ORIENTATION WORKBOOK
2016-17
## Two-Day Program

### Day One

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Student Check-In</td>
<td>Erb Memorial Union</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>Opening Session</td>
<td>Student Recreation Center Lobby</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Flock Meeting</td>
<td>Follow your SOSer</td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td>Drop-in Placement Testing</td>
<td>University Counseling and Testing Center</td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Break for Lunch</td>
<td></td>
</tr>
<tr>
<td>9:45 a.m.</td>
<td>Academic Advising Workshops</td>
<td>Follow your SOSer</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>Academic Transition to the UO</td>
<td></td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Student Check-In</td>
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<td>Interest Session #1: Study Abroad with Global Career</td>
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<tr>
<td>1:30 p.m.</td>
<td>Interest Session #2: Interested in a Health Career?</td>
<td>Erb Memorial Union</td>
</tr>
<tr>
<td>3:00 p.m.</td>
<td>Interest Session #3: Accessible Education</td>
<td>Erb Memorial Union</td>
</tr>
<tr>
<td>4:15 p.m.</td>
<td>Moss Street Children’s Center Tour</td>
<td>Moss Street Children’s Center</td>
</tr>
<tr>
<td>4:00 p.m.</td>
<td>Open Rec</td>
<td>Student Recreation Center</td>
</tr>
</tbody>
</table>

### Day Two

<table>
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<tr>
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<tbody>
<tr>
<td>Noon</td>
<td>Interest Session #1: Exploregon</td>
<td>Erb Memorial Union</td>
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<tr>
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<td>Interest Session #2: Scholarships</td>
<td>Erb Memorial Union</td>
</tr>
<tr>
<td>2:00 p.m.</td>
<td>Interest Session #3: Technology on Campus</td>
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</tr>
<tr>
<td>3:00 p.m.</td>
<td>Interest Session #4 and #5: Lifehacks for College</td>
<td>Erb Memorial Union</td>
</tr>
<tr>
<td>4:00 p.m.</td>
<td>Interest Session #6: Scholarships</td>
<td>Erb Memorial Union</td>
</tr>
<tr>
<td>5:00 p.m.</td>
<td>Interest Session #7: Recreation Life</td>
<td>Erb Memorial Union</td>
</tr>
<tr>
<td>6:00 p.m.</td>
<td>Interest Session #8: Technology on Campus</td>
<td>Erb Memorial Union</td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td>Interest Session #9: Life as a Student</td>
<td>Erb Memorial Union</td>
</tr>
<tr>
<td>8:00 p.m.</td>
<td>Interest Session #10: Opportunity and Student Success</td>
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</tr>
<tr>
<td>9:00 p.m.</td>
<td>Interest Session #11: Early Morning Yoga</td>
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<td>Interest Session #12: Follow your SOSer</td>
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## One-Day Program

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<tr>
<td>10:00 a.m.</td>
<td>Lunch</td>
<td></td>
</tr>
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<td>11:00 a.m.</td>
<td>Lunch</td>
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# Orientation Workbook 2016–17

**ROBERT D. CLARK HONORS COLLEGE**

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- Group Satisfying and Multicultural Courses List .................. 34
To help you discover your major and other ways you can make the most of your college experience, answer these questions as completely as you can. Then refer to your answers as you plan your first-term schedule.

1. What was your favorite subject in school?
2. What was your least favorite subject?
3. What do you like to do in your free time?
4. What are some areas you are considering for your major?
5. What factors most influenced your decision to attend the UO?
6. How many total hours a week do you plan to spend on extracurricular activities? Consider work, student organizations, and all other commitments.
7. Please check any areas in which you would like to receive help at the UO:
   - Writing
   - Mathematics
   - Reading
   - Second language
   - Science
   - Other

**YOUR ACADEMIC INTERESTS**

**REQUIREMENTS FOR A BACHELOR’S DEGREE**

**STUDENTS ADMITTED FALL 2002 OR AFTER**

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>BACHELOR OF SCIENCE</th>
<th>BACHELOR OF ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITEN ENGLISH</td>
<td>WR 121 or WR 122</td>
<td>WR 121 or WR 122</td>
</tr>
</tbody>
</table>
| GROUP REQUIREMENTS | A minimum of 12 credits in approved group-satisfying courses is required in each group. Each group must include:
  - at least two courses with the same subject code
  - at least one course in a different subject code |
| TOTAL MINIMUM CREDITS | 45–48 (No more than three courses from one subject) | 36 (No more than three courses from one subject) |
| MULTICULTURAL REQUIREMENT | One course in two of the following categories:
  - American cultures
  - Identity, pluralism, and tolerance
  - International cultures. Courses must be a minimum of 3 credits each. |
| LANGUAGE          | Two years university-level or equivalent (C+, if better) |
| MATHEMATICS*      | One year university level or equivalent (C+, if better) |
| MINIMUM CREDITS   | 180                 | 180              |
| UPPER-DIVISION CREDITS | 62                  | 62               |
| TOTAL ABC+ CREDITS | 188                 | 188              |
| UO ABC+ REQUIREMENTS | 45                  | 45               |
| UO RESIDENCE REQUIREMENTS CREDITS | 45 after 120 | 45 after 120 |
| UO SATISFACTORY PERFORMANCE | University of Oregon GPA of 2.00 |
| 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 both group requirements and BA second-language or BS mathematics requirements.
YOUR UNDERGRADUATE EDUCATION—GENERAL EDUCATION

Your university education will help you develop comprehensive skills in writing, communication, reasoning, problem-solving, and understanding human diversity.

Courses you take toward your degree are divided into three parts: general education, major, and electives.

Writing

- Writing courses are required
- It is recommended that you start taking writing courses in your first year.
- Your writing requirements include the following courses:
  - WR 121 Composition I—Written Reasoning as Discovery and Inquiry
  - WR 122 Composition II—Written Reasoning as Process of Argument or
  - WR 123: Composition III—Written Reasoning in Context of Research
- International Students: Complete AEIS courses before taking writing.

Build a Schedule

I already have credit for writing ___________________________ (list course number).

I need to start with writing ___________________________ (list course number).

Questions I have about writing:

• Writing courses are required
• It is recommended that you start taking writing courses in your first year.
• Your writing requirements include the following courses:
  • WR 121 Composition I—Written Reasoning as Discovery and Inquiry
  • WR 122 Composition II—Written Reasoning as Process of Argument or
  • WR 123: Composition III—Written Reasoning in Context of Research
• International Students: Complete AEIS courses before taking writing.

Writing Courses

Second-Language Courses

Mathematics/Computer and Information Science Courses

Groups

Multicultural Courses

• 180 credits (except architecture)
• Average 15 credits per term
• Four years to degree

TABLE 2. Writing Placement

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
<th>Writing Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Critical Reading</td>
<td>470 or below</td>
<td>WR 121 (with option to co-enroll in tutorial course WR 195)</td>
</tr>
<tr>
<td>ACT English</td>
<td>18 or below</td>
<td>WR 121</td>
</tr>
<tr>
<td>SAT Critical Reading</td>
<td>480-700</td>
<td>WR 122</td>
</tr>
<tr>
<td>ACT English</td>
<td>19-31</td>
<td>WR 122 or 123</td>
</tr>
<tr>
<td>SAT Critical Reading</td>
<td>710 or above</td>
<td>WR 123</td>
</tr>
<tr>
<td>ACT English</td>
<td>32 or above</td>
<td>WR 123 (exempt from WR 121)</td>
</tr>
<tr>
<td>AP Language and Composition</td>
<td>5, 4, 5</td>
<td>WR 123 or 123 (exempt from WR 121)</td>
</tr>
<tr>
<td>IB English A (Higher-level exam)</td>
<td>5</td>
<td>Writing requirement completed</td>
</tr>
</tbody>
</table>
Second Language

- Language study offers many benefits:
  - Appreciation of what other cultures have to offer
  - Discovering new ways to see the world
  - Creating new career opportunities
- The UO offers more than 15 languages ranging from Arabic to Korean to Swahili!
- Examples of majors requiring language study include art history, cinema studies, classics, comparative literature, English, folklore, history, humanities, international studies, Judaic studies, linguistics, and medieval studies.
- If you did not take a language in high school, start with a 100-level course.

Second-Language Courses

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard year one</td>
<td>101</td>
<td>102</td>
<td>103</td>
</tr>
<tr>
<td>Standard year two</td>
<td>201</td>
<td>202</td>
<td>203</td>
</tr>
<tr>
<td>Intensive year one</td>
<td>111 (Spanish, French, Portuguese)</td>
<td>112 (Spanish, French, Portuguese)</td>
<td>113 (Italian, German)</td>
</tr>
<tr>
<td>Spanish heritage</td>
<td>218 Spanish</td>
<td></td>
<td>228 Spanish</td>
</tr>
</tbody>
</table>

Proficiency though a 203-level course helps you meet language requirements for a bachelor's degree.
*Some language courses are offered summer session*

Build a Schedule

Languages I'm interested in studying include ___________________________.

My placement for language is _____________ (list course number).

I already have language credit for _____________ (list course number).

I need to start with _____________ (list course number).
Mathematics/Computer and Information Science

- Many majors require one or more mathematics courses.
- Students earning a BS degree will take three college-level mathematics and/or computer and information science (CIS) courses (or equivalent proficiency).
- Examples of majors that require or recommend math include accounting, architecture, biochemistry, biology, business administration, chemistry, communication disorders and sciences, computer and information science, economics, environmental science, general science, geography, human physiology, marine biology, physics, and psychology.

Determine which mathematics or computer science course to take first based on placement score readiness:

<table>
<thead>
<tr>
<th>Mathematics/ CIS Courses</th>
<th>Translates to completion of equivalent UO course with grade of C– or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 95</td>
<td>Three courses MATH 111, 112, and 251</td>
</tr>
<tr>
<td>MATH 111</td>
<td>Two courses MATH 112 and 246</td>
</tr>
<tr>
<td>MATH 112</td>
<td>One course MATH 231, 246, 251, 261</td>
</tr>
</tbody>
</table>

Possible course combinations to take:

- CIS 105, 111, 112, 115, and 210
- MATH 105, 106, and 107
- MATH 105, 106, and 111
- MATH 111, 241, and 242
- MATH 111, 241, and 243
- MATH 111, 112, 115, and 210

Determine how your major affects mathematics course selection:

Prerequisites to college-level mathematics courses (no college credit earned)

<table>
<thead>
<tr>
<th>MATH 70 Elementary Algebra, MATH 95 Intermediate Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 111</td>
</tr>
<tr>
<td>MATH 112</td>
</tr>
<tr>
<td>MATH 211</td>
</tr>
<tr>
<td>MATH 212</td>
</tr>
<tr>
<td>MATH 213</td>
</tr>
<tr>
<td>MATH 215</td>
</tr>
</tbody>
</table>

Advanced Placement (AP) Scores Generating University Credit

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
<th>Credit</th>
<th>Courses Awarded</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus AB</td>
<td>3</td>
<td>4</td>
<td>One MATH course</td>
<td>Science (3), BS Math</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>8</td>
<td>MATH 251 and one MATH course</td>
<td>Science (3), BS Math</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>8</td>
<td>MATH 251, 252</td>
<td>Science (3), BS Math</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3</td>
<td>8</td>
<td>MATH 251, 252</td>
<td>Science (3), BS Math</td>
</tr>
<tr>
<td></td>
<td>4 or 5</td>
<td>12</td>
<td>MATH 251, 252, 253</td>
<td>Science (3), BS Math</td>
</tr>
<tr>
<td>Statistics</td>
<td>4 or 5</td>
<td>4</td>
<td>MATH 243</td>
<td>Science (3), BS Math</td>
</tr>
</tbody>
</table>

International Baccalaureate (IB) Higher Level Exam

<table>
<thead>
<tr>
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<th>Score</th>
<th>Credit</th>
<th>Courses Awarded</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>4</td>
<td>MATH 251</td>
<td>Science (3), BS Math</td>
</tr>
<tr>
<td>Further</td>
<td>5</td>
<td>12</td>
<td>MATH 251, 252, 243</td>
<td>Science (3), BS Math</td>
</tr>
</tbody>
</table>

Build a Schedule

My placement score for mathematics is ______.
I already have credit for MATH ______ (list course number).
I need to start with MATH ______ (list course number).
Group-Satisfying and Multicultural Courses

• All students take group and multicultural courses as part of meeting the university's general-education requirements.
• Students take two multicultural courses from within these categories: American cultures (AC), international cultures (IC), and identity, pluralism, and tolerance (IP).
• Group-satisfying courses are often also multicultural courses.
• These courses are a great way to explore a possible major.

Choosing Electives

• Every student needs electives to complete a degree, however the amount of elective credits needed will vary depending on your major.
• Electives allow you to
  • explore new subjects
  • consider a minor or second major
  • earn credits for research or internship experience

Example courses are
Academic English for International Students (AEIS) courses
Physical education
Career planning
Study skills
Second majors or minors
100-level language

Build a Schedule
Subjects or courses I would like to explore are ____________________________________________
Questions I have about electives:

Flip to page 34 to view possible group-satisfying courses. Examples of subjects include

Arts and Letters (A&L), >1
Art history
English
Folklore
Languages (200-level)
Music history
Philosophy

Social Science (SSC), >2
Economics
Ethnic studies
History
Political science
Sociology
Psychology

Science (SC), >3
Astronomy
Biology
Environmental science
Geology
Human physiology
Psychology

Build a Schedule
Courses and subjects I'd like to explore in each group are

Arts & Letters (A&L) >1
Social Science (SSC) >2
Science (SC) >3
Multicultural (IP, IC, AC)
YOUR UNDERGRADUATE EDUCATION—MAJORS

Choosing a Major

- Your major allows you to gain in-depth knowledge in a field of your interest.
- Majors marked with an asterisk (*) require an additional application.
- For details on undergraduate majors, visit the UO Catalog at ucatalog.uoregon.edu/majors.
- Circle the majors you’d like to explore:

College of Arts and Sciences

Anthropology BA, BS
Asian studies BA
Biochemistry BA, BS
Biography BA, BS
Chemistry BA, BS
Chinese BA
Cinema studies BA
Classics BA
Comparative literature BA
Computer and information science BA, BS
Economics BA, BS
English BA
Environmental science BA, BS
Environmental studies BA, BS
Ethnic studies BA, BS
Folklore BA
French BA
General science BA, BS
General social science BA, BS
Linguistics BA
*Marine biology BA, BS
Mathematics BA, BS
Mathematics and computer science BA, BS
Medieval studies BA
Philosophy BA, BS
Physics BA, BS
Political science BA, BS
Psychology BA, BS
Religious studies BA, BS
Romance languages BA
Russian, Eastern European, and Eurasian studies BA
Sociology BA, BS
Spanish BA
Theater arts BA, BS
Women's and gender studies BA, BS

School of Architecture and Allied Arts

*Architecture BA, Arch
*Art BA, BS, BFA
*Art and Technology BA, BS, BFA
Art history BA
*Ceramics BFA
*Fibers BFA
*Interior architecture BIArch
*Landscape architecture BLArch
*Material and product studies BA, BS
*Metallurgy and jewelry BFA
*Painting BFA
*Photography BFA
*Planning, pub policy and management BA, BS
*Printmaking BFA
*Product design BFA
*Sculpture BFA

Charles H. Lundquist College of Business

*Accounting BA, BS
*Business administration BA, BS
Concentrations in Entrepreneurship
Finance
Info systems & operations management
Marketing
Sports business

College of Education

Communication disorders & sciences BA, BS
*Educational foundations BA, BS, BEd
*Family and human services BA, BS, BEd

School of Journalism and Communication

*Journalism BA, BS
*Journalism: advertising BA, BS
*Journalism: media studies BA, BS
*Journalism: public relations BA, BS

School of Music and Dance

Dance BA, BS
*Music BA, BS
*Music composition BMus
*Music: jazz studies BMus
*Music performance BMus
*Music: education BMME

Minor Options

- In addition to majors, many students consider completing a minor. Courses in these fields may count for general education or elective credits. Minors are not required to earn a degree.
- Circle any minors you would like to explore:

---

African studies (CAS)
Anthropology (CAS)
Arabic Studies (CAS)
Architecture (A&AA)
Art (A&AA)
Art history (A&AA)
Arts management (A&AA)
Biochemistry (CAS)
Biography (CAS)
Business administration (BUS)
Chemistry (CAS)
Chinese (CAS)
Classical civilization (CAS)
Comparative literature (CAS)
Computer and information science (CAS)
Computer information technology (CAS)
Creative Writing (CAS)
Dance (MUS)
East Asian studies (CAS)
Economics (CAS)
English (CAS)
Environmental studies (CAS)
Ethnic studies (CAS)
European studies (CAS)
Folklore (CAS)
Food Studies (CAS)
French (CAS)
Geography (CAS)
Geological sciences (CAS)
German (CAS)
German studies (CAS)
Greek (CAS)
Historic preservation (A&AA)
History (CAS)
Interior architecture (A&AA)
Italian (CAS)
Japanese (CAS)
Judaic studies (CAS)
Korean (CAS)
Latin (CAS)
Latin American studies (CAS)
Landscape architecture (A&AA)
Latin American studies (CAS)
Linguistics (CAS)
Mathematics (CAS)
Media Studies (J&C)
Economics (CAS)
Multimedia (A&AA)
Music (MUS)
Music Technology (MUS)
Native American Studies (CAS)
Nonprofit administration (A&AA)
Peace studies (CAS)
Philosophy (CAS)
Physics (CAS)
Planning, public policy and management (A&AA)
Political science (CAS)
Product design (A&AA)
Psychology (CAS)
Queer studies (CAS)
Russian, Eastern European, and Eurasian studies (CAS)
Scandinavian studies (CAS)
Sociology (CAS)
South Asian studies (CAS)
Southeast Asian studies (CAS)
Spanish (CAS)
Special education (ED)
Theater arts (CAS)
Women's and gender studies (CAS)
Writing, public speaking, and critical reasoning (CAS)

Undergraduate Certificates

Film studies (CAS)
Global management (BUS)
Second-language acquisition and teaching (CAS)
Writing, public speaking, and critical reasoning (CAS)

---

Build a Schedule

Majors I’m interested in

Minor Options

Minors I’m interested in

---
BUILD YOUR FIRST-TERM SCHEDULE

Follow the steps on the following pages to create a list of possible courses (include subject code, course number, and titles) you wish to take in your first term. You will work with your academic advisor to select courses from this list that you will take next term. Most students register for four courses (16 total credits) each term. For assistance in using DuckWeb and registering for courses, see page 17.

### STEPS TO CONSIDER

<table>
<thead>
<tr>
<th>COURSES AND QUESTIONS</th>
<th>STEPS TO CONSIDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First-Year Interest Groups (FIGs) and Academic Residential Communities (ARCs)*</td>
<td>Transfer students should skip step 1. If you are considering a first-year interest group, list each course (e.g., World within Us: ANTH 161 Introduction to Cultural Anthropology, PSY 202 Mind and Society, ANTH 199 College Connections). See pages 22–23 for the list of FIGs.</td>
</tr>
<tr>
<td>2. Writing</td>
<td>If you have</td>
</tr>
<tr>
<td></td>
<td>• completed all the writing requirements; skip step 2 and proceed to step 3</td>
</tr>
<tr>
<td></td>
<td>• earned credits for only WR 121; complete step 2; you are eligible to register for WR 122 or 123</td>
</tr>
<tr>
<td>3. Second Language</td>
<td>List the language course(s) you would like to take. See pages 8–9 to determine if you must take a language placement test.</td>
</tr>
<tr>
<td>Example: JPN 101 First-Year Japanese</td>
<td></td>
</tr>
<tr>
<td>4. Mathematics /Computer and Information Science</td>
<td>List the mathematics course(s) you would like to take. See pages 10–11 to determine if you must take a mathematics placement test.</td>
</tr>
<tr>
<td>Example: MATH 105 University Mathematics I</td>
<td></td>
</tr>
<tr>
<td>5. Group-Satisfying</td>
<td>Choose several courses from each of the general-education group-satisfying areas that appeal to you.</td>
</tr>
<tr>
<td>Transfer students: Choose courses for remaining general-education group requirements. See page 12.</td>
<td>Examples: HUM 101, PHIL 123, GEOG 101</td>
</tr>
<tr>
<td>6. Multicultural</td>
<td>Choose several courses from each of the general-education multicultural categories that appeal to you.</td>
</tr>
<tr>
<td>Transfer students: Choose courses for remaining general-education multicultural requirements. See page 12.</td>
<td>American cultures example: MUS 270 History of the Blues</td>
</tr>
<tr>
<td></td>
<td>Identity, pluralism, and tolerance example: REL 211 Early Judaism</td>
</tr>
<tr>
<td></td>
<td>International cultures example: ENG 107 World Literature</td>
</tr>
<tr>
<td>7. Majors</td>
<td>Choose a course in your major or majors that you wish to explore. See page 14.</td>
</tr>
<tr>
<td>8. Explore Possibilities</td>
<td>Without considering specific requirements, list courses or subject areas you would enjoy. See page 15 (electives). See page 22 (first-year opportunities).</td>
</tr>
<tr>
<td>*What Are ARCs?</td>
<td>Academic residential communities (ARCs) offer students with shared academic interests, creative passions, cultural identities, or majors an opportunity to live together in the residence halls and contribute to building their own unique community. ARC students take one course together each term throughout their first year. Many of these courses are specially designed for the ARC and interest students in exciting problem-solving and community-based projects that connect to events, programs, trips, and other out-of-class activities students help to imagine.</td>
</tr>
</tbody>
</table>

### DuckWeb Class Registration Instructions

1. Go to duckweb.oregon.edu.
2. Enter your nine-digit UO ID number, your six-character personal access code (PAC), and click on “Log In.”
3. Click “Student Menu,” “Registration Menu,” “Add/Drop Classes,” select the term you wish to register for, then click “Submit.”
4. The first time you log into DuckWeb to register for courses, enter the six-digit PIN provided by your advisor at your advising session during orientation, then click “Submit.”
5. You may add courses by entering the CRN of the courses you wish to take, or you may also scroll to the bottom of the screen and click “Class Search” to search for courses by subject, general-education requirements, course number, and so forth. You may choose one search option or several. For example, you can search for arts and letters general-education courses from the drop-down menu for “Gen Ed Requirement.” The example below shows two courses—ART 206 and ARH 209—within a generated list of approved arts and letters courses offered during the academic term:

### Example Courses

**Arts & Letters Group:1**
- **ART 206** Art & Design: Introduction to Media Art
- **ART 209** Art & Design: Introduction to Film

**Science Group:3**
- **SCI 100** Environmental Science
- **SCI 110** Introduction to Geology

**Math Requirement:5**
- **MATH 105** University Mathematics I
- **MATH 208** Linear Algebra

**Multicultural Requirements**
- **ANTH 161** Introduction to Cultural Anthropology
- **PSY 202** Mind and Society
- **ANTH 199** College Connections

**Group-Satisfying Requirements**
- **HUM 101** World Literature
- **PHIL 123** Logic and Critical Thinking
- **GEOG 101** Introduction to Weather and Climate

6. To register for an open section, check the box beside the course and click on the “Register” button at the bottom of the page. If discussion or lab sections are associated with the course, you will need to select your preference.

- **The CRN:** department name, course number, and title are shown along with the days and times the class meets. The number of spaces remaining is noted along with the class capacity.
- **Abbreviations for these and other course details are as follows:** CRN—course reference number; Subj—department name; Crse—course number; Cred—course credits; Dis—discussion section; M—Monday; T—Tuesday; W—Wednesday; R—Thursday; F—Friday; S—Saturday; U—Sunday; Rem—available seats; Cap—maximum seats.
Tips from the Office of Academic Advising
1. Create a balanced schedule each term (think about work and fun). Take 12–17 credits in your first term.
2. Freshmen and sophomores should choose 100- or 200-level courses.
3. Know when you can register. Visit registrar.uoregon.edu/calendars/calendar_registration_priority.
4. For the Class Schedule in DuckWeb, click on the course CRN number links to see more information about a course.
5. For teaching evaluations in DuckWeb, click on course evaluations, reports, and course search.
6. Use the general education filter in the Class Schedule to pick courses for those requirements.
7. Think outside the classroom with options such as studying abroad with National Student Exchange, pursuing a minor, or joining a group or club.
8. Get involved! Find student organizations and internship opportunities at uoregon.orgsync.com, career.uoregon.edu/internship-credit, and serve.uoregon.edu/Students/DuckCorps/VolunteerOpportunities.
9. Pay attention to academic deadlines: registrar.uoregon.edu/calendars/academic.
10. Get advising help from the Office of Academic Advising (164 Oregon Hall)—or, if you have declared a major, from your major department.

Term Action Calendar

<table>
<thead>
<tr>
<th>Each Term</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before you start</td>
<td>Identify goals for the term</td>
</tr>
<tr>
<td>Week 1</td>
<td>If necessary, make last-minute changes to your schedule; check academic deadlines on the Office of the Registrar’s website for important dates related to adding and dropping courses</td>
</tr>
<tr>
<td>Weeks 3–6</td>
<td>Visit your instructors during their office hours to discuss your papers and midterms exam</td>
</tr>
<tr>
<td>Weeks 5–7</td>
<td>Prepare to register for the next term by meeting with your academic advisor</td>
</tr>
<tr>
<td>Weeks 8–9</td>
<td>Register for next term’s courses on DuckWeb</td>
</tr>
<tr>
<td>Week 10</td>
<td>Complete projects that are due at the end of the term</td>
</tr>
<tr>
<td>Verify final exam dates and times and begin review for final exams</td>
<td></td>
</tr>
<tr>
<td>Fill out course evaluations on DuckWeb</td>
<td></td>
</tr>
<tr>
<td>Before start of next term</td>
<td>Access DuckWeb to check your grades and make any necessary changes to your upcoming term schedule. Review your goals from last term and identify goals for your next term: Are you still on the right track? Do you need to meet with an advisor to discuss, clarify, or reassess your goals?</td>
</tr>
<tr>
<td>Summer</td>
<td>Pursue internships, employment, travel, summer courses, reading, or volunteering to clarify your interests and goals</td>
</tr>
</tbody>
</table>

CURRICULUM
The Clark Honors College (CHC) offers students a balanced curriculum that includes humanities, social science, and science, and that emphasizes the development of fundamental intellectual skills. For honors college students, the CHC curriculum replaces the general-education course work that other UO students complete. It consists of courses available only to honors college students, selected courses from other departments and schools at the university (including Study-Abroad Programs), and the completion of thesis preparation courses and a thesis in the student’s major. CHC students also satisfy the regular university requirements for multicultural, mathematics, and second-language coursework.

MAJOR
Honors college students may choose any major or majors offered at the UO. Course work in the major is taken outside of the Clark Honors College and follows major requirements. CHC students are encoded with an “HC major” for registration purposes only.

COURSES
Enrollment in all honors college courses, designated “HC,” is limited to 19 or fewer students. In their first two years, students typically complete two world history courses, two world literature courses, four mathematics and science courses, a research course, and the second-language requirement (waived for some majors). During their third and fourth years of attendance, students complete five interdisciplinary, discussion-based colloquium courses. Early registration is available to all Clark Honors College students.

CLARK HONORS INTRODUCTORY PROGRAM
The Clark Honors Introductory Program (CHIP), which is student-created and student-led, fuses academic interests with social activities to introduce first-year students to the Clark Honors College, the university, and the greater community. First-year students register for a 1-credit CHIP interest group, HC 199H Special Studies, which meets once per week during fall term. Upperclassmen lead group meetings, and activities can include group readings, sporting events, movie nights, meetings with faculty members, and information sessions about campus resources as well as topic-specific opportunities.

FACULTY
The Clark Honors College includes 21 dedicated faculty members and 37 affiliated faculty members from departments around campus, selected for their excellence in teaching. CHC dedicated faculty members design the curriculum, and teach, advise, and mentor students. They host open-door office hours for at least four hours per week and will set individual appointments if students cannot come during those times.

ADVISING
Incoming students are individually assigned to a CHC faculty advisor who remains that student’s advisor throughout their undergraduate years and also serves as the faculty leader of the student’s first-year CHIP group. Honors college faculty advisors assist with course scheduling and further mentoring. In addition, the honors college director of undergraduate advising is available to assist students with applying for distinguished scholarships and locating other resources across campus. Peer advising is also available in the library commons of the Global Scholars Hall, which is the freshman residence hall.

WHO IS MY ADVISOR?

FACILITIES
Students in the Clark Honors College enjoy the benefits of the Robert D. Clark Library, computer lab, student lounge, full kitchen, two classrooms with complete instructional media, and administrative offices in Chapman Hall. While most of the CHC freshman class will choose to live in the state-of-the-art Global Scholars Hall, a variety of on-campus housing options are available.

Note: Chapman Hall will be undergoing an interior renovation from Fall 2016 through Fall 2017. During that time, comparable facilities and resources will be provided for honors college students at an alternate location on campus.
CLARK HONORS COLLEGE GRADUATION REQUIREMENTS OVERVIEW

Honors College Requirements—Lower Division

One course
Special Studies: CHIP Group
(first-year students, full term only)
HC 199H
(1 credit)

Literature and Writing Requirement—Five Courses by the End of Second Year

Two courses
Honors College Literature
HC 223H (4) or HC 233H (4)

Two courses
Honors College History
HC 231H (4) or HC 232H (4)

One course
Honors College Literature: Research or Honors College History: Research (spring only)
HC 223H (4) or HC 233H (4)

Science and Mathematics Requirement—Four Courses

(View honors college website for approved courses and exceptions)

One course
Honors College Science
HC 207H (4) or HC 209H (4)

One course
Quantitative reasoning or mathematics
See website

Two courses Additional approved science or mathematics
See website

Second-Language Requirement

Two years of course work; completion of a second year or a demonstration of proficiency by examination is required

This requirement is waived for certain majors. View honors college website for a list of majors.

BASED ON THE MAJOR I AM CONSIDERING, DO THE SCIENCE, MATHEMATICS, AND SECOND-LANGUAGE REQUIREMENTS APPLY TO ME?

Upper-Division Requirements

Multicultural Requirements—Two Courses

One course each from two different categories (IP, IC, and AC). Some HC courses satisfy both colloquium and multicultural requirements. Multicultural courses must be chosen from university-approved courses or from the following honors college colloquia:

Honors College Identities Colloquium (IP)
HC 424H (4)

Honors College International Cultures Colloquium (IC)
HC 434H (4)

Honors College American Cultures Colloquium (AC)
HC 444H (4)

Colloquia Requirements—Five Courses

One course each of the following colloquia:

Honors College Arts and Letters Colloquium
HC 421H (4)

Honors College Social Science Colloquium
HC 431H (4)

Honors College Science Colloquium
HC 441H (4)

Two Elective Colloquia (any colloquium may be used to fulfill this requirement)

Thesis—two courses
Workshop: Honors College Thesis Orientation
HC 408H (1)

Thesis Prospectus
HC 477H (2)

Honors College Thesis and Defense

ANY QUESTIONS ABOUT THE CLARK HONORS COLLEGE GRADUATION REQUIREMENTS?

WRITE

The honors college is committed to excellence in writing. The core curriculum integrates instruction and practice in fundamental rhetorical skills—writing, reading, speaking, and listening—with the subject matter of the courses. Students who complete the five lower-division honors college history and literature courses with grades of B or better in all courses satisfy the university writing requirement.

DO I STILL NEED TO TAKE WRITING 121/122?

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, and/or university electives. Advanced Placement (AP) or International Baccalaureate (IB) credits may not be used to count toward lower-division honors college literature or history courses or upper-division colloquia.

WHY DON’T ALL OF MY AP/IB CREDITS COUNT FOR HONORS COLLEGE REQUIREMENTS? DO I LOSE THEM?

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, and/or university electives. Advanced Placement (AP) or International Baccalaureate (IB) credits may not be used to count toward lower-division honors college literature or history courses or upper-division colloquia.

GRADING

Note that all courses taken to satisfy honors college requirements must be graded (unless P/N is the only option). Students must achieve grades of C– or better for the course to count toward these requirements.

CLARK HONORS COLLEGE CANVAS SITE

Students matriculated into the Clark Honors College will automatically be added to the CHC Canvas site. The link to “Clark Honors College” should appear every time a CHC student logs onto Canvas.

WHERE CAN I GET MORE INFORMATION?

PLANNING MY FIRST-TERM SCHEDULE IN THE CLARK HONORS COLLEGE

Most students register for four academic courses each term while at the university for a total of 16–17 credits per term: one to two courses in the CHC and two to three other UO courses. Follow the steps below to create a list of possible courses to discuss with your IntroDUCKtion advisor. Prepare your list in advance of your advising appointment. Be sure to view the online class schedule and the course descriptions. Refer to the yellow pages for assistance in using DuckWeb and for registering for classes.

STEP 1—Which CHIP group do you like? Do you have a second choice?

STEP 2—Honors College Literature or Honors College History? Did you read the course descriptions? Do you have a second choice?

STEP 3—Are you taking a second or a third language? Have you taken the online language placement test?

STEP 4—Do you plan to take mathematics or science? If you have declared a major already, how does it affect this requirement? Have you taken the online mathematics placement test?

STEP 5—Choose a course in your major or an introductory course in a major you want to explore. What are you interested in taking?

STEP 6—Consider taking an elective.
FIRST-YEAR OPPORTUNITIES

FIRST-YEAR INTEREST GROUPS (FIGS)

Ducks flock together! FIGs bring groups of 20 freshman students together for a unique academic experience. FIG students take three courses together during fall term. The first two are lecture courses that count toward your degree no matter which major you choose; the third course is what makes the FIG truly special: the 1-credit College Connections course.

Your College Connections course is where you will work with the other FIG students, your College Connections instructor, and your undergraduate FIG assistant (FA). By selecting a FIG in a theme you are interested in, you can ensure that your personal interests align well with your instructor’s knowledge base. The FIG assistant (FA) is a current student at the UO and will offer extensive expertise and insight into making the most of your time here.

FIGs help new students make connections! In a FIG, freshmen
- connect with faculty members
- connect with an undergraduate mentor
- connect academic courses from different disciplines
- connect with an academic theme
- connect with peers
- connect with campus and the Eugene community

While each FIG is distinct (with different course pairings and academic topics), FIGs are grouped together by overarching themes into nine categories. Find themes that interest you—then start exploring your FIG options.

2016 Theme Categories and FIG List

Art & Storytelling: Make sense of the world around us through stories and art
- Politically Creative
- Portable Life Museum
- Our Storied Past
- Stories We Tell
- The Joke Is on You
- Visualize a Better World
- War and Peace

Breaking Humans: Discover our humanity through science
- Animal Behavior
- Human Genome
- Speak Your Mind
- The Far Side

Breaking Barriers: Investigate how different perspectives shape communities
- Breaking the Wall
- Face to Face
- Human Hierarchies
- Tomato, Tomato

Culture in Review: Examine cultures and subcultures through a discerning lens
- Carnegie Global Oregon *
- Education Revolution
- Guess Who’s Coming to Dinner
- Hidden History
- Hip-Hop and the Politics of Race *
- First and Forced: Indigenous Peoples, Race, and Gender *
- Justice Matters *
- Social Progress, Social Change

Geocaching: Decode into how we affect the environment and how it affects us
- Chemistry in Nature
- Chemistry of Climate Change
- Chemistry of Sustainability
- Digging Up History
- Inside Architecture *
- Justice, Beauty, and Nature
- Science for Social Change
- Urban Garden

Passport to Adventure: Explore a region and start on your path to studying abroad
- Bella Italia!
- European Grand Tour
- Development Safari
- Vamos lá Brasil!
- Vive la France!
- Yalla Arabia!

Sample FIG

Rock ‘n’ Physics

MUS 225
Intro to Music History

PHY 150
Physics of Sound and Music

You
First-year FIG students
Expert faculty member
FIG assistant

UNIVERSITY OF OREGON
Welcome! You are an important new member of our university community, and we want you to be successful here. Your prior college experience has provided you with a good foundation, but the transition to a new school can be challenging. You may discover differences in academic requirements and expectations, registration procedures, and the campus environment.

To get to know your professors, classmates, and academic advisors, we encourage you to ask questions. Feel free to ask about anything—from specific courses to how to find part-time work or daycare.

Whether you are transferring here directly from another college or university, returning to school after a break, are a parent, or are over age 24, special resources are available to support your transition to the UO.

GETTING STARTED
In preparation for the academic advising workshop and advising appointment during orientation, it is important for transfer students to understand how their previous academic work fits with the requirements to earn a UO degree. The following information provides a general overview of recommended action steps before registering for first term courses.

BEFORE WORKSHOP AND ADVISING APPOINTMENT
The following steps are recommended before attending the introduction to academics workshop and your advising appointment.

1. Verify transfer evaluation report details. All transfer course work is noted on a transfer evaluation report (or reports), which can be accessed through DuckWeb in the student menu section. Questions regarding the evaluation of transfer credits should be directed to the Office of the Registrar.

2. A note on UO grade point average computation. A UO grade point average (GPA) is computed only for work completed at the university. Grades earned at other colleges or universities are not included.

3. Review degree guide and plan general course work completion. Begin planning completion of UO general-education course requirements by reviewing information in the degree guide, which is accessible from the student menu in DuckWeb. For more information about requirements, see the General Education section. Students with an associate of arts Oregon transfer degree (AAOT) or an associate of science Oregon transfer degree in business (ASOT) from Oregon community colleges have fulfilled the UO writing and group requirements. Those earning a Washington block transfer degree have fulfilled the writing requirements, and some or all of the group requirements. Completion of an AAOT or ASOT degree is noted in the degree audit.

4. Review available majors and minors. Learn about available major and minor fields of study. For more information, see the Majors and Electives sections.

5. Get academically connected. Transfer students in journalism and business can consider enrolling in a transfer seminar for the first term at the university.

6. Meet academic advisor with report and degree guide. For the advising appointment, students should bring a copy of their latest transfer evaluation report and degree guide.

REQUIREMENTS FOR UO BACHELOR’S DEGREE
Students with transfer credits should be aware of these requirements to graduate with a UO bachelor’s degree.

- Letter-grade credits
  Earn at least 45 letter-graded (A, B, C, D) credits in residence at the UO.

- Upper-division credits
  Earn at least 62 upper-division (100- or 200-level) credits.

- Transfer credit limit
  Only 124 credits from two-year colleges may satisfy minimum credits to earn a UO bachelor’s degree. Of this, only 90 credits may be transferred from an international junior college.

- Transfer evaluation and degree guide
  Every UO transfer student is issued a transfer evaluation report and a degree guide, both documents may be accessed through the DuckWeb student menu. Transfer evaluation reports indicate how course work taken at other colleges or universities is accepted at the UO. The degree audit details the impact of transferred courses and completed UO course work on the progress of satisfying general-education and major requirements to earn a baccalaureate degree. The Office of the Registrar handles all inquiries regarding the evaluation of transfer credits.

READING THE UO TRANSFER EVALUATION REPORT
To understand components of the transfer evaluation report, note the following:

Report for each institution attended
A separate report is made for each school attended.

Layout and content
All transfer courses—with corresponding terms they were completed UO course work on the progress of satisfying major requirements should contact a respective major department.

Transfer evaluation and degree guide
Every UO transfer student is issued a transfer evaluation report and a degree guide, both documents may be accessed through the DuckWeb student menu. Transfer evaluation reports indicate how course work taken at other colleges or universities is accepted at the UO. The degree audit details the impact of transferred courses and completed UO course work on the progress of satisfying general-education and major requirements to earn a baccalaureate degree. The Office of the Registrar handles all inquiries regarding the evaluation of transfer credits.

TRANSFER SEMINARS FOR BUSINESS AND JOURNALISM
Transfer seminars are designed for students who have spent at least one term at another institution of higher education after high school graduation. Typically offered in fall and winter terms, these seminars offer the chance to explore your intended major. In them, you’ll learn about campus resources including financial aid, internships, and study-abroad and career opportunities. You’ll also receive advising help and tips for honing your library research skills. Each seminar is offered for 1 upper-division credit.

Seminar topics are determined based on student interest, so seminars are offered each term. Students interested in attending seminar are strongly encouraged to enroll in the seminar during registration and to contact advisors to discuss seminar topics and requirements. The UO transfer student involvement and transfer student success advisors will help you learn to navigate the university. These student mentors attend the seminar, organize review sessions, plan events with faculty members, and help address transfer students’ concerns and needs.
Students who complete their AEIS courses in the first year typically have higher GPAs and are more successful at the University of Oregon. Don’t forget to complete all AEIS courses before taking WR 121.

INTERNATIONAL STUDENTS

Welcome!
As a new international student, this might be your first time in the US higher education system. We want you to be successful in your transition, so our professors, classmates, and advisors want to get to know you. If you have questions, please check in with them. They are your resources.

Because you have unique circumstances and requirements, it is important that you

• register for a full course load of at least 12 credits each term
• consult with an International Student and Scholar Services (ISSS) advisor in the event a reduced-course load may be necessary or advisable due to initial academic difficulties, medical necessity, or concurrent enrollment
• consult regularly with ISSS staff members about financial assistance, tax issues, student visa regulations, and adjustment to the UO and to American cultures
• consult regularly with an academic department or the Office of Academic Advising
• go to faculty office hours and communicate regularly with your instructor for any questions or support

ACADEMIC ENGLISH FOR INTERNATIONAL STUDENTS (AEIS)
All international students must satisfy their AEIS requirement upon enrolling at the UO. It is part of an international student’s degree requirement.

If you are an undergraduate student whose native language is not English, you must take the placement test unless you meet one of the following conditions:

• You have a bachelor’s degree or higher from an accredited United States college or university
• You are an undergraduate or graduate student with a PBT TOEFL score of 575 (88 iBT, 7 IELTS) or above

However, students who have satisfied the requirement but would like to continue improving their English language skills are permitted to take AEIS courses. These students should take the AEIS placement test to identify suitable courses.

Students who test into AEIS courses must complete all of the courses within their first academic year at the UO.

Students may be placed into some or all of the following courses (all AEIS credits count towards the degree):

• AEIS 101 Introductory Academic Oral Communication (4 credits)
• AEIS 102 Advanced Academic Oral Communication (4 credits)
• AEIS 107 Reading Academic Discourse (4 credits)
• AEIS 108 Advanced Reading Academic Discourse (4 credits)
• AEIS 110 Introductory Academic Writing (4 credits)
• AEIS 111 Intermediate Academic Writing (4 credits)
• AEIS 112 Advanced Academic Writing (4 credits)

Students who complete their AEIS courses in the first year typically have higher GPAs and are more successful at the University of Oregon.

Don’t forget to complete all AEIS courses before taking WR 121.
### FALL 2016
- Initial registration: May 16–26
- Fall term refunds available for those eligible: September 22
- Community education registration: September 24
- Classes begin: September 26
- Last day to drop classes without a 'W' on your record: October 3
- Last day to register and add classes: October 5
- Last day to withdraw from classes: November 13
- Thanksgiving vacation*: November 24–25
- Last day of classes: December 2
- Final examinations: December 5–9
- Graduation: December 10
- Gradue due (Tuesday noon): December 13

### WINTER 2017
- First day to file FAFSA: October 1
- Initial registration: November 14–24
- Community education registration: December 6
- Winter term refunds available for those eligible: January 9
- Classes begin: January 16
- Last day to drop classes without a 'W' on your record: January 16
- Martin Luther King Jr. Holiday**: January 16
- Last day to register and add classes: January 18
- Winter term census: January 18
- New Diversity Excellence Scholarship applicants must file FAFSA: February 1
- Last day to withdraw from classes: February 26
- Priority deadline for FAFSA filing: March 1
- Last day of classes: March 17
- Graduation: March 19
- Final examinations: March 20–24
- Grades due (Monday noon): March 27
- Spring vacation: March 25–April 2

### SPRING 2017
- Initial registration: February 26–March 8
- Summer financial aid available at uoregon.edu/summeraid: March 20
- Spring term refunds available for those eligible: March 30
- Classes begin: April 1
- Community education registration: April 1
- Last day to drop classes without a 'W' on your record: April 10
- Last day to register and add classes: April 12
- Spring term census: April 12
- Last day to withdraw from classes: May 21
- Memorial Day holiday*: May 29
- Last day of classes: June 9
- Final examinations: June 12–16
- Spring Commencement: June 19
- Grades due (Tuesday noon): June 20
- Award letter for continuing students: June 23

### SUMMER 2017
- Initial Registration: May 9–12
- Summer aid payment: June 26
- Classes begin: June 26
- Independence Day holiday*: July 4
- Eight-week session ends: August 18
- Summer Commencement: August 19
- Labor Day holiday**: September 4
- Twelve-week session ends: September 15
- Final exams: September 12–16

* Incoming students register for fall term courses during IntroDUCTION or Week of Welcome.
** Observed: no classes held
CONFIDENTIALITY OF STUDENT INFORMATION

Student privacy and security is an important concern for the UO. As a higher-education institution that receives funds from the US Department of Education, the release of and access to student education record data is protected by federal regulations.

Family Educational Rights and Privacy Act (FERPA)

Student educational records are maintained and protected by FERPA guidelines. This federal regulation assigns rights to students and responsibilities to educational institutions. Hence information in university student records is confidential, except for those that are considered public information. Release or disclosure of nonpublic information from education records to third-party individuals—including parents, guardians, and other family members—can only be made if explicit student consent is provided.

To learn more about FERPA and its impact on students and on parents, visit registrar.uoregon.edu/privacy. Here are answers to a few common questions that students and parents have about the law:

1. What information in my educational records is considered public information?

   • The UO Student Records Policy governed by FERPA classifies student educational records information that is considered public information “directory information.” Examples of directory information include, but are not limited to the following:
   i. Mailing and permanent address(es) and telephone number(s)
   ii. Enrollment status (e.g., full-time, half-time)
   iii. Class level and academic major or minor

2. What rights do parents have to educational records information?

   • Once a student reaches age 18 or is attending the UO, all FERPA rights belong to the student. Parent access to education records is limited to information that is classified as directory information. Other educational record information is only disclosed to parents if students provide the university with a signed and dated release specifying the records to be disclosed, whom to disclose them to, and the purpose of the disclosure. Each instance of release of nondirectory information requires a separate written authorization for disclosure. Even if a parent pays for a student’s UO billing account, the parent’s personal inquiries about account information will only be answered with the student’s explicit consent. A convenient method to provide third-party access to billing accounts is with QuikPay® service’s “Authorize Payee” feature through DuckWeb (see Student Billing on pages 44-45 for more information). In addition, students may set up proxy access accounts through DuckWeb and authorize access to some nondirectory information for their parents to view.

HELP FOR STUDENTS

The University of Oregon is committed to providing a safe environment for its students and does not tolerate sexual harassment or other sexual misconduct. As a result, the UO takes seriously all reported incidents of unwelcome sexual conduct. The intent of the university is to provide a comprehensive and integrated response to students who have experienced any form of sexual harassment or violence, including sexual assault, dating or interpersonal violence, and stalking. Our goal is to ensure that all students who report to the university are met with a caring and compassionate response and are provided with access to all available resources and supports necessary to continue their academic program. The UO is equally intent on holding accountable those who engage in any sexual misconduct through administrative proceedings that ensure due process for those involved. The university’s routine protocol for responding to reported incidents of any form of sexual misconduct includes efforts to support those who have been affected and to hold accountable those whose behavior violates university policy prohibiting any form of sexual harassment or other sexual misconduct.

541-346-SAFE

Students may call our 24-hour hotline to receive support and to learn of their options to report their situation and receive help. The hotline is staffed by trained counselors who provide confidential services consistent with federal and state law.*

SAFE.UOREGON.EDU

Students may also visit our website at safe.uoregon.edu to learn more about their options to receive help and/or report the incident. A variety of support services are available on the UO campus including counseling, health services, academic accommodations, housing accommodations, and other support to ensure that students can continue to be successful in their academic program.

Substance Abuse Prevention

The University of Oregon has a long-standing commitment to proactively addressing high-risk drinking and substance abuse on the campus. The UO is a celebratory place, and we all love that about our community. We are committed to addressing high-risk drinking behavior and drug use so that our community can be free of the potentially harmful and dangerous effects of alcohol and drug misuse. The goal of current prevention, assessment, and treatment efforts at the UO is to change this culture of drinking. The Substance Abuse Prevention and Student Success program promotes responsible behavior around alcohol use including awareness, education, and compliance with campus policies and state and federal law. To learn more about the prevention work on campus, visit prevention.uoregon.edu.

The university requires every incoming freshman and transfer student younger than 21 to complete AlcoholEdu and Haven, the UO online alcohol abuse prevention and sexual violence prevention program. Students should check their UO e-mail account in August for an e-mail with instructions on how to complete AlcoholEdu or Haven, the UO online alcohol abuse prevention and sexual violence prevention program.

To learn more about the program, e-mail alcoholedu@uoregon.edu.

For information on substance abuse prevention, visit the Office of the Dean of Students website, dos.uoregon.edu.

* The hotline is not confidential for university employees.
The University of Oregon is committed to the pursuit of academic excellence and encourages the intellectual and personal growth of its students as scholars and citizens. Through the free exchange of ideas, creation of knowledge, critical inquiry, self-expression, and civic debate, the UO welcomes students to engage in a community of scholars. The Student Conduct Code ensures students experience a safe and equitable learning environment that promotes intellectual integrity, individual responsibility, and social ethics. The Office of Student Conduct and Community Standards acts through this code and the judicial process to resolve cases of alleged student academic dishonesty and social misconduct.

The Student Conduct Code is a set of standards and regulations that describes the rights, privileges, and responsibilities of students at the UO. Violations of academic, social, and sexual standards of conduct are specified in the code. The university’s standards of conduct and list of offenses are available online at conduct.uoregon.edu.

Office of Student Conduct and Community Standards

The mission of the Office of Student Conduct and Community Standards is to

- maintain a university environment that is conducive to the academic success of all students
- protect the rights of all members of the university community
- provide a disciplinary process in which participants experience personal growth and gain an understanding of the responsibilities of community life

Resolution of cases of alleged student misconduct is coordinated by the staff of this office. Violations of the academic integrity policy may result in suspension or expulsion from the institution, a reduced or failing grade, or both. All violations affecting the health and safety of members of the university—acts of violence, threats, or dangerous behavior—are likely to result in suspension from the university.

Academic Misconduct

Academic integrity and intellectual honesty represent the touchstone values that bind together the members of a scholarly community engaged in teaching, learning, research, and the creation of knowledge.

Students with questions about what actions constitute academic misconduct can contact their instructors, the Office of Academic Advising, or the Office of Student Conduct and Community Standards. The UO Libraries website also provides a guide to avoiding plagiarism at researchguides.uoregon.edu/citing-plagiarism.

Frequently Asked Questions

To clarify what the university is trying to achieve in dealing with conduct code violations, here are answers to some frequently asked questions.

In our conduct system, how is someone found responsible for violating the code?

There must be a preponderance of evidence—enough evidence to tip the scales—before a student is found responsible for violating the Student Conduct Code. For minor violations, a member of the judicial affairs staff, a residence life coordinator, or a peer tribunal in the residence halls can make a decision. For more serious violations, a hearing panel considers evidence and decides on the outcomes and sanctions.

Does being found responsible for a university violation give you a criminal record?

The university process does not lead to a criminal conviction. The process is used to determine whether university standards have been violated and results in a university disciplinary record. A student can, however, be charged with a criminal law violation and with a conduct code violation at the same time. Being charged under one system does not preclude being charged under the other system.

Will the Office of Student Conduct and Community Standards call my parents if I am found responsible for a violation?

Under federal and state law, educational records—including conduct records—are confidential. The student is the custodian of the records, and the university may release information to parents only if the student signs a waiver of confidentiality. In most cases, disciplinary records are destroyed after five years, unless a student is suspended or expelled from the university.

How long does it take to resolve a case?

Cases that are handled informally are often resolved within two weeks. If a panel hearing is required, the process takes longer. All parties have the right to investigate the case. It takes time to arrange for a day when all parties and the hearing panel are available. The accused student then has the right to at least 14 days notice before the hearing actually takes place. The entire panel process can take four to six weeks.

Who can file a conduct complaint against a student?

Anyone. This includes other students, resident assistants and other staff members, faculty members, officers of public safety, the Eugene Police Department, and community members. To file a complaint, write a report of what happened including the date, time, and location of the incident; names of the individuals involved; and description of events related to the incident. Turn the report in to the Office of Student Conduct and Community Standards.

How is the conduct process different from other processes?

The conduct process is focused on an educational goal. Students are not prosecuted as they are under the criminal justice process. Instead, the process is intended to create an environment where all the parties with information related to an incident tell their stories. A neutral decision-maker, whether a staff member or a panel, will decide whether a policy violation took place and, if so, what the appropriate consequences should be. The student may have someone present—a friend, faculty member, or attorney—to assist and advise them, but they cannot speak for you or question witnesses for them.
GROUP-SATISFYING AND MULTICULTURAL COURSES

ORIENTATION WORKBOOK 2016-17

UNIVERSITY OF OREGON
MATH 253 Calculus III (4)
MATH 251 Calculus I (4)
MATH 231 Elements of Discrete Mathematics (4)
MATH 211 Fundamentals of Elementary School Mathematics (4)
MATH 107 University Mathematics III (4)
CIS 211 Computer Science II (4)
CIS 210 Computer Science I (4)
PSY 348 Music and the Brain (4)
PHYS 361 Modern Science and Culture (4)
PHYS 253 Foundations of Physics I (4)
PHYS 202 General Physics (4)
PHYS 171 The Physics of Life (4)
PHYS 153 Physics of Light, Color, and Vision (4)

REQUIREMENTS

MATHEMATICS AND SCIENCE

BACHELOR OF SCIENCE

MATH 253 Calculus III (4)
MATH 251 Calculus I (4)
MATHEMATICS III (4)
MATHEMATICS I (4)

PHYSICS

PHYS 253 Foundations of Physics I (4)
PHYS 202 General Physics (4)
PHYS 171 The Physics of Life (4)
PHYS 153 Physics of Light, Color, and Vision (4)

REQUIREMENTS

MATHEMATICS AND SCIENCE

BACHELOR OF SCIENCE

MATH 253 Calculus III (4)
MATH 251 Calculus I (4)
MATHEMATICS III (4)
MATHEMATICS I (4)

PHYSICS

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PHYS 202 General Physics (4)
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PHYS 153 Physics of Light, Color, and Vision (4)

REQUIREMENTS

MATHEMATICS AND SCIENCE