Overview

8:30 – 10:45 a.m. Morning Overview (All)
- 2015 Highlights
- Placement and Registration
- Departmental Updates
- Advising Day Prep -- Important Updates

11:00 a.m. - 1:30 p.m. New Advisor Education and Training

Enrollment Update

New First-time, First-year Students:
- Over 4,000
- Average high school GPA: 3.61 (highest ever)
- % students of color: 28%
- % of international students: ~9% (lower than recent years)

Transfer Students:
- Approximately 1,300
- % students of color: 25%
- % of international students: ~18%

IntroDUCKtion Mobile App

In your App Store search: “Be an Oregon Duck”
- Participant schedule
- Checklist for students
- Interactive maps
- IntroDUCKtion-specific departmental contact list
- Advising, Housing, and Placement Testing info

Campus Partners Website

campuspartners.uoregon.edu
- For faculty and staff, not participants
- Detailed schedule
- Roster of faculty and staff presenters
- Staying on Message
Placement

David Espinoza
Director, Testing Center
Assistant Director, Counseling and Testing

New approach to placement testing

Students complete placement testing online prior to arrival for IntroDUCKtion.

- French
- German
- Spanish
- Mathematics

Students have been testing since May 1.

Placement test results are being compiled and regularly uploaded into BANNER by the Registrar’s Office.

Placement results will appear as they always have on the IntroDUCKtion Advising screen.

Important changes

Management and administration of the new online math placement test has shifted to the Math Department. Mike Price and Jennifer Thorenson are the main contacts.

All students attending IntroDUCKtion have been encouraged to take the math placement test.

There is no fee for taking a math placement test.

The Math 111 Readiness Quiz will not be offered as part of IntroDUCKtion.

Registration

Scott Morrell, Assistant Registrar
### IntroDUCKtion Dates

**Summer IntroDUCKtion 2015**

<table>
<thead>
<tr>
<th>Session</th>
<th>Reg Begins</th>
<th>Reg Ends</th>
<th>Student Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>June 26</td>
<td>June 28</td>
<td>FR</td>
</tr>
<tr>
<td>2</td>
<td>June 30</td>
<td>July 2</td>
<td>FR</td>
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<tr>
<td>3</td>
<td>July 2</td>
<td>July 4</td>
<td>TR</td>
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<tr>
<td>4</td>
<td>July 13</td>
<td>July 15</td>
<td>FR</td>
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<tr>
<td>5</td>
<td>July 17</td>
<td>July 19</td>
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<tr>
<td>6</td>
<td>July 20</td>
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<td>July 28</td>
<td>July 30</td>
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<tr>
<td>9</td>
<td>July 31</td>
<td>Aug 2</td>
<td>FR</td>
</tr>
<tr>
<td>10</td>
<td>Aug 4</td>
<td>Ongoing</td>
<td>FR</td>
</tr>
</tbody>
</table>

Week of Welcome: September 24–27, 2015

### Fall ISO & Week of Welcome

<table>
<thead>
<tr>
<th>Event Date</th>
<th>Reg Begins</th>
<th>Reg Ends</th>
<th>Cohort</th>
</tr>
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<tbody>
<tr>
<td>Sep 16-22</td>
<td>Sep 21</td>
<td>Ongoing</td>
<td>ISO (International)</td>
</tr>
<tr>
<td>Sep 24-27</td>
<td>Sep 24</td>
<td>Ongoing</td>
<td>WOW (Domestic)</td>
</tr>
</tbody>
</table>

### IntroDUCKtion Schedule

**June 25, 3pm**
Registration Closes to Continuing Students

**August 5, 8am**
Registration Reopens to all Students

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*Scott Morrell*
Assistant Registrar, Office of the Registrar
registrar.uoregon.edu

*IntroDUCKtion* Advising Summary
**Expediting Registration**

- Advise by the course not the CRN
- Pay attention to footnotes
- Red check = departmental approval required
- Click the CRN for more course info
- Waitlists not available during IntroDUCKtion

“U”= Some seats reserved for FIGs
If few seats remain – they might all be reserved!

**Click CRN!**

**NEW! ~ SCHEDULE BUILDER!**
The student enters courses they want. Schedule Builder displays all possible schedules with no time conflicts!

Finally...

- Tuition for 2015-16: [http://registrar.uoregon.edu/costs/tuition-fees](http://registrar.uoregon.edu/costs/tuition-fees)
- AP Scores arrive approx July 1
- Permission to use DuckWeb Advising Menu: [http://registrar.uoregon.edu/faculty-staff/duckweb-faculty-menu](http://registrar.uoregon.edu/faculty-staff/duckweb-faculty-menu)
- Need help?
  - Scott Morrell @ x-2941 or smorrell@uoregon.edu
  - Brian Lowery @ x-7344 or blowery@uoregon.edu

Why should students choose a FIG?

- Cohort of 20 students
- 2 courses in general education and/or major
- Academic & Social Transition
- 1 faculty-led seminar
- Undergraduate FA

A complete fall term schedule = FIG + 2 courses

First-Year Programs

Amy Hughes-Giard, Interim Director

Why should students choose a FIG?

- Cohort of 20 students
- 2 courses in general education and/or major
- Academic & Social Transition
- 1 faculty-led seminar
- Undergraduate FA

A complete fall term schedule = FIG + 2 courses

What are First-Year Seminars?

Small Classes, Big Impact!

- Exclusively for Freshmen
- Dedicated faculty teaching exciting topics
- Offered each quarter

Center for Multicultural Academic Excellence

Rosa Chávez-Jacuinde, Assistant Director

Fall 2015 Seminars Select Examples

- Buddhism through Art
- Let the Games Begin: American Sports Poetry
- From Villains to Vampires: Roots of the American Gothic
- We Are the World: Children & Global Health
- Writing for Art/Art of Writing
CMAE Mission Statement

Promoting student retention and success by developing and implementing programs and services that support academic success, transition to college, careers, graduate school and beyond for all UO students with particular focus to underrepresented and underserved populations.

Programs & Services

CMAE provides and supports the following resources for students at the University of Oregon:

**Academic Advising:** CMAE advising and retention specialists work closely with students and faculty to provide tools for a successful and rewarding college career. Retention Specialists utilize a holistic approach to advising, coaching and mentoring to support the learning process. They monitor academic progress, assess student needs, and advocate for students through appropriate referral services. We provide a range of retention programs at no cost to the student.

Scholarships: Diversity Excellence Scholars - DES, DESA, Jewell Hairston Bell Senior Award, Erickson Kaiser Permanente Scholarship.

Academic Support & Student Development

CMAE offers regular, credit bearing UO classes in Math and Writing. These classes are offered in collaboration with the Math and English Departments. The classes are limited to only 18 students, taught by highly experienced instructors in a diverse, culturally supportive environment.

**Peer Learning for Undergraduate Success (PLUS)**

Learning Guides offer drop-in hours for students throughout the year and academic support, tutoring and guidance in science, math and writing.

**The Men of Color Support Groups/Black Male Alliance (BMA)** housed in CMAE, are designed to increase academic persistence and social integration of male students of color.

**The WINGS Mentor Program** strives to create close working relationships between 2nd – 3rd – 4th year students & faculty, staff, local professionals, alumni and graduate student mentors.

**The Student Leadership Team (SLT)** is comprised of a dynamic group of students who serve as facilitators, trainers, peer educators and mentors to incoming students during and after the New Student Fall Retreat.

Student Development

**New Student Fall Retreat (NSFR):** The NSFR is designed for new incoming first year and transfer students from diverse backgrounds. The goal is to create an inviting space for new incoming first year students to connect with diverse UO students, faculty, and staff; develop a strong sense of identity and leadership skills; discover valuable campus resources and opportunities; and create strong social and academic networks.

This retreat is free. The cost for transportation, lodging and food are covered.

October 9-11, 2015 | Camp Harlow (15 minutes away from campus)

Teaching and Learning Center and Pathway Oregon

Grant Schoonover, Director, Pathway Oregon

Health Professions

McNair Scholars

PathwayOregon

Student Support Services

Teaching Effectiveness

Undergraduate Support Program

tlc.uoregon.edu
University Teaching & Learning Center
68 PLC, 541-346-3226

Individual Meetings with TLC instructors
Free, drop-in/scheduled

Math & Writing Lab
Free, drop-in help

Tutoring
Math, Language, Science
Small group, individual

Stand. Test Prep
GRE, GMAT, MCAT

Academic Support

Fall Courses
TLC 199
- Tackling Tests
- Tackling Time
- Money Matters
- Critical Thinking

TLC 999
- Speed Reading

Health Professions Program
68 PLC, 541-346-3226

Advising
- Chart coursework
- Connect to community
- Locate internships
- Find research opportunities
- Secure faculty references
- Complete grad school applications
- Research funding sources

Math & Writing Lab
Free, drop-in help

Tutoring
Math, Language, Science
Small group, individual

Student Support Services
68 PLC, 541-346-3226

Advising
- Chart courses, grad planning

Academic assistance
- Workshops, courses, tutors

Financial literacy
- Opportunities for funding, workshops, budgeting

Study area
- Computers and printer

Eligibility
- First-generation, low-income, or person with disability
- Academic need
- Commitment to graduate from UO

PathwayOregon
68 PLC, 541-346-3226

Awarded to
- Pell Grant recipient, 3.4 HS GPA, OR resident

Promise
- Tuition and fees covered without loans

Program
- Advising, outreach, and academic support

Partnership
- Work together to chart path to timely graduation

Eligibility
- Full-time student
- Meet with advisor each term
- Make progress toward general education requirements

Spanish Heritage Language
Claudia Holguín Mendoza, Professor

http://rl.uoregon.edu
Are you a heritage speaker?

- Did you grow up with Spanish in your family and/or community?
- Do you want to know more about U.S. Spanish?

Spanish Heritage Language ~ Español Como Herencia (SHL)

The chance to recuperate or develop your skills while exploring linguistic and cultural topics.

FAQ

Is my Spanish good enough?#
Yes! Come see us, we will recommend the best class for you.

What if I understand more than I speak?#
Most students in my language class would say the same!#

What if I speak better than I write?#
No worries, you will further develop your language skills.

Is my Spanish too advanced?#
We can place you in advanced classes.

Will I learn more Spanish?#
Yes! With topics and methods designed for heritage speakers in small classes with other heritage speakers.

So if you grew up speaking Spanish in your family and/or community

Contact:
Professor Claudia Holguín Mendoza at herencia@uoregon.edu

Drop-in hours this Summer 2015:
Tuesday and Wednesday 1:00-1:50 PM
421 Friendly Hall
Overview:
- Faculty-directed programs blending in- and out-of-class learning environments
- Curricular and pedagogical models adapted to the unique undergraduate education objectives of academic departments and colleges
- Students co-located in a floor/hall/building
- Students co-enrolled in specialized curriculum throughout the year
- Students receive advanced registration for fall Academic Residential Community courses
- Faculty Directors recruit and admit applicants from April 1 through August 1
- Integrated curricular and co-curricular structure
- Foster high-touch engagement with faculty, advisors, tutors, and peer mentors
- Specialized live-in student and professional staff positions

Academic Residential Projects
- 15 Academic Residential Communities (2015-2016)
- Range in size from 15 to 300 participants
- ~ 950 students participating in ARCs or ~ 25% of residential students
- http://housing.uoregon.edu/academics

Professor Daniel Rosenberg
Clark Honors College
Website: honors.uoregon.edu
Robert D. Clark Honors College

• Clark Honors College
  - Small liberal arts college, approximately 800 students. One of the first four-year public honors colleges in U.S.
  - College's four-year curriculum satisfies the general education requirements needed for all university students.
  - Classes: 20 students or fewer in humanities, social sciences.
  - 15 resident research faculty, 20% master's degree, Ph.D. in Clark Honors College.
  - Emphasis: creative, interdisciplinary scholarship, and independent research.
  - Every school and department at the university, from architecture and engineering to business, enrolls Honors College students in honors programs in these majors.
  - Students' undergraduate education culminates in a required advanced research project completed in their major field.
  - CHC graduates receive university diplomas.

Do CHC students need to also take UO General Education courses?
 Depending on courses and test scores, students may use AP or IB credits toward honors college math, science, foreign language, and liberal arts requirements. AP and IB credits do not count toward Clark Honors College 200-level courses, including HC 221H, HC 222H (4 credits) or HC 223H (4 credits) or HC 231H (4 credits) or HC 233H (4 credits) or HC 234H (4 credits) or HC 235H (4 credits). AP and IB credits may be applied here.

Required

- HC 199H - CHIP (1 credit) Required
- HC 207H or HC 209H Required
- HC 221H (4 credits) or History HC 222H (4 credits)
- HC 231H (4 credits) or History HC 233H (4 credits)
- HC 408H (1 credit) Required
- HC 421H (4 credits) Required
- HC 424H (4 credits) Required
- HC 441H (4 credits) Required
- HC 444H (4 credits) Required
- HC 477H (2 credits) Required

Lower Division

History and Literature (3 courses total, no elective)
- History (2 courses)
- Literature (2 courses)

Math and Science (4 courses total, some elective)
- In CHC or from approved list of UO courses
- Calculus I course in math, 1 student in science major needs Calculus II
- Honors College Science Colloquium
- Honors College Social Science Colloquium
- Multicultural (2 of 3 areas; multicultural colloquium are also subject area fulfilling); Internship/Practicum, and Transfer - Colloquium
- World Cultures Colloquium

Upper Division

History and Literature (3 courses total, no elective)
- History (2 courses)
- Literature (2 courses)

Math and Science (4 courses total, some elective)
- Calculus I course in math, 1 student in science major needs Calculus II
- Honors College Science Colloquium
- Honors College Social Science Colloquium
- Multicultural (2 of 3 areas; multicultural colloquium are also subject area fulfilling); Internship/Practicum, and Transfer - Colloquium
- World Cultures Colloquium

Thesis

Concentration(s) (single day session during sophomore or junior year)

Identification of Advisors (after orientation)

Robert D. Clark Honors College

Planning My First Term Schedule

STEP 1: HC 199 - CHIP (1 credit) Required
- 16th CHIP groups for 2015, including one residential CHIP. Computer Science
- CHC students will be placed in the Global Scholars Residence Hall for residential living.

STEP 2: FIG - Optional
- Human Genome or Carnegie Global Oregon – Only two available to CHC students.
- Exception: one residential FIG places CHC students outside Global Scholars Hall.

STEP 3: HC 221H (4 credits) or History HC 222H (4 credits) – Required

STEP 4: Science HC 207H or History HC 209H - Required
- Exception: science majors and some science minors.
- Course completion required before graduation. See CHC website for list of science majors.

STEP 5: Second Language - Required
- AP/B/IB credits may be applied here

STEP 6: Mathematics - Required
- One Course in Quantitative Reasoning or Mathematics needed for graduation
- AP/B/IB credits may be applied here

STEP 7: Course in your major, or explore a possible major?

STEP 8: Elective - Need a brain break?
College Scholars

Focus for high-achieving Freshmen & Sophomores

• Coursework:  Small Gen Ed classes
  Exposure to range of CAS majors

• Cohort-building & mentorship

College Scholars – First Year

Freshman Colloquia  (1 cr: Take 2, Freshman Yr)

• Humanities  CAS 110
• Natural Science CAS 120
• Social Science CAS 130

General Education courses  (4 cr: Take 4 over 2 years)

• Small versions of regular Gen Ed courses  (1 Freshman Yr)
• Reacting to the Past courses  (2 Freshman Yr)

What is “Reacting to the Past” ?

• Students re-create a key historical turning point
  (e.g. The French Revolution)
  but the outcome may be different!

• CAS 101H  Gen Ed Social Science  (Honors)

College Scholars – IntroD FAQ

• Am I enrolled in College Scholars?  Invitation
  HS GPA ≥3.80  &  SAT ≥1200 or ACT ≥26

• Too late to sign up?  No
• Can I be in a FIG, too?  Yes
• Can I be in CS and the CHC?  Yes, but ...
• Does CS include more than courses?  Yes: Events, mentoring

For more information, check out our website:
csch.uoregon.edu

Read This Book!

A well-told tale about a Shakespearean troupe trekking across a post-pandemic North America.

• Incoming freshmen receive the book
  at IntroDUCKtion and can participate
  in a variety of related activities all year
• Themes include technology, medicine, economics, performing arts, social sciences, and the humanities
• Faculty can incorporate the book into curriculum
• Advisors can encourage new students to read it

commonreading.uoregon.edu
Common Reading Events for All

September 27, 2015: Meet Station Eleven author Emily St. John Mandel at Convocation, 3:30 p.m., Matthew Knight Arena. At 7:30 p.m., she will speak and sign books in the EMU Ballroom.

January 5–February 7, 2016: Meet Shakespeare. Many themes in Station Eleven are also found in Shakespeare’s plays. His 1623 First Folio—the first published collection of his plays—will be on display at the Jordan Schnitzer Museum of Art this winter. Several events are being organized by various groups around campus.

April 22–23, 2016: Second Annual Analog U and Shakespeare Celebration: Disconnect to reconnect on Earth Day. Celebrate with Undergraduate Studies on Collier Lawn. Learn more at analogu.uoregon.edu. April 23 is Shakespeare’s birthday (1564) as well as his death day (1616), so we’re planning a birthday bash. Learn more at commonreading.uoregon.edu.

Resources

- Resources about Pronouns
- Women’s Self Defense 2-credit course
- Faculty Advising Manual
- STATION ELEVEN
- Other Handouts: Languages