordering transcripts/scores

SAT (Scholastic Achievement Test)

Domestic: 866-756-7346

International: 212-713-7789

Services for Students with disabilities: 212-713-8333

TTY-Domestic: 888-857-2477

TTY-International: 609-882-4118

Customer Service requests:

College Board SAT Program

PO Box 025505 Miami, FL 33102

sat.collegeboard.org

UO School Code: 4846

Order online, by phone, or by mail

TOEFL (Test of English as a Foreign Language)

TOEFL Services

Educational Testing Service

P.O. Box 6151 Princeton, NJ 08541-6151

Customer Service: 877-863-3546, 609-771-7100

ets.org/toefl

toefl@ets.org

UO School Code 4846

Order online, by fax, or by mail

These credits will be reported on the Transfer
Evaluation and Degree Guide Report.

UNIVERSITY CREDIT (COURSE-CHALLENGE), WAIVER AND PROFICIENCY EXAMINATIONS

CREDIT BY EXAMINATION

Office of the Registrar

541-346-2935

registrar.uoregon.edu

Formally admitted students can earn undergraduate
credits through the university's credit by examination.

Eligibility Requirements for Credit by Examination

Students must meet the following requirements to be
eligible to seek credit by examination:

- Students must be formally admitted and registered
for at least one credit at the university, during the
term in which the examination is administered.
- Each student is allowed one opportunity to earn
credit in this fashion for each course.

The following courses are not available for credit
by examination:

1. Courses removed from course challenge option by
departmental action through the Academic
Requirements Committee
2. Courses numbered 0–99: Field Studies (196);
Workshop, Laboratory Projects, or Colloquium
(198); Special Studies (199); courses numbered
200 or 399–410
3. First-year second-language courses
4. 100-level mathematics courses and MATH
211,212, 213
5. English composition courses (WR 121, 122, 123)
6. An elementary language course taught in the
student's native language
7. A course for which a CLEP examination is
available
8. A course that substantially duplicates credit
already earned *ibid@ibo.org*
Students who earned a low, but passing grade in a
regular course may petition the Academic Review
Committee (ARC) (see pages 17–18) to take credit
by exam, in order to achieve a higher grade. For
example, a student may have earned a D+ grade in
SPAN 203. A grade of C minus or higher is
required to prove proficiency for the BA degree.
Credit will not be issued twice.
9. A course in which the student is already enrolled
for credit
10. A course for which the student has received a
grade of A, B, C, D, P, P*, I, X, or Y
11. A course for which the student has already taken
and failed an examination for credit

General Credit by Examination Policies

- Credit by examination may be earned only in
courses whose content is identified by title and
number in the Undergraduate and Graduate
Bulletin.
- The course challenge petition must state the
course title exactly as it appears in the Class
Schedule, and grade options must concur with
those listed in the Class Schedule.
- Credit by examination will be shown as transfer
credit on the UO transcript.
- Credit by examination will not fulfill UO
residence credit requirement.

Process to Seek Credit by Examination

Students should contact first the Office of the Registrar to determine eligibility for credit by examination. Students then obtain faculty and department approvals before the exam can be scheduled. Students are billed an examination fee of \$25.00 per credit.

WAIVER – PROFICIENCY EXAMS

David Espinoza, Assistant Director
Counseling and Testing Center
541-346-3230
espinoza@uoregon.edu
testing.uoregon.edu

No Credit Awarded

No credit is awarded for completion of waiver

- Proficiency examinations, but successfully completed examinations do fulfill a graduation requirement.

Proficiency Examination Availability

- **WR 121 and WR 122 Proficiency Examination**
University proficiency examinations for WR 121 and WR 122 are offered during the first week of classes fall, winter, and spring terms. Visit the Testing Center website at *testing.uoregon.edu*, or call 541-346-3230.
- **Language Proficiency Examination:**
Chinese: Contact Testing Office at 541-346-3230

Japanese: Contact Testing Office at 541-346-3230
Other languages: contact the specific department

For languages not taught at the UO, contact the Associate Dean for Humanities, College of Arts and Sciences at 541-346-3902

Native speakers must confirm with the Office of the Registrar that they are eligible to earn credit in their own language. In general, native speakers may not earn credit in first, second, or third-year courses.

APPENDIX H: ACT AND SAT SCORE CONCORDANCE

ACT English	SAT Critical Reasoning	ACT Math	SAT Math
36	800	36	770
35	800	35	740
34	800	34	690
33	740	33	670
32	720	32	660
31	690	31	630
30	670	30	610
29	650	29	600
28	630	28	600
27	600	27	580
26	600	26	560
25	590	25	550
24	560	24	540
23	550	23	530
22	540	22	520
21	510	21	480
20	490	20	460
19	460	19	440
18	440	18	410
17	420	17	370
16	390	16	340
15	330	15	240
14	310		
13	270		

APPENDIX I: PEER ADVISING

Peer advisors are students who are specially trained to help undergraduates with the university's general requirements. Peer advisors also help orient new students to their major departments, provide support and encouragement to students, and help clarify university policies and procedures. Many peer advising offices have information on graduate programs, campus referrals, on-campus and off-campus practicums, careers, study abroad programs, and special workshops or conferences. Peer advisors can improve student involvement in major departments. The following table lists contact information for some peer advising offices on campus. Please do not hesitate to draw upon their enthusiasm and expertise.

Peer Advising			Faculty Supervision
Department	Location	Phone	
Biology	65 Klamath	6-4525	Ingrid Newman
Business	203 Peterson	6-3303	Kim Rambo-Reinitz
College Scholars	Global Scholars Hall Library Commons (Study Room 116)	6-4158	Ben Saunders
Economics	435 PLC	6-4660 6-8845	Tim Duy Mike Urbancic
Human Physiology	122 Esslinger	6-4107	Jen Strong
General Science	65C Klamath	6-3288	Jana Prikryl
History	340A McKenzie	6-4815	Bob Haskett
Office of Academic Advising	364 Oregon Hall	6-3211	Paige Jackson
Political Science	907 PLC	6-4875	John Davidson
Psychology	229 Straub	6-4936	Jagdeep Bala
Sociology	707 PLC	6-1181	Rob Molinar

APPENDIX J: ACADEMIC DISHONESTY

Sandy Weintraub, Director

Office of Student Conduct and Community Standards

541-346-1140

conduct@uoregon.edu

conduct.uoregon.edu

When dealing with issues of plagiarism, or other forms of academic dishonesty, consult the Student Conduct and Community Standards website.

The Office of Student Conduct and Community Standards defines plagiarism as:

- Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly among disciplines.

By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement by the student that they are using source material. Source material must be acknowledged whenever:

- One quotes another person's actual words or replicates all or part of another's product;
- One uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;
- One borrows facts, statistics, or other illustrative materials, unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can also lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of University Teaching & Learning Center (68 PLC, 541-346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor. Other forms of academic dishonesty include (see the Conduct website for definitions):

- Fabrication
- Cheating
- Academic Misconduct

Advisees will find the Conduct website useful if they are anxious to protect themselves against charges of dishonesty; instructors can use the website to seek ways to encourage academic honesty among their students. Also, procedures to follow when academic dishonesty is suspected, are also detailed on the website.

APPENDIX K: RESOURCES AND REFERRAL GUIDE

ACADEMIC SUPPORT SERVICES

Department	Contact Information	
AEIS (Academic English for International Students)	Testing Center Room Room 270, University Health, Counseling, and Testing Center 541-346-3230 <i>testing.uoregon.edu</i>	Alicia Going American English Institute 12C Pacific Hall 541-346-0476 argoin@uoregon.edu <i>aei.uoregon.edu/AEIS/</i>
Career Exploration	Career Center 220 Hendricks Hall 541-346-3235 <i>career.uoregon.edu</i>	
Class - Classroom Scheduling	Mike Jefferis, Assistant Registrar 228 Oregon Hall 541-346-1264 • jefferis@uoregon.edu <i>registrar.uoregon.edu</i>	
CLEP Tests	David Espinoza Testing Center Room 270, University Health, Counseling, and Testing Center Building 541-346-3230 <i>testing.uoregon.edu</i>	
Degree Guides Transfer Articulation, Deductions, etc.	Brian Lowery, Associate Registrar 213 Oregon Hall 541-346-7344 blowery@uoregon.edu <i>registrar.uoregon.edu</i>	
Dual-enrollment	Kristi Gustafson Office of Admissions 246 Oregon Hall 541-346-1234 • kdil@uoregon.edu <i>admissions.uoregon.edu</i>	Katrina Schmidt Financial Aid 260 Oregon Hall • 541-346-1194 schmidtk@uoregon.edu <i>financialaid.uoregon.edu</i>
First-Year Program (FIGs)	Amy Hughes-Giard First-Year Programs 364 Oregon Hall 541-346-1079 • agiard@uoregon.edu <i>fyp.uoregon.edu</i>	
Freshman Seminars	Freshman Seminars Coordinator First-Year Programs 372 Oregon Hall 541-346-1136 • freshsem@uoregon.edu <i>fyp.uoregon.edu</i>	
Grades	Scott Morrell Assistant Registrar 220 Oregon Hall 541-346-2941 • smorrell@uoregon.edu <i>registrar.uoregon.edu</i>	
Internships	Career Center 220 Hendricks Hall 541-346-3235 <i>career.uoregon.edu</i>	Holden Center Lower level of the EMU, Suite 47, 541-346-1146 holdencenter@uoregon.edu <i>leadership.uoregon.edu</i>
Placement Testing	Writing, Mathematics, AEIS, French, German and Spanish: Testing Center, Room 270, University Health, Counseling, and Testing Center	Japanese, Chinese, Korean: Department of East Asian Languages 308 Friendly Hall

	541-346-3230 <i>testing.uoregon.edu</i> For all other languages, contact the department	541-346-4041 <i>pages.uoregon.edu/eall</i>
Registration	Scott Morell, Assistant Registrar 220 Oregon Hall 541-346-2941 • smorrell@uoregon.edu	Brian Lowery, Associate Registrar 213 Oregon Hall 541-346-7344 • blowery@uoregon.edu <i>registrar.uoregon.edu</i>
Residency	Brian Stanley Office of Admissions 233 Oregon Hall 541-346-1231 • bstanley@uoregon.edu • <i>admissions.uoregon.edu</i>	
Study Abroad	Office of International Affairs 333 Oregon Hall 541-346-3206 • <i>international.uoregon.edu/studyabroad</i>	
University Teaching and Learning (TLC)	Susan Lesyk, Director 68 Prince Lucien Campbell Hall 541-346-3226 • lesyk@uoregon.edu <i>tlc.uoregon.edu</i>	

SERVICES FOR SPECIFIC STUDENT POPULATIONS

Department	Contact Information
Students with Disabilities	Hilary Gerdes Accessible Education Center 164 Oregon Hall 541-346-1155 (main desk) • hgerdes@uoregon.edu • <i>aec.uoregon.edu</i>
LGBTQ Students	Maure L. Smith-Benanti Office of the Dean of Students: LGBT Educational and Support Services Program 164 Oregon Hall 541-346-6105 • maure@uoregon.edu • <i>lgbt.uoregon.edu</i>
Nontraditional Students	Justine Carpenter Office of the Dean of Students: Nontraditional Student Programs and Veterans Engagement 164 Oregon Hall 541-346-1123 • justcarp@uoregon.edu • <i>uodos.uoregon.edu</i>
International Students	International Affairs 330 Oregon Hall 541-346-3206 • intl@uoregon.edu • <i>international.uoregon.edu/iss</i>
PathwayOregon Students	Grant Schoonover University Teaching and Learning Center 68 Prince Lucien Campbell Hall 541-346-3226 • grantsch@uoregon.edu • <i>pathwayoregon.uoregon.edu</i>
Students of Color and/or Traditionally Underrepresented Groups	Center for Multicultural Academic Excellence (CMAE): Jane Irungu, Director 164 Oregon Hall 541-346-4464 • jirungu@uoregon.edu • <i>inclusion.uoregon.edu</i>



Appendix L: Clark Honors College Graduation Requirements effective Fall 2016

A CHC faculty advisor will be available during all CHC IntroDUCKtion academic advising sessions to answer questions from both CHC students and UO faculty, as needed

Clark Honors College (CHC) students fulfill the UO general education requirements through the CHC curriculum. All Honors College courses are designated “HC” and are listed on the CHC website: honors.uoregon.edu/view/course_descriptions. Instead of the “group satisfying” and WR courses included in the UO General Education requirements, CHC students complete the curriculum below, taking no separate WR courses.

Clark Honors Introductory Program (CHIP)

1 course	Special Studies	HC199H (1 st year, fall term only)	1 credit
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Literature and History (5 courses)

2 courses	Honors College Literature	HC221H (fall term only)	4 credits
		HC222H (winter term only)	4 credits
2 courses	Honors College History	HC231H (fall term only)	4 credits
		HC232H (winter term only)	4 credits
1 course	Honors College Literature Research or Honors College History Research	HC223H (spring term only)	4 credits
		HC233H (spring term only)	

Science and Math Requirements (4 courses)

Effective fall 2014, HC 207H or HC209H is required for all incoming students except science majors and some minors; see next page for details

1 course	Honors College Lab Science	HC207H	4 credits
	OR Honors College Science	HC209H	4 credits
1 course	Quantitative Reasoning or Mathematics course <i>(see approved courses on page A-22)</i>		4 credits
2 courses	Additional approved Science or Mathematics courses <i>(see approved courses on page A-22)</i>		8 credits

Second Language Requirements

Two years or completion of second year, third-term proficiency, or demonstration of proficiency by examination. This requirement is waived if a department, program, or school requires 90 or more credits of course work for a major leading to a BS degree. See next page for details.

Multicultural (2 courses)

Identical to the university requirement (one course each from two different categories: AC, IP, IC) and may be satisfied with courses taken inside or outside the Honors College. Honors College courses which satisfy this requirement:

Identities Colloquium (IP)	HC424H	4 credits
International Cultures Colloquium (IC)	HC434H	4 credits
American Cultures Colloquium	HC444H	4 credits

Colloquium (5 courses)

One each of the following colloquia (advanced special topic courses)

Arts & Letters Colloquium	HC421H	4 credits
Social Science Colloquium	HC431H	4 credits
Science Colloquium	HC441H	4 credits

Plus, two additional elective colloquia. Any HC colloquium (421, 431, 441, 424, 434, 444) may be used to fulfill the elective colloquia requirement. Some HC colloquia satisfy both a colloquium and a multicultural requirement (see above).

Thesis

2 courses	Honors College Thesis Orientation	HC408H	1 credit
	Honors College Thesis Prospectus	HC477H	2 credits
Thesis	Honors College Thesis and Defense		

ADDITIONAL NOTES

- CHC students are encoded with an HC major for registration purposes.
- CHC students should plan to complete their literature and history requirements by the end of their second (sophomore) years. Students may register for colloquia after completing HC 223H or HC 233H.
- HC 199: CHIP is required of incoming freshmen; transfer students may also choose to take a CHIP. Each CHIP group is affiliated with a faculty member who will remain the CHC advisor for those students through all four years.
- FIGs are *not* required. However, CHC students interested in ethics may choose to enroll in the Carnegie Global Oregon FIG. Also, CHC students planning to major in Biology, Chemistry, or Human Physiology and are interested in joining a FIG, should contact First Year Programs during their IntroDUCKtion session for additional information.
- Depending on courses and test scores, students may use AP or IB credits toward honors college math, science, multicultural, and second language requirements, applicable major requirements, or university electives. AP and IB credits do not count toward Clark Honors College 200-level courses, including HC 207H, HC 209H, and the literature and history courses.
- After IntroDUCKtion, CHC students may direct all specific questions about the honors college curriculum to their assigned CHC faculty advisor in the fall.
- **HC 207 or HC 209 Science Requirement - Exempt Science Majors and Minors**
 - **Majors:** Biology, Marine Biology, Biochemistry, Chemistry, Geology, Physics, Computer and Information Science, General Science, Psychology, Human Physiology, Environmental Science, Environmental Studies
 - **Minors:** Biology, Biochemistry, Chemistry, Computer and information science, Geological sciences, Physics, Psychology. Note-- Computer information technology (CIT), a minor in CIS, is NOT exempt.
- **Majors exempt from the second language requirement** include: biochemistry, biology, business administration, chemistry, computer and information sciences, environmental studies, environmental science, human physiology, geological sciences, marine biology, physics, product studies, and product design and materials. The second-language requirement is also waived for students pursuing bachelor of architecture (B. Arch) and bachelor of fine arts degrees (B.F.A.), interior architecture (B.I. Arch.), landscape architecture (B.L.A.), and bachelor of Music in Music Education (BMME). In music, where there are several choices of degrees, the second-language requirement is waived only in cases where it is not a requirement for the student's chosen degree. In the case of a double major, the second language requirement cannot be waived if one of the student's majors offers the B.A. option only.
- Note that all courses taken to satisfy Clark Honors College requirements must be graded, unless P/NP is the only option. Only courses with grades of C- or higher can fulfill CHC requirements. Students who leave the Clark Honors College may be required to complete additional coursework to satisfy university graduation requirements.
- Course Substitutions: CHC students fulfill their colloquium requirements with specific 400-level HC classes (421, 431, 441, 424, 434, 444). All HC 424, 434 and 444 multicultural colloquia have a second designation—HC 421, 431 or 441—depending on course content and the instructor's discipline: these equivalencies are noted on the CHC course descriptions webpage: (<https://honors.uoregon.edu/content/course-descriptions>). Current students may petition to substitute a non-HC course for a required HC course: see the CHC Canvas site, in which all current students are enrolled, for further information including the required course substitution form and submission deadlines. Students can consult their CHC faculty advisor for more information about potential course substitutions.
- Class Size: All classes with an HC subject code are limited to nineteen or fewer students. Science and math courses that satisfy the CHC math/science requirement, other than the CHC's own science courses (HC 207H and HC 209H) often have more than twenty-five students.

APPENDIX M:

2016-17 SCIENCE COURSES OUTSIDE OF “HC” COURSES – SATISFY HONORS COLLEGE SCIENCE REQUIREMENT*

Anthropology				Chemistry				Human Physiology			
Lab	Non-Lab	Course	Title	Lab	Non-Lab	Course	Title	Lab	Non-Lab	Course	Title
X		ANTH 145	Principles of Archaeology		X	CH 111	Introduction to Chemical Principles		X	HPHY 101	Exercise as Medicine
X		ANTH 170	Intro Human Origins		X	CH 113	The Chemistry of Sustainability		X	HPHY 102	Exercise and Wellness across the Life Span
X		ANTH 171	Intro Monkeys/Apes		X	CH 114	Green Product Design		X	HPHY 103	Exercise and Performance
	X	ANTH 173	Evol Human Sexuality		X	CH 140M	Science/Policy/Bio		X	HPHY 104	Understand Human Disease
X		ANTH 175	Evolutionary Medicine		X	CH 157M	Information, QM, and DNA		X	HPHY 105	Principles of Nutrition
X		ANTH 176	Intro Forensic Anthro		X	CH 221	General Chemistry		X	HPHY 111	The Science of Sex
	X	ANTH 260	Domestic Animals	X		227/237	General Chemistry with Lab	Landscape Architecture			
X		ANTH 270	Introduction to Biological Anthropology		X	CH 222	General Chemistry	Lab	Non-Lab	Course	Title
	X	ANTH 332	Human Attraction and Mating Strategies	X		CH 222 + 228/238	General Chemistry with Lab	X		LA 441	Principles of Applied Ecology
X		ANTH 340	Fund Archaeology		X	CH 223	General Chemistry	Physics			
	X	ANTH 341	Food Origins	X		CH 223 + 229/239	General Chemistry with Lab	Lab	Non-Lab	Course	Title
X		ANTH 361	Human Evolution		X	CH 224	Honors General Chemistry		X	PHYS 101	Essentials of Physics
X		ANTH 362	Human Bio Var	X		CH 224 + 227/237	Honors General Chemistry with Lab		X	PHYS 102	Essentials of Physics
	X	ANTH 369	Human Growth and Development		X	CH 225	Honors General Chemistry		X	PHYS 152	Physics of Sound and Music
	X	ANTH 375	Primates Eco Comm	X		CH 225 + 228/238	Honors General Chemistry with Lab		X	PHYS 153	Physics of Light, Color, & Vision
	X	ANTH 376	Genomes and Anthropology	X	X	CH 226	Honors Gen Chem		X	PHYS 155	Physics behind the Internet
Architecture				X		229/239	Honors Gen Chem/Lab		X	PHYS 156M	Scientific Revolutions
Lab	Non-Lab	Course	Title	Environmental Science					X	PHYS 157M	Information, QM, and DNA
X		ARCH 491	Envi Control Sys I	Lab	Non-Lab	Course	Title		X	PHYS 161	Phys of Energy and Enviro
X		ARCH 492	Envi Control Sys II		X	ENVS 202	Introduction to Environmental Studies: Natural Sciences		X	PHYS 162	Solar and Other Renewable Energies
Astronomy				Geography					X	PHYS 163	Nanoscience and Society
Lab	Non-Lab	Course	Title	Lab	Non-Lab	Course	Title		X	PHYS 171	Physics of Life
	X	ASTR 121	The Solar System		X	GEOG 141	The Natural Environment		X	PHYS 181	Quantum Mechanics for Everyone
	X	ASTR 122	Birth/Death Stars	X		GEOG 281	The World and Big Data		X	PHYS 201	General Physics
	X	ASTR 123	Galaxies/Expand Univ		X	GEOG 321	Climatology	X		PHYS 201+ 204	
Biology				X		GEOG 322	Geomorphology	X		PHYS 201+ ARCH 491	
Lab	Non-Lab	Course	Title	X		GEOG 323	Biogeography		X	PHYS 202	General Physics
X		BI 121	Intro Human Phys		X	GEOG 360	Watershed Science and Policy	X		PHYS 202 + 205	
	X	BI 122	Intro Human Gene		X	GEOG 361	Global Envir Change	X		PHYS 202 + ARCH 492	
X		BI 123	Biology of Cancer	Geological Sciences					X	PHYS 203	General Physics
	X	BI 130	Intro Eco	Lab	Non-Lab	Course	Title	X		PHYS 203 + 206	
	X	BI 131	Intro Evol	X		GEOG 101	Dynamic Interior		X	PHYS 251	Foundations of Physics
	X	BI 132	Intro Animal Behav	X		GEOG 102	EnviroGeol/Landform	X		PHYS 251 + 290	
	X	BI 140M	Science/Policy/Bio	X		GEOG 103	The Evolving Earth		X	PHYS 252	Foundations of Physics
	X	BI 150	The Ocean Planet		X	GEOG 110	People, Rocks, and Fire	X		PHYS 252 + 290	
X		BI 211	Genl Bio I: Cells		X	GEOG 137	Mountains and Glaciers		X	PHYS 253	Foundations of Physics
X		BI 212	Genl Bio II: Organisms		X	GEOG 156M	Scientific Revolutions	X		PHYS 253 + 290	
X		BI 213	Genl Bio III: Populations	X		GEOG 201	Earth's Int Heat		X	PHYS 301	Physics of Nature
X		BI 214	Genl Bio IV: Mechanisms	X		GEOG 202	Earth Surface/Enviro		X	PHYS 361	Modern Science and Culture
X		BI 281H	Honors Biology I: Cells, Biochem, Physio	X		GEOG 203	Evolution of the Earth	Psychology			
X		BI 282H	Hon Bio II: Genetics and Mol Bio		X	GEOG 213	Geology of National Parks	Lab	Non-Lab	Course	Title
X		BI 283H	Hon Bio III: Evol, Div, & Eco		X	GEOG 304	The Fossil Record		X	PSY 304	Biopsychology
X		BI 306	Pollination Biology		X	GEOG 305	Dinosaurs		X	PSY 348	Music and the Brain
X		BI 307	Forest Biology		X	GEOG 306	Volcanoes and Earthquakes	Math Courses			
	X	BI 357	Marine Biology		X	GEOG 307	Oceanography	Math 1XXT, Math 2XXT, Math 3XXT, Math 4XXT			
	X	BI 370	Ecology		X	GEOG 308	Geol Oregon/Pacific NW	Math 105 and above			
	X	BI 372	Field Biology		X	GEOG 310	Earth Resources/ Enviro	CIS 105, 110, 111, 115, and 122 and above			
	X	BI 380	Evolution		X	GEOG 353	Geologic Hazards	DSC 330 Business Statistics			
X		BI 412	Coastal Biology					PPPM 413 Quant Methods			

*The following transfer science courses (which may appear on the Transfer Evaluation Report, though not on the Degree Audit, as XX 1XXT) satisfy the CHC's additional science requirement: ASTR 120T, BI 120T, CH 120T, ENVS 120T, GEOG 120T, HPHY 120T, and PHYS 120T. However, students must petition the CHC for any of the following transfer courses to satisfy the CHC's additional science-math requirement: ANTH 120T, GEOG 120T, and PSY 120T, as well as any transfer science courses at the 200-level or higher.

PSY 302, PSY 412
SOC 312, SOC 412, SOC 413

INDEX

- Abuse, i, 5, 6, 34, 39
- Academic
 - Advising, i, iii, 8, 14, 23, 26, 33, 42
 - Calendar, 24
 - Difficulty, 37
 - Dishonesty, 17
 - Distress, 34
 - Opportunities, 47
 - Record, 45
 - Resources, 38
 - Requirements Committee, 17
 - Support services, 18
- Academic and Cultural Support, 41
- Academic Requirements Committee, 3, 17, 18, 20, 15
- Academic Residential and Research Initiatives, 48
- ACADEMIC STANDING, 21
- Academic Warning, 21
- Accessible Education Center, ii, 19, 37, 42
- ACT, 1, 3, 4, 9, 14, 16
- ACT AND SAT
 - Score Concordance, 16
- Admission, 51
 - Pre-Education, 38
- Advanced Placement (AP) Credit, 9
- ADVISING
 - Clark Honors College, 50
 - First-term students, 24
 - International students, 31
 - Peer, 16
 - Syllabus, 33
 - Transfer students, 26
 - Using technology, 33
- ADVISORY NOTES, 32
- AEIS, 3, 4, 5, 18, 31, 32
- American Sign Language, 11
- AP (Advanced Placement Exam), 14
- ARCs, 48, 49
- ASSOCIATE'S DEGREES, 26
- Athletes, ii, 43
- Audit, i, 19
- BA and BS Requirements 14
- BACHELOR OF ARTS REQUIREMENTS: SECOND LANGUAGE PROFICIENCY, 10
- BACHELOR OF SCIENCE REQUIREMENTS: MATHEMATICS PROFICIENCY, 6
- Bachelor's degree requirements, 1, 2
- BANNER SYSTEM, 8
- Below 100-Level Courses, 3
- CALCULATION OF THE UO GPA, 20
- CAMPUS CRIME REPORTING, 5
- Career, 1, 18, 23, 26, 46, 55, 56, 57
- Center for Multicultural Academic Excellence (CMAE), 19, 37, 41
- CHC
 - Honors College, 4, 15, 20, 21, 22, 50, 51
- CIS Courses, 9
- Clark Honors College, 1, 4, 15, 20, 21, 50
- Clark Honors College and Group Requirements, 15
- CLASS SCHEDULE, 7, 8
- CLEP (College Level Exam Program), 14
- College Level Examination Program (CLEP), 14
- Community College Transfer Agreements, 28
- Community Education, 1,6, 44, 45
- Competency Beyond Scope of Course, 2
- CONCURRENT BACCALAUREATE DEGREES, 16
- CONTESTED GRADES, 19
- Correspondence Study, 2
- Counseling, 33, 34, 44, 55
- Course Registration Based on Math Placement Test Score, 6
- Credit by Examination, 15
- Credit Deductions, 9
- Credit limitations and special regulations, 2
- Deadline to Submit Academic Records for Graduation, 3
- DEAN'S LIST, 51
- Degree Guide, i, ii, 2, 4, 5, 7, 15, 16, 23, 26, 28, 29, 42
- DEPARTMENTAL HONORS, 51
- Directory Information, 3
- Disabilities, 37
- Disqualification, ii, 4, 18, 21
- Distance Education, 7, 45
- Distress, 2, 34, 35, 37
- Dual Enrollment Program, 31
- Duplication of Course Content, 9
- Enrollment Status for Certificate Program, 3
- Exception, 4, 17, 18
- Family and Human Services, 39
- FERPA, 1,3, 4, 36
- Financial aid, 3, 7, 20, 24, 31, 32, 34, 41, 44, 53, 54
- First-Year Programs, 47, 18
- Global Oregon FIG, 48
- Grade, ii, 2, 3, 4, 6, 14, 15, 18, 19, 20, 27, 34, 39
- Graduate credit, 6, 7, 17,
- Graduate Studies, 39
- Group requirements, 2, 7, 12, 14, 15, 16, 17, 24, 26, 28, 29
- Health Professions Program, 40, 44
- Health Sciences and Technology Credit, 2
- Helpline, 37
- Honor Society, 51
- Honors College, 4, 15, 50, 20, 21
- IB (International Baccalaureate), 14
- Immigration Advising Services, 41
- INCOMPLETE REMOVAL, 20
- Instructor Conflict, 37
- International, 1, 2, 3, 4, 6, 9, 10, 11, 12, 13, 14, 15, 18, 19, 20, 27, 31, 32, 41, 48, 54, 56, 58

International Baccalaureate (IB) Credit, 9
 International Student Advisory Board, 41
 internship, 40, 46, 53, 54, 55
 JUNIOR SCHOLARS, 51
 Language Placement Testing, 10
 Language Placement through Consultation with
 Advisors, 11
 LARA, 36
 LATIN HONORS, 51
 Library, 46, 58
 MANDATED REPORTING OF CHILD ABUSE AND
 NEGLECT, 5
 MARINE BIOLOGY MAJOR REQUIREMENTS, 52
 MARKS, 19
 Mathematics, 7, 9, 17, 9, 11, 12, 13, 18, 20, 29, 39
 Mathematics Transfer Credit, 6
 McNair Scholars Program, 44
 Mental health, 35, 36, 37
 Multicultural, i, 15, 17, 20, 21, 23, 24, 25, 26, 28, 29,
 42, 50
 NACADA, iii, 33, 34
 NATIONAL STANDARDIZED EXAMINATIONS, 9
 National Student Exchange, ii, 1, 2, 53
 Networking Events, 55
 Non-Native Speaker placement and courses (aeis), 4
 Non-residence/transfer work, 1
 Nontraditional student, 57
 On-Campus Recruitment (OCR), 55
 One Course Restrictions, 14
 Options to Satisfy Mathematics Proficiency
 Requirement (based on mathematical readiness), 6
 Oregon Institute of Marine Biology, 1, 52
 Oregon Transfer Module, 28
 OREGON UNIVERSITY SYSTEM (OUS) SECOND-
 LANGUAGE PROFICIENCY REQUIREMENT FOR
 UO ADMISSION, 27
 PACs, 24
 PARENTS AND FAMILY MEMBERS, 36
 PASS/NOPASS OPTION (P/P*), 19
 PathwayOregon, 44
 Petition, 17, 18
 PIN, 24
 placement, i, 3, 4, 5, 6, 7, 9, 10, 11, 19, 31, 49
 Placement, 1, 2, 4, 6, 9, 10, 11, 13, 14, 18, 27, 31
 Placement for Students with Mathematics Credit, 6
 Placement Testing and AEIS Courses, 31
 Portland State University Transfer, 28
 Posting of Grades, 4
 PRE-LAW and PRE-ENGINEERING, 40
 Probation, 21, 40
 Registration Deadlines, 18
 Regression, 3
 REMEDIAL COURSES, 7
 Repeat, i, 20
 Repeating Courses for Credit, 2
 Requirements for UO Bachelor's Degree, 1
 Residence, 1, 17, 48
 Safety, 5, 35
 Sample Transfer Evaluation Report, 30
 SAT, 1, 3, 4, 9, 10, 15, 16, 24, 27
 Schedule Builder, i, 8
 Scholastic Review Committee, ii, 18, 19, 21, 44
 Second Baccalaureate, 17
 Second Language, 5, 10, 11, 12, 14, 17, 20
 Second Majors or Minors and Group Requirements, 15
 Seminar, 24, 31, 47, 48
 Sign Language, 10, 11, 27
 SINGLE DEGREE WITH DOUBLE + MAJORS, 16
 Student Advisory Board, 56
 Student Group Support, 56
 Student Support Services (SSS, TRiO), 44
 STUDENT VETERANS CENTER, 56
 Study abroad, 1, 16, 31, 42, 53, 54
 Syllabus, iii, 23, 33, 58
 Teaching and Learning Center, ii, 2, 9, 19, 26, 37, 40,
 41, 43, 57
 TLC COURSES, 44
 TIPS, 23
 TOEFL (Test of English as a Foreign Language), 15
 Transcript, 14
 TRANSCRIPT, 7
 TRANSCRIPTS AND DEGREE AUDITS, 26
 Transfer, 1, ii, 2, 6, 7, 9, 10, 14, 15, 18, 22, 26, 28, 29,
 30, 31, 38
 Transfer Credit, 2
 Transfer Evaluation Report, 29
 TRANSFER OF CREDIT TO UO, 28
 TRANSFER OF RESERVED GRADUATE CREDIT, 6
 TRANSFER SEMINARS, 31
 Transfer Student Information on UO Registrar
 Website, 29
 Tuition, 7, 18, 19, 31, 44, 45, 52, 53, 7
 Tuition Refund Committee, 18
 Two Year Long-Term Planning Model, 25
 Undergraduate Studies, 38
 Undergraduate Support Program (USP), 44
 University Credit (Course-Challenge), Waiver and
 Proficiency Examinations, 15
 University Credit by Examination, AP, CLEP, IB, 2
 UO Catalog, 2, 5, 8, 16, 20, 23, 24, 33, 40, 51
 UO credit requirements, 17
 UO Repeat Policy, 20
 Veterans, 56
 Waivers, 4, 16
 Washington State Community Colleges Transfer
 Agreement: Option II, 29
 Withdraw, 18, 19, 49
 WR 121, i, 3, 4, 5, 17, 25, 27, 30, 31, 42, 9, 10, 11, 12,
 15, 16
 WRITING COURSE PLACEMENT, 3
 Writing Placement, 3, 9
 Yamada Language Center, 11