



2019-20
**ADVISING
MANUAL**
FOR FACULTY
AND PROFESSIONAL
ADVISORS



CONTENTS

INTRODUCTION	I
CHAPTER 1 UNIVERSITY REQUIREMENTS	1
1.1 Bachelor’s Degree Requirements.....	1
1.2 Application for Undergraduate Degree.....	3
1.3 Written English.....	4
1.4 Bachelor of Arts and Science Requirements	6
1.5 Areas of Inquiry.....	13
1.6 US: Difference, Inequality, Agency.....	15
1.7 GP: Global Perspectives.....	15
1.8 Degree Guide	15
1.9 Double Majors, Concurrent Degrees, and Second Bachelor’s Degree	16
1.10 Exceptions to Academic Requirements and Procedures.....	18
1.11 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 Using The Campus Advising Platform (Navigate).....	33
2.5 Working with Students in Distress	33
2.6 Working with Student Mental Health Issues.....	34
2.7 Working with Parents and Families	35
APPENDICES	
A Sample Advising Syllabus	A-1
B Student Record Privacy Policy—FERPA	A-3
C Required UO Employee Reporting Responsibilities	A-4
D Self-Support Fees and Tuition	A-4
E Online Resources for the Academic Advisor	A-4
F Credits Earned through Examination	A-6
➤ Table 1: AP Scores Generating University Credit.....	A-7
➤ Table 2: IB Higher Level Exam.....	A-8
➤ Table 3: IB Standard Level Exam	A-10
G Resources and Referral Guide	A-14
• Academic Support Services	A-14
• Preparatory Programs	A-15
• Services for Specific Student Populations	A-16
• Special Academic Opportunities	A-17
H Clark Honors College Graduation Requirements.....	A-18
I Science Courses Outside of “HC” Courses.....	A-20

INTRODUCTION

HOW TO USE THIS MANUAL

Write on it, notes in the margins, create tabs for pages that you refer to frequently. Tabs can help you find information when meeting with students. Ask veteran advisors which pages they refer frequently.

IMPORTANT UPDATES

- Reservations for orientation sessions including IntroDUCKtion, Week of Welcome, and Mid-Year Orientations are required. There is a required fee to register for any orientation. Students make their reservations on DuckWeb.
- Flight Paths are designed to help students connect with the right majors early in their academic careers by intentionally exploring their true interests and strengths and discovering various ways to reach an intended career goal. The Flight Paths also help promote social integration and increase student sense of belonging by clustering like-minded students. Flight Paths stem from guided pathways and meta-majors concepts which provide students structured degree programs, guidance and a clear path to graduation. The **six Flight Paths** themes are:
 - **Healthy Communities**
 - **Scientific Discovery and Sustainability**
 - **Media, Arts and Expression**
 - **Global Connections**
 - **Industry, Entrepreneurship and Innovation**
 - **Public Policy, Society, and Identity**
- Effective Fall 2019: “General Education” is now being referred to as “Core Education.” Changes to Core Education include the following – “Groups” will now be referred to as “Areas of Inquiry.”
- The Multicultural Requirement has been replaced with two new categories. Students must take one course in:
 - US: Difference, Inequality, Agency (US)
 - Global Perspectives (GP)
- Navigate (was SSC Campus) is the platform used for advising on campus. The expectation from the President and the Vice Provost for Undergraduate Education and Student Success is all advisors must use *Navigate*. Please see 2.4 for details and training information.
- Reminder! Access the Degree Guide through DuckWeb. Advisors can update the Guide and run “what if” guides for students considering a new major or minor.
- A PIN Release Button has been added to the Intro Advising Summary (under the student’s major, upper right corner). **AFTER Advising:** Please use this button for releasing the student’s PIN. Then the student will not need a PIN for registration purposes, it has been “released” and the student is good to go.
- First term intensive courses in Romance Languages will only be offered in winter and spring terms, except French 101 will be offered Fall 2019.
- Repeating courses for credit update: Courses cannot be repeated for credit unless otherwise designated as repeatable (R) by the University Committee on Courses. Students may not retake a course if they receive a P/P*/C or better. Credit for duplicate courses will be deducted. All repeated courses are included in the cumulative GPA. Students are notified on their Degree Guide of any credit deductions.
- 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, see Appendix C.
- 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.
- Academic Deadline Reminders:
 - Last day to drop a class without a “W” appearing on transcript: Saturday after Week 1, 11:59 p.m.
 - Last day to add a class (except by petition): Sunday after Week 1, 11:59 p.m.
 - Close class waitlists: Wednesday, Week 1, 9:00 a.m.
 - Week 7, Friday, 11:59 p.m.
- Note SAT exam scores in WRITING COURSE PLACEMENT table on page 4 and A-6.
- Freshmen students are required to declare a major by their sixth term. Transfer students must declare by their third term. Students who have not declared by those deadlines will have a registration hold. Those students must meet with an academic advisor to declare or create a plan towards declaring a major.
- Courses that fulfill areas of inquiry are listed in the Student Workbook. For updated information please go to: registrar.uoregon.edu/current-students/group-satisfying-and-multicultural-courses

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, Accessible Education Center, Center for Multicultural Academic Excellence, Health Professions Program, PathwayOregon, Services for Student Athletes, Student Support Services (TRIO) and Tykeson Hall.

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 Core 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

101 Oregon Hall

541-346-3211

advising.uoregon.edu

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

- Major exploration
- Major selection

General Advising for UO Requirements

- Schedule planning assistance
- Interpretation of Degree Guide Reports

Academic Problem Solving

- Grading system
- Academic warning and probation

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:

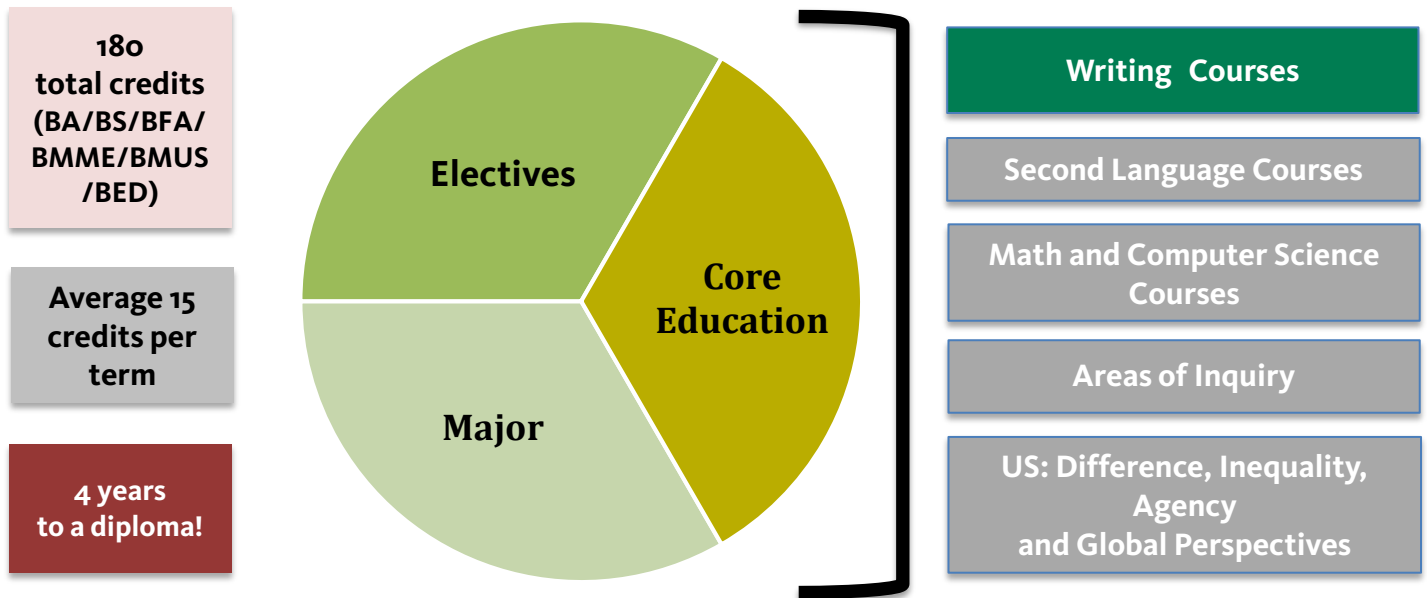
- Referrals to other UO offices
- Counseling for academic problems
- Information support and training to departmental advisors
- Peer advisor support

TYKESON HALL

tykeson.uoregon.edu

The College and Career Advising team in Tykeson Hall guides students in exploring and planning the academic and career paths aligned with their values, skills, and interests. Advisors are part of Flight Path teams (Healthy Communities, Scientific Discovery and Sustainability, Media, Arts and Expression, Global Connections, Industry, Entrepreneurship, and Innovation, and Public Policy, Society and Identity) and will advise students from the College of Arts and Sciences and exploring students, as well as students interested in pre-health professions and pre-law.

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)	180
Bachelor of Landscape Architecture (BLArch)	220
Bachelor of Interior Architecture (BIArch)	225
Bachelor of Architecture (BArch)	231

DISTRIBUTION OF CREDITS

1. 62 Upper-Division Credits
A minimum of 62 credits in upper-division courses (300 level or higher) are required.
2. 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.
3. 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.
4. 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 page 14 on how a second major or minor affects the Areas of Inquiry.

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, c and d), and no more than 12 credits in any one area:

- Lower-division professional-technical courses
- Physical education and dance activity courses
- Music performance (MUP), except for music majors
- Applied and/or experimental courses, courses focusing on academic support skills, or career and professional development courses

5. Music Majors

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

- maximum of 24 credits in studio instruction courses (MUP) may be counted toward a BA or BS degree, and
- 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. Tutoring and Academic Engagement Center; Field Experience

A maximum of 12 credits in Tutoring and Academic Engagement 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, 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

Courses cannot be repeated for credit unless otherwise designated as repeatable (R) by the University Committee on Courses. Students may not retake a course if they receive a P/P*/C or better. Credit for duplicate courses will be deducted; all graded attempts will count in the GPA after fall 2019. Students are notified on their Degree Guide of any credit deductions. Additional information on the policy on repeating courses is available at: registrar.uoregon.edu/current-students/repeating-courses.

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 18).

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 6–10 for other restrictions on mathematics. Exceptions to this policy must be petitioned through the Academic Requirements Committee (see page 18).

12. Below 100-Level Courses

No graduation credit is earned for courses numbered below 100.

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 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

Composition Program

118 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:

Writing Placement	SAT EBRW, March 2016 – present (must meet both)	SAT Critical Reading, 1995-Feb 2016	ACT English
Take WR 121 concurrently with WR195 (recommended)	SAT ER 10-25 SAT EW 10-25	200–470	13–18
Take WR 121 concurrently with WR195 (optional)	SAT ER 26-36 SAT EW 26-36	480–700	19–31
Exempt from WR 121	SAT ER 37 SAT EW 37	710	32

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.

Writing courses are often themed. Information can be found on the Composition Program webpage.

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)**
Co-enrollment in WR 121, P/NP only, 7 1-hour

tutoring sessions to support writing process in WR 121

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

Waivers

Noncredit waiver exams for WR 121 and 122 are offered once each term (excluding summer) during the first week of classes, at the 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

Clark Honors College students transferring out of the honors college who have completed five of the following six courses (HC 221, 222, 231, 232, and either 223 or 233) with an average of 3.0 or higher in those five courses have fulfilled the university's writing requirement.

For CHC students, the process of calculating equivalency for course work is handled automatically through the Registrar, and petitions are handled through the Academic Requirements Committee (ARC). Former CHC students who do not satisfy the complete writing requirement with the CHC's 200-level Arts & Letters and Social Science courses may take the writing waiver exam, take the necessary writing courses, or petition the ARC.

NON-NATIVE SPEAKER PLACEMENT AND COURSES (AEIS)

American English Institute

215 Agate Hall

541-346-2936, aeisinfo@uoregon.edu

aei.uoregon.edu/aeis

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

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. Students with at least 90 credits from an accredited U.S. college or university and a cumulative GPA of at least 3.25.
4. Students with an International Baccalaureate (IB) Diploma.
5. Exchange or sponsored students who are not seeking a degree from the UO.
6. Undergraduate students with an IBT TOEFL score of 88 (575 TOEFL PBT, 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.

WR 121 for Non-Native Speakers

There are special sections of WR 121 designated in the course schedule for non-native English speakers who have completed AEIS 112 (or are exempt from AEIS

112). However, international students are permitted to take any section of WR 121.

Inquiries about AEIS Policy or Requirements

Questions about AEIS testing policy or requirements for international students can be answered by the AEIS Advisors. Information about AEIS course curriculum and content is available from the AEIS Advising Office in 215 Agate Hall, by phone at 541-346-2936 or by e-mail at aeisinfo@uoregon.edu. Students may also visit aei.uoregon.edu/aeis for further information.

Students should complete AEIS in their first year

Sample schedule:

Fall	Winter	Spring
AEIS 101	AEIS 102	AEIS 107 or 108
AEIS 110	AEIS 111	AEIS 112

AEIS consists of oral communication (101, 102), reading (107 or 108), and writing (110, 111, 112).

THE GLOBAL BRIDGE

New international students who place into a full load of AEIS courses (101, 102, 107, 110, 111, and 112) are required to enroll in one of eight *Global Bridge First-Year Interest Groups* (iFIGs). The Global Bridge FIGs provide a structured first year experience in which international students take a combination of courses that will fulfill their AEIS requirement while providing them with core education credit. In addition, in fall and winter terms, a one unit *College Connections* course is part of the iFIG package. The list of Global Bridge iFIGs for AY 2019 can be found on the First Year Programs website: fyp.uoregon.edu

Only new students starting in the fall term are required to enroll in one of the Global Bridge FIGs. Students should be encouraged to choose the FIG that best matches their academic interests and plans. Students starting in winter and spring term have the option of joining an iFIG, if there is available space.

If questions about eligibility for or exemptions from the Global Bridge program arise, who to contact depends on the nature of the issue. For questions related to English language proficiency, contact AEIS Academic Advising (aeisinfo@uoregon.edu; 541-346-2936). For questions related to academic planning, contact the Office of Academic Advising at 541-346-3211. For questions related to immigration status or personal issues, please contact Division of Global Engagement at intl@uoregon.edu; 541-346-3206.

1.4 BACHELOR OF ARTS AND SCIENCE REQUIREMENTS

Bachelor of Arts (B.A.)	Bachelor of Science (B.S.)
2 years of college-level second language (or equivalent proficiency)	1 year of college-level math/computer science (or equivalent proficiency)

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 (BEd)
- bachelor of music (BMus)
- bachelor of music in music education (BMME)

The Bachelor of Fine Arts (BFA)

Students must satisfy one year of college-level second language or one year of college-level math/computer science.

BACHELOR OF SCIENCE REQUIREMENTS: MATHEMATICS PROFICIENCY

All students completing a bachelor of science degree must demonstrate proficiency in mathematics and/or computer 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.

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.

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

<i>Placement score indicates ready for:</i>	MATH 101	MATH 111	MATH 112
	↓	↓	↓
Possible course combinations for completion of B.S. requirement (Speak with an advisor re: major specific courses)	<p><i>Take MATH 101</i></p> <p><i>Examples of combinations to take after completing 101:</i></p> <p>MATH 111, 112, 251 MATH 111, 241, 242 MATH 105, 106, 107 MATH 111, 122 CIS 111, 122</p>	<p>Three courses</p> <p>MATH 111, 112, 251 MATH 111, 241, 242 MATH 111, 241, 243 MATH 105, 106, 107 MATH 111 CIS 111, 122</p>	<p>Two courses</p> <p>MATH 112, 251 MATH 112, 261 MATH 112, CIS 111 or 122 or 210</p> <p>Other two-course MATH 241, 242 MATH 241, 243</p>

MATH 101 (elective credit)		
Sciences	Business/Econ	Other - any three*
Math 111	Math 111	Math 111, 105, 106, 107, 243, and/or CIS 111 or 112
Math 112	Math 241	
*Math 251/246	*Math 242	
Math 252/247	Math 243	
*1 year of college-level math/CIS = Bachelor of Science		

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 2017 are as follows: registrar.uoregon.edu/current-students/advanced-credit/advanced-placement-exam-charts

Mathematics Transfer Credit

Students who have taken a mathematics course (100 level Math 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 9) 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

a. Developmental Mathematics

(Previously taught as MATH 095)

MATH 101: Foundations of Algebra and Mathematical Modeling (4)

Critical elements of pre-college algebra, topics including equation solving; rational, radical, and polynomial expression evaluation and simplification; lines, linear equations, and quadratic equations. Focus on mathematical modeling and preparation for additional college level mathematics. Prereq: UO Math Placement Exam with a score of 30-45.

b. 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.

c. 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.

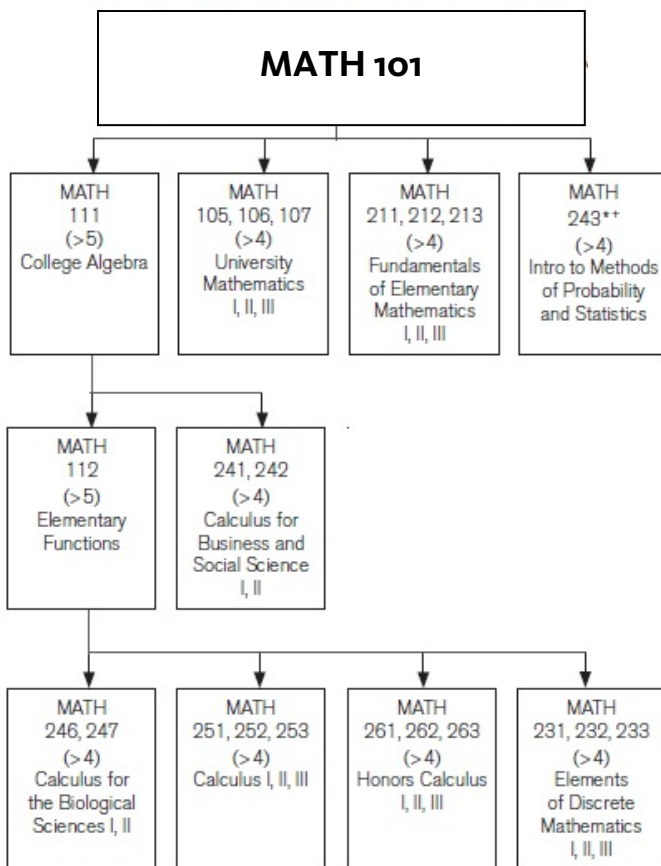
e. Calculus for the Biological Sciences I, II (MATH 246, 247)

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.

f. 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.

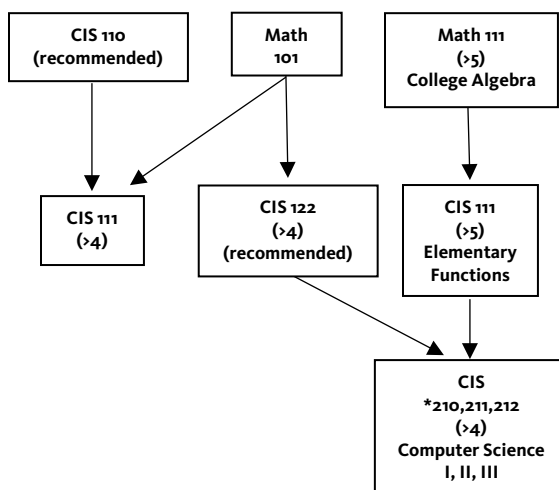
PREREQUISITES FOR MATH COURSES



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

*programming experience required (for ex. CIS 122)

PREREQUISITES FOR COMPUTER SCIENCE



Note: >4 approved for science group (SCI) OR mathematics BS requirement
 >5 approved for mathematics BS requirement only

CIS COURSES

Certain Computer Science (CIS) courses are approved to meet either the BS mathematics requirement, or the science area (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 9):

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 a Math 111 readiness (e.g., Math 101, placement score) prerequisite:

CIS 111 Introduction to Web Programming

CIS 122 Intro to Programming and Problem Solving

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	111, 112, 241
247, 252	111, 112, 241, 242, 251, 246, 247, 252
261	111, 112, 241, 246, 251
262	111, 112, 241, 242, 246, 247, 251, 252, 261
263	111, 112, 241, 242, 246, 247, 251, 252, 253, 261, 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

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 Tutoring and Academic Engagement Center (TAEC) provides a variety of services for students (see pages A-15), 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, engage.uoregon.edu.

BACHELOR OF ARTS REQUIREMENTS: SECOND LANGUAGE PROFICIENCY

To graduate with a BA degree, University of Oregon students need to demonstrate competency in one language other than English (LOTE). As specified in the UO catalog, students may meet this graduation requirement for the BA degree through coursework or in other ways, with or without UO credits.

The requirement may be satisfied in various ways. Please see the full guidelines for the demonstration of second-language proficiency for undergraduate students under Language Tests on the Testing Center website: testing.uoregon.edu.

The Testing Center, located in room 270 of the University Health, Counseling, and Testing Center Building, offers a number of proficiency assessments in a wide range of languages. Some assessments may also confer UO credit. Please see the Testing Center website at testing.uoregon.edu or contact them at 541-346-3230 or testing@uoregon.edu for more information.

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 and 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.

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
gerscan@uoregon.edu, gerscan.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/welcome-yamada-language-center-1.

AMERICAN SIGN LANGUAGE

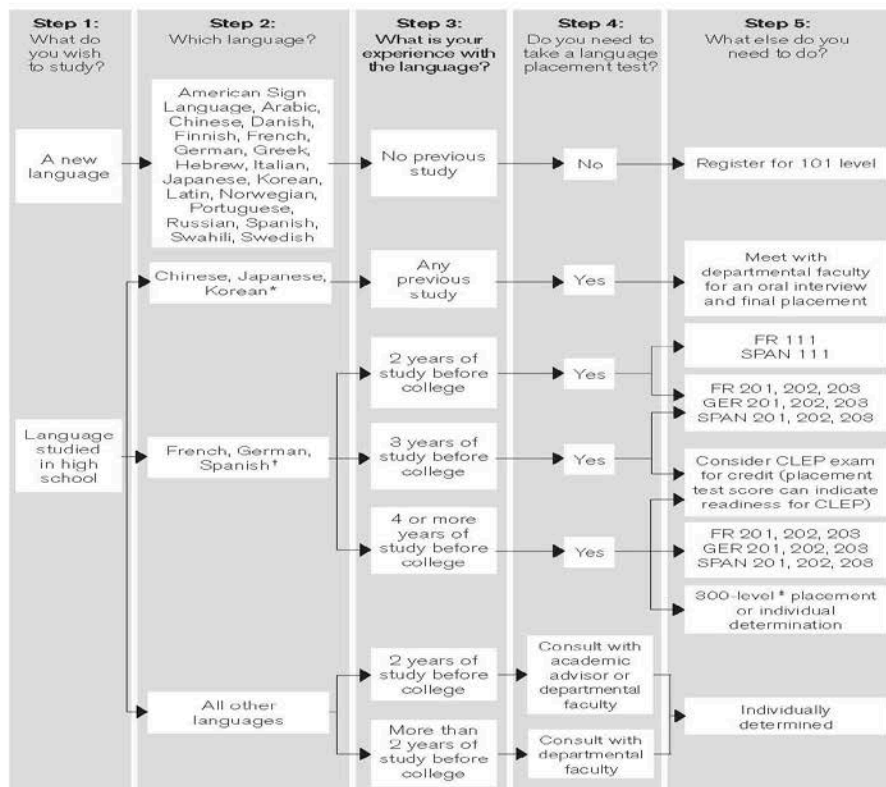
American Sign Language can be used to complete the BA second-language requirements, SPAN 228 satisfies the BA Requirement, in addition to 203. Both the 101–103 and 201–203 sequences will be offered in the 2019–2020 academic year.

Language Sequences for B.A.

	Fall	Winter	Spring
Standard Year One	101	102	103
Standard Year Two	201	202	203
Intensive Year One	111 (Span/FR/PORT) 104 (ITAL/GER)	112 (SPAN/FR/PORT) 105 (ITAL/GER)	
Spanish Heritage	218 (SPAN)	228 (SPAN)	

Proficiency through “203” = Bachelor of Arts (B.A.)

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 I-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.

1.5 AREAS OF INQUIRY

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

Bachelor of Arts Bachelor of Science	Bachelor of Architecture Bachelor of Landscape Architecture Bachelor of Interior Architecture Bachelor of Education Bachelor of Fine Arts Bachelor of Music Bachelor of Music in Music Education
A&L: 15 credits minimum SS: 15 credits minimum SC: 15 credits minimum <ul style="list-style-type: none"> Each area 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 SS: 12 credits minimum SC: 12 credits minimum <ul style="list-style-type: none"> Each area must include at least two subject codes Two areas must include two courses with the same subject code
45 minimum total area credits	36 minimum total area credits

NOTE: Subject Code and Area of Inquiry:

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 core education area. Some examples of this include: anthropology, environmental studies, geography, linguistics, music, philosophy, psychology, religious studies, music and women's and gender studies. Students may only use one course that has the same subject code as their major to fulfill the Area of Inquiry. See "One Course Restrictions" in this section, for further explanation.

EXPLANATIONS AND RESTRICTIONS OF AREAS OF INQUIRY

BA AND BS REQUIREMENTS AND AREAS OF INQUIRY—"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 Areas of Inquiry.

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 Area of Inquiry.

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 Area of Inquiry
- Students completing both math and computer science may use any eligible courses not required for the BS for the science Areas of Inquiry
- 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 Areas of Inquiry, 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 Areas of Inquiry, 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 area course because it is the course which clears the BA requirement, but 301 and 319 may be applied to the Areas of Inquiry
- 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 area. 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 area. See pages 6–10 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 Areas of Inquiry. 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 areas** may only use one course in only one area. Example: psychology has courses in both the social science and science areas. A psychology student would only be able to use one social science or one science course for the Areas of Inquiry
- Students with **different major codes** may only use one course from that department. For example, music students may only use 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 only use one FHS course
- **MUS and MUJ** are considered one subject code and only three courses may be used in arts and letters or social science (music majors may, of course, use only one course)

NOTE: Transferring Out of CHC

Clark Honors College students who have completed the honors college core 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 area requirements. However, students who leave the Clark Honors College prior to successful completion of all these courses may be required to complete additional coursework to satisfy university core education requirements.

CLARK HONORS COLLEGE AND AREAS OF INQUIRY

Since Clark Honors College students satisfy the Areas of Inquiry by following the honors college curriculum, the lists of area-satisfying courses in the Student Orientation Workbook and on the class schedule are

only relevant when advising students who are transferring out of the honors college. Please refer these students to the Office of Academic Advising.

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

SECOND MAJORS OR MINORS AND AREAS OF INQUIRY

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

A minor or second major (e.g. Anthropology) containing courses from two areas (e.g. Social Science and Science) may be substituted for area clearance in only one of the areas. 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.

AREAS OF INQUIRY 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 area satisfying courses have few, if any, prerequisites.

Community college transfer students with 90 and more credits who have not yet finished their Areas of Inquiry should be referred to some of these 300-level courses.

1.6 US: DIFFERENCE, INEQUALITY, AGENCY (US)

All degree seeking undergraduate students, including those with Oregon Associate of Arts Transfer (AAOT) degrees, must complete a course in US: Difference, Inequality, Agency.

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

These courses will develop students' analytical and reflective capacities to help them understand and ethically engage with the ongoing (cultural, economic, political, social, etc.) power imbalances that have shaped and continue to shape the United States. This engagement may also include the relation of the United States to other regions of the world. Each course will include scholarship, cultural production, perspectives, and voices from members of communities historically marginalized by these legacies of inequality.

Each course will undertake one or more of the following:

- Teach respectful listening and tools for ethical dialogue in order to expand students' abilities to practice civil conversation and engage with deeply felt or controversial issues.
- Facilitate student reflection on their own multiple social identifications and on how those identifications are formed and located in relation to power.

Each course will address each of the following:

- Intersecting aspects of identity such as race, gender, sexuality, socioeconomic status, indigeneity, national origin, religion, or ability.
- The uses of power to classify, rank, and marginalize on the basis of these aspects of identity, as well as considerations of agency on the part of marginalized groups.
- Historical structures, contemporary structures, forms of knowledge, cultural practices, or ideologies that perpetuate or change the distribution of power in society.

1.7 GLOBAL PERSPECTIVES (GP)

These courses will foster student encounter with and critical reflection upon cultures, identities, and ways of being in global contexts. Each course will include substantial scholarship, cultural production, perspectives, and voices from members of communities under study, as sources permit.

Each course will undertake one or more of the following:

- Teach respectful listening and civil conversation as critical tools for collective student engagement with topics that are controversial today;
- Provide critical vocabulary and concepts allowing students to engage and discuss topics with which students may be unfamiliar.

Each course will engage with one or more of the following:

- Texts, literature, art, testimonies, practices, or other cultural products that reflect systems of meaning or beliefs beyond the US context;
- Power relations involving different nations, peoples and identity groups, or world regions;
- Consideration of hierarchy, marginality or discrimination based on race, ethnicity, gender, religion, sexual orientation, nationality, or ability (or some combination).

Note: Approved study abroad programs also fulfill the Global Perspectives requirement.

1.8 DEGREE GUIDE

The Degree Guide shows progress in meeting core-education and degree, including major and any minor, requirements; students may access copies of their personal degree guides through DuckWeb or at degreeguide.uoregon.edu.

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

SINGLE DEGREE WITH TWO (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 courses.
- The Areas of Inquiry 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 core-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 two (or more) majors, particularly if it appears that more than one major 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 post-baccalaureate 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.

1.10 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.

Office of the Registrar: 2nd Floor Oregon Hall

- Adding courses past the deadline (any term)
- Change in grading option when it affects 168 ABCDP*/45 ABCD credits for Graduation
- Change in grading option past the deadline (current term - weeks 8-10)
- Credit by exam
- Receive credit twice for the same course
- Refunds for *individual courses* (not completely withdrawn) in a term (current or retroactive)
- Register for more than 24 credits/more than 18 credits on probation (any term)**
- Reduction in graduation requirements
- Selective withdrawal past the deadline (current term - weeks 8-10)
- Add or reduce variable credit past deadline (any term)
- Petition to repeat a non-repeatable course

Office of Academic Advising: 101 Oregon Hall

- Academic reinstatement
- Cancellation of academic probation (ONLY IN CASES OF ADMIN ERROR)
- Cancellation of disqualification
- Retroactive complete or selective withdrawal for a "W" (term has ended)
- Retroactive change in grading option (term has ended)
- Retroactive contested grades (term has ended)
- Refunds for withdrawing from all courses (Complete Withdrawal) in a term (current or retroactive)

***Students wishing to register for 22-24 credits must get approval from their departmental major advisor (if you are exploring, you will meet with an advisor in the Office of Academic Advising, all other students must meet with departmental advisor).*

1.11 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/N, P*/N*)

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; for courses running for the full length of a term, students may change a grading option through the seventh week of any regular term on DuckWeb. Summer deadlines vary by course, and are listed in the class schedule.

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 given to undergraduate students must be made up within one calendar year, or the incomplete mark automatically changes to "F" or "N." Earlier deadlines to submit missing work may be set. 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. Instructors should change this to the final earned grade as soon as is practical.

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. For courses running for the full length of a term, a student may not withdraw from single courses after the end of the seventh week of a regular term (see page 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, are subject to tuition and fees, and do not count toward the Graduate School's continuous enrollment requirement. Students who are not registered for credit, or to audit, cannot be permitted to attend UO courses.

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. Registration is dependent on available space.

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 18 for procedures for petitioning retroactive change of grading option). DuckWeb grade changes are available for one year after the term ends, for instructors still employed by

UO, and students who have not yet graduated. Certain other grade changes require additional documentation and must be submitted on paper; if a grade change is not possible on DuckWeb, instructors can contact the Office of the Registrar with questions.

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.

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 conferral date of the degree. After this period, grades of "F" or "N" will remain on the academic record and cannot be removed.

POLICY PRIOR TO WINTER 2005

Incompletes recorded for undergraduate students for terms prior to Winter 2005 are now permanent, and cannot be removed.

CALCULATION OF THE UO GPA

UO GPA is calculated based only on work taken at the University of Oregon. Transfer work does not influence 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. Credit for non-repeatable courses is given only once (see UO repeat policy below). Effective Fall 2016, only the second graded attempt of these repeated courses is calculated into the cumulative GPA. *All graded courses taken prior to Fall 2016 will continue to count in Cumulative GPA.* Marks of P, N, W, I, X, Y (each with or without the * indicator), or AU, and grades earned in remedial courses numbered below 100, are disregarded in the computation of the UO GPA.

UO REPEAT POLICY EFFECTIVE FALL 2019

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. Students with marks that are not final (X or I) are also prohibited from re-registering.

Students who have not earned a mid-C or better or Pass in any course taken at the UO or transferred from another institution may enroll in nonrepeatable courses without prior approval, but no more than three times in total. All attempts (inclusive of all UO grades and marks: A–F, I, N, P, W, X, Y, and so forth), including those prior to fall 2019, are counted toward this limitation. Exceptions to this policy may be granted by petitioning the Academic Requirements Committee through the Office of the Registrar.

Credit for non-repeatable courses is given only once. All grades for all courses taken at UO appear on both the official and unofficial transcript and are included in the term and cumulative GPA calculations.

Repeated courses are annotated on the transcript with the following symbols:

G - excluded from cumulative GPA

L - included in cumulative GPA

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.

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 independent of 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 101 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. Terms with marks resulting in no GPA are considered to be below 2.00 unless all attempted credits for that term were passed. 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 2.00**
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 at risk of disqualification under this provision.
- A student on academic probation whose UO cumulative GPA is lower than 2.00 and whose UO term GPA is 2.00 or higher remains on academic probation.
- **UO Term GPA is Lower than 2.00** after two consecutive terms on Academic Warning, even

if the UO cumulative GPA is above 2.00. Terms with marks resulting in no GPA are considered to be below 2.00 unless all attempted credits for that term were passed.

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 a term GPA below 2.00 after two consecutive terms on Academic Warning, and who earn less than a 2.00 term GPA (for the fourth consecutive term). Terms with marks resulting in no GPA are considered to be below 2.00 unless all attempted credits for that term were passed.

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 2019 or later	Bachelor of Science	Bachelor of Arts	Bachelor of: <ul style="list-style-type: none"> • Fine Arts • Education • Music 	Bachelor of: <ul style="list-style-type: none"> ○ Architecture ○ Landscape Architecture ○ Interior Architecture
Written English:	WR 121 and either 122 or 123. These courses or their equivalents are required for all bachelor's degrees at the UO (C-/P or better)			
<u>Areas of Inquiry Requirements:</u> <ul style="list-style-type: none"> • Arts & Letters • Social Science • Science 	A minimum of 15 credits in approved Area- satisfying courses is required in each Area.* Each Area must include: (a) at least two courses in one subject and (b) at least one course in a different subject. Total Minimum Credits: 45 (no more than 3 courses from one subject)	A minimum of 12 credits in approved Area-satisfying courses is required in each Area.* (a) Two Areas must include at least two courses in one subject. (b) Each Area must include courses in at least two subjects. Total Minimum Credits: 36 (no more than 3 courses from one subject)	<i>All degrees: No more than one course within the same subject code of the major.</i>	
<u>US: Difference, Inequality, Agency (US), and Global Perspectives (GP):</u>	One approved course in US: Difference, Inequality, Agency (US), and one approved course in Global Perspectives (GP). (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.)
Upper-Division Credits:	62	62	62	62
Total ABCDP* Credits:	168	168	168	168
UO ABCD Credits:	45	45	45	45
UO Residence Requirement:	45 after 120	45 after 120	45 after 120	45 after 160, 165, 171
UO Satisfactory Performance:	A University of Oregon GPA of 2.0			
UO Academic Major:	Completion of an academic major required for all bachelor's degrees at the University of Oregon.			

* Credits from a course may not be used to satisfy Area requirements **and** BA Language or BS Mathematics 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).

Review the advising syllabus with students. Students have a copy in the Orientation Workbook. See 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 core-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 core-education 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 releases the 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, 234 Oregon Hall. For problems with PINs, refer students to the Office of Academic Advising at 101 Oregon Hall or have them call 541-346-3211.

FIRST YEAR PROGRAMS

About 50% of incoming students participate in a first-year experience. Our goal is to offer a coordinated, comprehensive first-year experience for all incoming students.

First-year Interest Groups (FIGs): FIGs is a fall term program that offers two core education courses, and one college connection seminar course, taught by a FIG faculty member. Research shows that students who participate in FIGs have higher retention and graduation rates compared to students who do not.

Core Ed Runways (Runways): Students will focus on a “big question” while taking core education courses, a writing course, and a year-long seminar. There will be residential and non-residential Runway options. The seminars are meant to support students’ social belonging and enhance their “learning to learn” abilities. They culminate in a final project.

Students may enroll in a FIG prior to IntroDUCKtion via DuckWeb. Students may also enroll in a FIG (or change their selected FIG) at their IntroDUCKtion session. For more information go to: fyp.uoregon.edu

Academic Residential Communities (ARCs)

ARCs are year-long residence-based learning communities that offer one seminar course every term in the first year and core education courses throughout the year. Research shows that students who participated in ARCs were retained at a higher rate than those who didn’t participate in ARCs and live on campus. For more information go to: fyp.uoregon.edu/arcs-academic-residential-communities.

Questions to Consider when Advising First-Year Students

What to recommend to the undeclared student?

Core-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 core-education requirements through a coherent program, FIG Program (FIG) are an excellent recommendation (see page A-17).

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?

Advisors should provide checklists on the major and refer the students to appropriate pages in the UO Catalog. Do major courses satisfy any Areas of Inquiry? Students can use only one class in the major for Areas of Inquiry. But the US and GP 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 6-15 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 reading and writing 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. Reading and writing scores at 25 and below might suggest caution in assuming a heavy reading load (e.g., 12 credits in courses demanding five or six texts).

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.

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 area, writing and BA requirements, and it is likely the student will complete a US and GP 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.

		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	SC Area	4
		SS Area/ANTH	4	SS Area	4	SS Area	4
		Elective or Area	2–4	Elective or Area	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 Area	4	A&L Area	4	A&L Area	4
		Major – ANTH	4	Major – ANTH	4	Major – ANTH	4
		SC Area	4	SC Area	4	SC Area	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: UGST 101 Introduction to University Study, or perhaps a 1-credit three-week course in the UGST 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.

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; of this only 90 credits may be transferred from an international junior college. 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 the 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) or the Associate of Science in Computer Science degrees, they have satisfied the writing and Areas of Inquiry. It does not automatically satisfy the BA (second language) or the BS (math/CIS) requirement, or the US and GP.

Students who are close to completing their AAOT may transfer credits back to their Oregon community college after they have matriculated at the UO to earn an AAOT under “Reverse Transfer.” For more information about reverse transfer and eligibility requirements see: registrar.uoregon.edu/transfer-students/reverse-college-transfer

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, and pre-law objective, refer the student to the Office of Academic Advising. See Appendix G 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

High School and College Credit

- Two years of the same second language in high school with a grade of C- or better, P (pass), or S (satisfactory); or
- A grade of C- or better in the third year of high school-level second language study; or
- Two college terms of the same second language with a grade of C- or better, P (pass), or S (satisfactory); or
- Proficiency test (for example, SAT Subject Test or BYU Foreign Language Assessment); or
- One of the alternate options listed below.

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 at 101 and 102 course level) on a Brigham Young Foreign Language Assessment
- Score of 500 or higher on an SAT Foreign Language Subject Test
- Score of 2 or higher on an Advanced Placement Foreign Language Test
- Score of 4 or higher on an International Baccalaureate Standard Level Foreign Language Exam
- Score of 40 or higher on a CLEP Foreign Language Exam
- Satisfactory performance on a college second-language departmental challenge exam
- Education satisfactorily completed through 7th grade in school or country where English was not the language of instruction
- Satisfactory performance on additional tests (such as SLIP) administered according to accepted district policy, with the approval of

the UO course approval working group

- 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.

TRANSFER OF CREDIT TO UO

Transfer courses presented to the UO on an official transcript are evaluated for university equivalencies (specific courses, core-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) Core-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 core-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	AL (>1)
Sociology	110t	4 credits	SS (>2)
General Science	120t	4 credits	SC (>3)

Symbols following the course title indicate the appropriate area: AL (>1)—arts and letters; SS (>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 Areas of Inquiry. Students transferring to the university with AAOT degrees will be considered to have satisfied the writing and Areas of Inquiry. 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 US: Difference, Inequality, Agency (US) and Global Perspectives (GP)**. These students are **NOT SUBJECT** to restrictions on multiple use of Area of Inquiry classes and degree requirements (see page 13–17).

NOTE: Completing AAOT after Matriculation at the UO

The policy permits students to complete an AAOT, even after they have matriculated at the UO. Students can participate in Reserve Transfer by signing up in DuckWeb. More information is available on the Office of the Registrar's website: registrar.uoregon.edu/transfer-students.

Associate of Science Oregon Transfer Degree in Business

The ASOT earned at an Oregon community college ensures that writing and Areas of Inquiry 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 core 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 an area, or completed work that counts toward the US and

GP 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 area 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/credits/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 Areas of Inquiry.

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, professional credits; and applied and/or experiential courses, courses focusing on academic support skills or career and professional development courses 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 e-mail dars@uoregon.edu or 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.

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

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:		1
Total Credits Accepted:		163.00

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	

- 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.
- 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, Core-Education requirements satisfied, and quarter credits awarded.
- Each credit earned at a school on the semester system is equivalent to 1.5 quarter credits at the UO
- El Camino College's MATH 40, Pre-Algebra, is not a college-level course; the credit is not transferable to UO.
- Although there is no direct equivalent for El Camino College's PHIL 11 at the UO, it does count toward the Arts & Letters Area of Inquiry. This is indicated in the UO-assigned course title, Arts & Letters Area, 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 Core-Education requirement, it may be listed as "elective or major." Department advisors determine if these courses will count toward major requirements.
- A maximum of 12 Physical Education credits can be counted toward a UO degree. Transfer work counts toward this maximum.
- 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.
- 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 Areas of Inquiry: >1 – arts & letters area satisfying (A&L); >2 – social science area satisfying (SS); >3 – science area satisfying (SC); >4 – approved for science area 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 term, for one upper-division credit.

Transfer Seminars for FALL ONLY

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 June, IntroDUCKtion, or Week of Welcome. For more information, students should contact academic advisors in the Lundquist College of Business, and 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). However, this does not apply to students who are Pathway Oregon, or many UO scholarship options, which each require at least 12 credits at UO per term. 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. 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 in 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 international students who do not meet the exemption guidelines must take the Academic English for International Students (AEIS) placement test, which is offered before International Student Orientation (ISO) each term. Graduate students may also be required to take this test, and any relevant courses, if their IBT TOEFL score is below 88 (575 TOEFL PBT, 7 IELTS). 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 who test 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. Failure to do so often results in registration holds, which can be cleared only by consulting with AEIS Advisors. **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 in 215 Agate Hall, 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 Division of Global Engagement 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 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 Division of Global Engagement 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 load (or complete withdrawal) 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 Division of Global Engagement for more information.
- Explore the skill-building classes and tutorial sessions offered by the Tutoring and Academic Engagement Center (TAEC) on the 4th floor of the Knight Library, or online at engage.uoregon.edu.
- Participate in peer mentoring and campus orientation and acculturation programs offered by Division of Global Engagement and other offices; contact ISSS for more information.
- Consult regularly with an International Student Advisor in Division of Global Engagement about student visa regulations, financial assistance, tax issues, and adjustment to the UO and American culture.

For more information, visit the Division of Global Engagement website at iss.uoregon.edu.

2.4 USING THE CAMPUS ADVISING PLATFORM

Navigate is the platform used for advising at the University of Oregon. *Navigate* is a tool that will allow advisors across campus to coordinate and collaborate to ensure exceptional student support with the eventual goal of moving toward a proactive advising model.

Navigate is geared to help connect advisors (professional, faculty, GE, and peer) student services and students in the best way possible. The goal of using *Navigate* is to increase retention and graduation rates. *Navigate* is a tool that will allow UO to scale up high-touch advising and proactive advising, and to better leverage time spent with students.

The platform includes a centralized notes system for notes related to academic advising, the capacity to track and quickly message large groups of students, and features such as “campaigns” that allow students the ability to schedule appointments directly with advisors.

The expectation from the President and the VP for Undergraduate Education and Student Success is all advisors must use *Navigate*.

To access *Navigate* all advisors must be trained in order to use the system.

Register for training at: hr.uoregon.edu/learning-development

Additional resources and support are provided by the Office of Academic Advising (OAA) and on the OAA website: advising.uoregon.edu/university-oregon-navigate-was-ssc-campus

2.5 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 2.6 “Working with Student Mental Health Issues”); substance abuse; death of a loved-one; or trouble with roommates and living situation(s); or experiences of stalking, sexual violence, or dating violence.

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 Counseling Center and the Office of the Dean of Students. The Counseling 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/faculty-staff-resources.

The Office of the Dean of Students also works with students in distress. Additionally, the confidential advocates consult with student-directed faculty and staff around gender-based violence concerns per the university Title IX reporting policy. Faculty and staff can contact them to discuss concerns about any student in distress. The best way to refer a student to the Office of the Dean of Students is to either walk the student over the office during their drop-in hours, Monday-Friday from 1:00-4:30 p.m., or fill out their report a concern form online by visiting dos.uoregon.edu/concern. The office will then follow-up with the student as appropriate. They can be reached at 185 Oregon Hall or at 541-346-3216.

For more information, contact the Office of the Dean of Students website: 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.

Resources for students who have experienced bias can be found here: respect.uoregon.edu

2.6 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.

Some of today's young adults seem to have inadequate 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 drugs 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 many 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 physically harming that person?"

- Students will sometimes say that they want to tell you something, but that they do not want to 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. Visit our website at counseling.uoregon.edu to find online resources to help you most effectively identify and assist students with mental health issues. The Counseling Center has drop-in hours each weekday. Students can come in without an appointment and get assistance that same day. Accompany the student to the Counseling Center, if the student is willing to walk over with you. Contact the Office of the Dean of Students to let them know you are concerned about a student.

2.7 WORKING WITH PARENTS AND FAMILIES

It is not uncommon for parents and family members to be involved in the daily lives and development of their students. When advisors are contacted by parents and families regarding their student, advisors should encourage them to support and empower their students through adoption of an advisory and coaching role. It is important to focus on the goal of positioning students to make their own decisions and take responsibility for their personal actions. 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 family members, 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, such restrictions can cause frustration.

However, an explanation of the policy can help parents understand and accept the parameters for working through 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.

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 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 regarding concerns about their students' academic difficulties (see the Resources and Referral Guide in Appendix G 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 the Tutoring and Academic Engagement Center (TAEC) 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 disabilities. Disabilities may be chronic or acute. Additionally, AEC addresses mental, emotional, or physical disabilities. AEC may assist students with establishing academic accommodations.

ENGAGING FAMILY MEMBERS OUTSIDE OF ADVISING

The Parent and Family Programs staff works to inform, engage, and educate families so 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 Tiffany Fritz, Director of Parent and Family Programs by e-mailing tiffanyf@uoregon.edu or by calling 541-346-3234.

APPENDIX A:

University of Oregon Advising Syllabus 2019-2020



Mission

As the University of Oregon community of advisors, we collaborate with students to help them achieve their personal goals, academic potential, and professional success. Our coordinated approach to advising strives to be student-centered, caring, holistic, inclusive, and culturally-aware.

Expectations

Your academic advisor will:

- Provide a safe, respectful, and confidential* space to ask questions, discuss your interests, and express your concerns
- 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
- Encourage your sustained engagement in student and campus life to enhance the value of your college experience and develop your interpersonal and leadership abilities

Your academic advisor expects that you will:

- Come to appointments having viewed your Degree Guide on DuckWeb and prepared with a list of questions and/or topics to discuss
- Take notes during advising meetings and keep a record of your advising sessions
- Schedule an appointment with your advisor as needed in advance of your next term registration date and time (schedule appointments early!)
- Research programs, policies, procedures, and opportunities as appropriate
- Demonstrate understanding of student learning outcomes

Student Learning Outcomes

Successful academic advising will lead to the following student outcomes:

- Exploration – learning about majors, minors, departments, and programs of interest to you and to determine how they fit with your life and career goals
- On-time registration for appropriate classes using DuckWeb: duckweb.uoregon.edu; for registration priority schedule refer to the Registrar's website: registrar.uoregon.edu
- Creation of a long-term academic plan for on-time graduation
- Identification of co-curricular activities/opportunities to apply your skills outside of the UO classroom (i.e., internships, study abroad, research, volunteer services, etc.)
- Involvement in off-campus, experiential learning to help you explore and clarify your career options

Assignments

- View and/or print your Degree Guide on DuckWeb and create a list of questions to discuss with an advisor
 - Due date: next advising appointment

How do I contact my academic advisor?

You may find contact information for advising specific to your college, major and/or co-curricular program (i.e. PathwayOregon) at findanadvisor.uoregon.edu. But wait – **what if I am no longer interested in a major in my declared department or college?**

Go to Tykeson Hall Advising to speak with an advisor about major options and find your new academic home. (Clark Honors College students may also contact advisors through the Honors College).

What options do I have to get involved at the University outside of coursework?

There are an extraordinary amount of opportunities waiting for you. We encourage you to review opportunities listed on the website of your declared major(s), as well as on the UO's Get Involved Page: getinvolved.uoregon.edu.

*Please note academic advisors are mandatory reporters. Advisors cannot ensure confidentiality of information if it includes reports around child abuse or prohibited discrimination, including sexual harassment and sexual assault. Please be aware that some advisors work in shared offices or open lobby spaces.

General Advising Schedule

When	What
Before term	<ul style="list-style-type: none"> Identify your goals for the term. Goals may include student engagement/ campus life, career, graduate and/or professional school pursuits Create a balanced schedule and aim for 15-17 credits (speak with an advisor for help!) Review your final schedule and log on to CANVAS
Week 1	<ul style="list-style-type: none"> If necessary, make any last-minute changes to your current term schedule; check academic deadlines on the Registrar's web site for important dates related to adding and dropping Review class syllabi and add important dates to your planner or calendar
Weeks 2-4, and ongoing	<ul style="list-style-type: none"> Get to know your instructors, and visit them during their office hours throughout the term to discuss assignments, papers, and/or exams Declare your major if known (freshmen must declare by sixth term of enrollment; transfer students by third term of enrollment)
Weeks 5-7	<ul style="list-style-type: none"> Prepare to register for next term. Consider making an advising appointment with major/minor department in preparation for priority registration Review, discuss current and projected final course grade with instructor and consider deadlines to drop a class and/or change grade option (graded or P/NP) Look up your registration time on the Registrar's web site (your specific time will be available in DuckWeb by the middle of week 7) Check DuckWeb for any holds you have and take action to clear them Update your Degree Guide in DuckWeb and review it (note you can choose or change your BA/BS degree here and update your Degree Guide) Start using the Class Schedule and schedule planning tools when the schedule is released on Friday of week 5: classes.uoregon.edu
Weeks 8-9	<ul style="list-style-type: none"> Register for next term's courses on DuckWeb
Week 10	<ul style="list-style-type: none"> Complete any projects due at the end of the term. Verify final exam dates and times, and begin review for final exams. Fill out course evaluations on DuckWeb
Finals Week	<ul style="list-style-type: none"> Good luck on your exams!
Before next term	<ul style="list-style-type: none"> Check your grades on DuckWeb and make changes to your schedule if needed Review your goals from the beginning of the 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?
SUMMER	<ul style="list-style-type: none"> Pursue internships, employment, travel, summer classes, reading, and volunteering to develop your interests and goals Complete online self-assessment at 16personalities.com

APPENDIX B: STUDENT RECORD PRIVACY POLICY — FERPA

BASIC ELEMENTS OF THE STUDENT RECORDS POLICY FOR FACULTY AND STAFF

registrar.uoregon.edu/records-privacy

FERPA (FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT) QUICK REFERENCE

The following table lists student information and whether they are classified as directory information.

FERPA Quick Reference Table

Directory Information	Yes	No
Student's full name (current first, middle, last and preferred first 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 (typically only the @uoregon.edu address)	X	
Parent names and addresses		X
Class level and academic major/minor	X	
Dates of attendance (typically terms of attendance, but can be actual dates)	X	
Fact that the student is or has been enrolled	X	
Degrees, honors, certificates awarded	X	
GPA or grades		X
Cumulative credit hours (by level; i.e., cumulative credits by undergrad, grad, and Law levels)	X	
Current term grades or class schedule (CRNs, meeting times, locations)		X
Full-time, three-quarter-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 GE appointment and their teaching assignment	X	

APPENDIX C:

SUMMARY OF REQUIRED UO EMPLOYEE REPORTING RESPONSIBILITIES

Please go to:

investigations.uoregon.edu/employee-responsibilities

CAMPUS CRIME REPORTING

- To report a crime, go to: police.uoregon.edu/report-crime

Campus crime statistics and safety information is published on UOPD's website: police.uoregon.edu

APPENDIX D: 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 E: 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 to access their Degree Guides, transcripts, registration, and application for graduation, enrollment verification, and personal account information. Students can print Degree Guides, Transfer Evaluation reports, and unofficial transcripts and use them in individual advising sessions.

The Degree Guide Reporting System allows students to check progress towards graduation. General University requirements, including Areas of Inquiry, 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 degree 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. For more information about Schedule Builder go to: registrar.uoregon.edu/current-students/schedule-builder

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.

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 Fraser Barron in the Office of the Registrar at 541-346-3247.

APPENDIX F: CREDITS EARNED THROUGH EXAMINATION

NATIONAL STANDARDIZED EXAMINATIONS

ADVANCED PLACEMENT (AP) CREDIT

Office of the Registrar
541-346-2935
registrar.uoregon.edu

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 1 in Table 1 on page A-7).

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-7 lists AP scores that generate university credit.

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

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

WRITING COURSE PLACEMENT

Standardized test scores determine writing course placement as follows:

Writing Placement	SAT EBRW, March 2016 – present (must meet both)	SAT Critical Reading, 1995-Feb 2016	ACT English
Take WR 121 concurrently with WR195 (recommended)	SAT ER 10-25 SAT EW 10-25	200–470	13–18
Take WR 121 concurrently with WR195 (optional)	SAT ER 26-36 SAT EW 26-36	480–700	19–31
Exempt from WR 121	SAT ER 37 SAT EW 37	710	32

INTERNATIONAL BACCALAUREATE (IB) CREDIT

Office of the Registrar
541-346-2935
registrar.uoregon.edu

Table 2 on pages A-8 and A-9 lists UO credit awarded for the Higher Level IB exam, and table 3 on pages A-10 - A-11 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/college-level-examination-program-exam-charts for updated CLEP scores.

Table 1: Advanced Placement (AP) Scores Generating University Credit—Entering Fall 2018 and Beyond

Subject	Score	Credit	Courses Awarded	Areas
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	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	3	8	MATH 251, 252	SC (>3), BS Math
	4 or 5	12	MATH 251, 252, 253	SC (>3), BS Math
Chemistry ¹	4 or 5	12	CH 221, 222, 223	SC (>3)
Chinese	3, 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
Computer Science Principles	4 or 5	4	CIS 120T	SC (>3)
Economics: Macroeconomics	3, 4, or 5	4	EC 202	SS (>2)
Economics: Microeconomics	3, 4, or 5	4	EC 201	SS (>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	SS (>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
Human Geography	3, 4 or 5	4	GEOG 142	SS (>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 1	4 or 5	8	PHYS 201, 202	SC (>3)
Physics 2	4 or 5	4	PHYS 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	SS (>2)
	4 or 5	4	PSY 202	SS (>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 and Politics	3	4	One PS course	Elective
US Government and Politics	4 or 5	4	One PS course	SS (>2)
US History	4, or 5	8	Two HIST courses	SS (>2)
World History	4, or 5	8	Two HIST courses	SS (>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 Students taking both Calculus AB and BC have a maximum credit award of 3 courses for Calculus.

Key to Areas of Inquiry: A&L (>1)—Arts and Letters area satisfying; SS (>2)—Social Science area satisfying; SC (>3)—Science area 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—US and GP International Cultures area

Table 2: International Baccalaureate (IB) Higher Level Exam—Entering Fall 2018 and Beyond

Subject	Score	Credit	UO Course Equivalent	Satisfies Areas of Inquiry
Social & Cultural Anthropology	5	4	ANTH 161	SS (>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	SS (>2)
Chemistry	5	12	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	SS (>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 (1 course)	A&L (>1)
Geography	5	4	GEOG 141	SS (>2)
Geography	5	4	GEOG 142	SS (>2), IC
Global Politics	5	8	PS (2 courses)	SS (>2)
History: Africa and the Middle East	5	8	History (2 courses)	SS (>2), IC
History: Americas	5	8	History (2 courses)	SS (>2)
History of Asia/Oceania	5	8	History (2 courses)	SS (>2), IC
History: Europe	5	8	History (2 courses)	SS (>2), IC
Information Tech Global Society	5	8	CIS (2 courses)	SC (>3)
Arabic B ²	5	15	ARB 201, 202, 203	A&L (>1), BA LANG
Chinese A ²	5	15	CHN 201, 202, 203	A&L (>1), BA LANG
Chinese Mandarin B ²	5	15	CHN 201, 202, 203	A&L (>1), BA LANG
Danish B ²	5	12	DANE 201, 202, 203	A&L (>1), BA LANG
French A ²	5	12	FR 203, 301, 303	A&L (>1), BA LANG
French B ²	5	12	FR 201, 202, 203	A&L (>1), BA LANG
German A ²	5	12	GER 311, 312, 313	A&L (>1), BA LANG
German B ²	5	12	GER 201, 202, 203	A&L (>1), BA LANG
Greek ²	5	12	GRK 301, 302, 303	A&L (>1), BA LANG
Indonesian A ²	5	15	INDO 201T, 202T, 203T	A&L (>1), BA LANG
Italian A ²	5	12	ITAL 201, 202, 203	A&L (>1), BA LANG
Japanese A ²	5	15	JPN 301, 302, 303	A&L (>1), BA LANG
Japanese B ²	5	15	JPN 201, 202, 203	A&L (>1), BA LANG
Korean A ²	5	15	KRN 201, 202, 203	A&L (>1), BA LANG
Latin ²	5	12	LAT 301, 302, 303	A&L (>1), BA LANG
Portuguese B ²	5	15	PORT 201, 202, 203	A&L (>1), BA LANG
Russian B ²	5	15	RUSS 201, 202, 203	A&L (>1), BA LANG
Spanish A ²	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. ³ 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 Areas of Inquiry: *A&L (>1)*—Arts and Letters area satisfying; *SS (>2)*—Social Science area satisfying; *SC (>3)*—Science area 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*—Foreign Language Admission Requirement; *IC*—US and GP, 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 2018 and Beyond

Subject	Score	Credit	UO Course Equivalent	Satisfies Areas of Inquiry
Spanish B	5	12	SPAN 201, 202, 203	A&L (>1), BA LAN
Swedish B	5	12	SWED 201, 202, 203	A&L (>1), BA LAN
Thai A	5	12	THAI 201, 202, 203	A&L (>1), BA LAN
Mathematics	5	4	MATH 251	SC (>3), BS MATH
		4	MATH (1 course)	SC (>3), BS MATH
Further Mathematics	5	12	MATH 251, 252, 243	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)	SS (>2)
Physics ³	5	12	PHYS 201, 202, 203	SC (>3)
Psychology	5	4	PSY 201	SC (>3)
		4	PSY 202	SS (>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)

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. ³ 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 Areas of Inquiry: *A&L (>1)—Arts and Letters area satisfying; SS (>2)—Social Science area satisfying; SC (>3)—Science area 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—Foreign Language Admission Requirement; IC—US and GP, International Cultures area*

For students that entered summer 2016 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 2018 and Beyond

Subject	Score	Credit	UO Course Equivalent	Satisfies Areas of Inquiry
Social & Cultural Anthropology	5	4	Anthropology (1 course)	SS (>2), IC
Astronomy ⁴	5	4	Astronomy (1 course)	SC (>3)
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)	SS (>2)
Chemistry	5	4	Chemistry (1 course)	SC (>3)
Computer Science	5	4	CIS (1 course)	SC (>3)
Dance	5	4	Dance (1 course)	Elective
Design Technology	5	4	Digital Arts (1 course)	Elective
Economics	5	4	EC (1 course)	SS (>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	SS (>2)
Film	5	4	English (1 course)	A&L (>1)
Geography	5	4	Geography (1 course)	SS (>2)
Global Politics	5	4	Political Science (1 course)	SS (>2)
History	5	4	History (1 course)	SS (>2),
Inform Tech Global Soc	5	4	CIS 210	SC (>3)
Arabic B ²	5	5	ARB 103	FLAN
Chinese A ²	5	5	CHN 103	FLAN
Chinese Mandarin B ²	5	5	CHN 103	FLAN
Danish B ²	5	4	DANE 103	FLAN
French A ²	5	5	FR 103	FLAN
French B ²	5	5	FR 103	FLAN
German A ²	5	5	GER 103	FLAN
German B ²	5	5	GER 103	FLAN
Greek ²	5	5	GRK 103	FLAN
Indonesian A ²	5	5	INDO 103T	FLAN
Italian AB ²	5	5	ITAL 103	FLAN
Japanese A ²	5	5	JPN 103	FLAN
Japanese B ²	5	5	JPN 103	FLAN
Korean ²	5	5	KRN 103	FLAN
Latin ²	5	5	LAT 103	FLAN
Portuguese B ²	5	5	PORT 103	FLAN
Spanish A ²	5	5	SPAN 103	FLAN
Spanish B ²	5	5	SPAN 103	FLAN
Swedish B ²	5	4	SWED 103	FLAN
Thai A ²	5	4	THAI 103	FLAN
Literature & Performance (English)	5	4	Theater Arts (1 course)	A&L (>1)
Literature & Performance (French)	5	4	Theater Arts (1 course)	A&L (>1)
Literature & Performance (Spanish)	5	4	Theater Arts (1 course)	A&L (>1)
Marine Science	5	4	Biology (1 course)	SC (>3)

CONTINUED Table 3: International Baccalaureate (IB) Standard Level Exam—Entering Fall 2018 and Beyond

Subject	Score	Credit	UO Course Equivalent	Satisfies Areas of Inquiry
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)	SS (>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

² Non-native speakers only. ⁴ Effective Fall 2017.

Key to Areas of Inquiry: *A&L (>1)*—Arts and Letters area satisfying; *SS (>2)*—Social Science area satisfying; *SC (>3)*—Science area 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*—Foreign Language Admission Requirement; *IC*— US and GP, *International Cultures* area

For students that entered summer 2016 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)

University Testing Center
Jeff Bulkley, Director, bulkleyj@uoregon.edu
541-346-3230
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. As of July 1, 2019, CLEP examinations cost \$115.00 each and earn from 4 to 12 credits. Descriptions of the examinations are available on the CLEP website clep.collegeboard.org.

Students must first purchase and pay for a CLEP examination voucher (\$89.00) at the CLEP website clep.collegeboard.org. 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

Please see the Registrar's website for a current list of the UO course equivalents and credits received, for earning respective passing scores for CLEP course subject exams (each test may only be taken once).

registrar.uoregon.edu/current-students/alternative-ways-to-earn-credit/college-level-examination-program-exam-charts

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.

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. (Students who earned a low, but passing grade in a regular course may petition the Academic Requirements Committee (ARC) (see page 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

University Testing Center
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 Center at 541-346-3230
Japanese: Contact Testing Center at 541-346-3230
Other languages: contact the specific department.
- For meeting the BA Second-Language Proficiency requirement, the Testing Center offers several options for a wide range of languages. Please see the Testing Center website, testing.uoregon.edu, or call 541-346-3230 for more information.

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 G: RESOURCES AND REFERRAL GUIDE

PLEASE REFER TO THE WEBSITE(S) FOR MORE INFORMATION

ACADEMIC SUPPORT SERVICES

ACADEMIC ENGLISH FOR INTERNATIONAL AMERICAN ENGLISH INSTITUTE (AEI)

1787 Agate Street, 541-346-3945
aei@uoregon.edu, aei.uoregon.edu/AEIS/

ACADEMIC MISCONDUCT

Office of the Dean of Students
541-346-3216
dos.uoregon.edu/conduct

ACCESSIBLE EDUCATION CENTER (AEC)

360 Oregon Hall
541-346-1155, uoaec@uoregon.edu
Hilary Gerdes, Director, hgerdes@uoregon.edu
541-346-1063, aec.uoregon.edu

UNIVERSITY CAREER CENTER

Tykeson Hall
541-346-3235, career.uoregon.edu

CLASS - CLASSROOM SCHEDULING

234 Oregon Hall
sched@uoregon.edu
541-346-3225, registrar.uoregon.edu

CLEP TESTS

Jeff Bulkley, Director
University Testing Center, Room 270
541-346-3230, testing@uoregon.edu
testing.uoregon.edu

COMMUNITY EDUCATION

Sandra Gladney, Executive Director
Baker Downtown Center
975 High Street, Suite 110
541-346-5614, cep@uoregon.edu
cep.uoregon.edu

DEGREE GUIDES

Transfer Articulation, Deductions
Shelly Ehlers, Associate Registrar
234 Oregon Hall
541-346-7344, sehlers@uoregon.edu
registrar.uoregon.edu

DISTANCE EDUCATION

Carol Gering, Assoc. Provost for Online and Distance Education, cgering2@uoregon.edu
541-346-3428,
disted@uoregon.edu, de.uoregon.edu

DUAL-ENROLLMENT

Office of Admissions
201 Oregon Hall
Susan Stumpf, sstumpf@uoregon.edu
541-346-3100, admissions.uoregon.edu

FINANCIAL AID

287 Oregon Hall
Katrina Schmidt, schmidtk@uoregon.edu
541-346-3221, financialaid.uoregon.edu

FIRST-YEAR PROGRAM (FIG)

107 Oregon Hall
Amy Hughes-Giard, agiard@uoregon.edu
541-346-1131, figs@uoregon.edu
fyp.uoregon.edu

GRADES

Registrar's Office
234 Oregon Hall
541-346-2935, registrar.uoregon.edu

HEALTH PROFESSIONS PROGRAM (HPP)

Tykeson Hall
Jenni Van Wyk, Health Professions Advisor,
541-346-1007, jvanwyk@uoregon.edu
Megan Weiler, Health Professions Advisor,
541-346-8035, mweiler@uoregon.edu

HOLDEN CENTER

Lower level of the EMU, Suite 047
541-346-1146, holdencenter@uoregon.edu
holden.uoregon.edu

LIBRARY

Head, Research & Instructional Services
UO Libraries, 1501 Kincaid Street
Library information: 541-346-3056
Katy Lenn, klenn@uoregon.edu
541-346-3072, library.uoregon.edu

McNAIR SCHOLARS PROGRAM

Dr. Danley, Director
65 PLC
541-346-4823, mcnair@uoregon.edu,
mcnair.uoregon.edu

PATHWAY OREGON

155 Oregon Hall
Grant Schoonover, grantsch@uoregon.edu
541-346-3226, pathwayoregon.uoregon.edu

PLACEMENT TESTING

Writing, Mathematics, AEIS, French, German and Spanish:
Testing Center, Room 270, University Health, Counseling, and Testing Center
541-346-3230, testing.uoregon.edu
For all other languages, contact the department
Japanese, Chinese, Korean:
Department of East Asian Languages
308 Friendly Hall
541-346-4041, pages.uoregon.edu/eall

REGISTRATION

Registrar's Office
234 Oregon Hall
541-346-7344, registrar@uoregon.edu
registrar.uoregon.edu
Heather Gustafson, Associate Registrar
541-346-2941

RESERVATION OF GRADUATION CREDIT

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

CENTER for MULTICULTURAL ACADEMIC EXCELLENCE (CMAE)

135 Oregon Hall, 541-346-3175, FAX: 541-346-3416
Matt Marcott, Administrative Asst, 541-346-3347,
mmarcot7@uoregon.edu
cmae@uoregon.edu, inclusion.uoregon.edu

EDUCATION

UNDERGRADUATE STUDIES

Educational Foundations (EdF)
Angel Dorantes, Department Advisor
541-346-0658, dorantes@uoregon.edu
uoteach@uoregon.edu
education.uoregon.edu/program/educational-foundations-major

RESIDENCY

Office of Admissions
Brian Stanley, bstanley@uoregon.edu
233 Oregon Hall
541-346-1231 admissions.uoregon.edu

SERVICES FOR STUDENT-ATHLETES (SSA)

Stephen Stolp, Director, stolp@uoregon.edu
John E. Jaqua Academic Learning Center
1615 E. 13th Avenue
ssa.uoregon.edu, 541-346-5428

STUDENT SUPPORT SERVICES (SSS, TRiO)

Tara Parrillo, Director
155 Oregon Hall
541-346-3211
trioss@uoregon.edu

STUDY ABROAD

Global Education Oregon (GEO)
330 Oregon Hall, 541-346-3207
geoinfo@uoregon.edu, geo.uoregon.edu

TUTORING and ACADEMIC ENGAGEMENT CENTER (TAEC)

Jeremiah Bridges, Director, jbridge5@uoregon.edu
4th floor Knight Library
541-346-3226, engage.uoregon.edu

TYKESON HALL

Advising: advising.uoregon.edu
Gene Sandan, Director, gsandan@uoregon.edu
University Career Center: career.uoregon.edu
Paul Timmins, Director

PREPARATORY PROGRAMS

CENTER for MULTICULTURAL ACADEMIC EXCELLENCE (CMAE)

135 Oregon Hall, 541-346-3175, FAX: 541-346-3416
Matt Marcott, Administrative Asst, 541-346-3347,
mmarcot7@uoregon.edu
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EDUCATION

UNDERGRADUATE STUDIES

Educational Foundations (EdF)
Angel Dorantes, Department Advisor
541-346-0658, dorantes@uoregon.edu
uoteach@uoregon.edu
education.uoregon.edu/program/educational-foundations-major

GRADUATE STUDIES

gradschool@uoregon.edu
Director: Julie Heffernan: 541-346-6738,
jheffern@uoregon.edu
Program Coordinator: Amy Harter, 541-346-1360,
gradschool.uoregon.edu

PRE-ENGINEERING

Department of Physics
Dean Livelybrooks, Pre-Engineering Advisor,
541-346-5855, dlivelyb@uoregon.edu
20 Willamette Hall
541-346-4751, physics.uoregon.edu

FAMILY AND HUMAN SERVICES

Christi Boyter, Department Advisor,
541-346-2476, cboyter@uoregon.edu
Randy Martin, Department Advisor,
541-346-1583, rmartin@uoregon.edu
Pre-Family and Human Services, Pre-Social Work,
Counseling, and Human Services
education.uoregon.edu/flhs

GLOBAL ENGAGEMENT

333 Oregon Hall
541-346-3206, intl@uoregon.edu
iss.uoregon.edu

HEALTH PROFESSIONS PROGRAM (HPP)

Tykeson Hall
Jenni Van Wyk, Health Professions Advisor,
541-346-1007, jvanwyk@uoregon.edu
Megan Weiler, Health Professions Advisor,
541-346-8035, mweiler@uoregon.edu

PRE-LAW

Office of Academic Advising
101 Oregon Hall
541-346-3211, prelaw.uoregon.edu

SERVICES FOR SPECIFIC STUDENT POPULATIONS

ACCESSIBLE EDUCATION CENTER (AEC)

360 Oregon Hall
541-346-1155, uoaec@uoregon.edu
Hilary Gerdes, Director, hgerdes@uoregon.edu
541-346-1063, aec.uoregon.edu

CENTER for MULTICULTURAL ACADEMIC EXCELLENCE (CMAE)

Students of Color and/or Traditionally
Underrepresented Groups
135 Oregon Hall
541-346-3175, inclusion.uoregon.edu

INTERNATIONAL STUDENTS

Division of Global Engagement
330 Oregon Hall
541-346-3206, intl@uoregon.edu
iss.uoregon.edu

INVESTIGATIONS AND CIVIL RIGHTS COMPLIANCE

677 East 12th Avenue, Suite 452
541-346-3123, investigations.uoregon.edu

LGBTQ STUDENTS

Office of the Dean of Students: LGBT Educational and
Support Services Program
Haley Wilson, Coordinator, hwilson2@uoregon.edu
Room 022 EMU
541-346-6105, dos.uoregon.edu/lgbt

NONTRADITIONAL STUDENT SUPPORT

nontrad.uoregon.edu

Office	Contact Information
Nontraditional Student Engagement and Success in the Office of the Dean of Students	541-346-1160
Nontraditional Student Union	nsu@uoregon.edu
Work-Life Resources	541-346-2195
Associated Students of the University of Oregon (ASUO)	541-346-3724
University Career Center	541-346-3235
Student Veterans Center (EMU)	541-346-3406
Veterans and Family Student Association (EMU)	541-346-4305

The UO STUDENT VETERANS CENTER

015 EMU
541-346-3119, veterans@uoregon.edu
registrar.uoregon.edu/veterans
Admin office: 244 Oregon Hall
Mary Earp, Veterans Coordinator
Jenifer Fendelander, Veterans Benefits Coordinator
541-346-2932, veterans@uoregon.edu
registrar.uoregon.edu/veterans

RELIGIOUS HOLIDAY OBSERVANCE

Student Religious Accommodation Request Form can be found at:
registrar.uoregon.edu/calendars/religious-observances

SPECIAL ACADEMIC OPPORTUNITIES

ACADEMIC RESIDENTIAL COMMUNITIES

Academic Residential and Research Initiatives

University Housing

Kevin Hatfield, Director, kevhat@uoregon.edu

120 LLC, 541-346-1977, arcs@uoregon.edu

housing.uoregon.edu/communities

DIVISION OF STUDENT SERVICES AND ENROLLMENT MANAGEMENT – UNIVERSITY HOUSING ACADEMIC INITIATIVES

Jessica Winders, Program Coordinator

miller8@uoregon.edu

118 LLC, 541-346-4324

housing.uoregon.edu/communities

CLARK HONORS COLLEGE

541-346-5414, honors@uoregon.edu

honors.uoregon.edu

See Appendix I

FIRST-YEAR PROGRAM (FIG)

107 Oregon Hall

Amy Hughes-Giard, agiard@uoregon.edu

541-346-1131

figs@uoregon.edu, fyp.uoregon.edu

HONORS LISTS AND LATIN HONORS

DEAN'S LIST AND LATIN HONORS

advising.uoregon.edu/content/academic-honors

DEPARTMENTAL HONORS

[catalog.uoregon.edu/undergraduate/honors awards](http://catalog.uoregon.edu/undergraduate/honors%20awards)

JUNIOR SCHOLARS

pages.uoregon.edu/mortar/awards

PHI BETA KAPPA

pbk.uoregon.edu/membership

OREGON INSTITUTE OF MARINE BIOLOGY (OIMB)

Craig Young, Director, cmyoung@uoregon.edu

63466 Boat Basin Road, Charleston, OR 97420

541-888-2581, oimb@uoregon.edu

oimb.uoregon.edu

NATIONAL STUDENT EXCHANGE

Karla Haught, Coordinator, khaught@uoregon.edu

National Student Exchange (NSE)

(in the Office of Academic Advising)

101 Oregon Hall

541-346-3211

ugs.uoregon.edu/national-student-exchange

STUDY AND INTERNSHIP ABROAD

Global Education Oregon (GEO)

330 Oregon Hall, 541-346-3207

geoinfo@uoregon.edu, geo.uoregon.edu



Appendix H: Clark Honors College Graduation Requirements effective Fall 2019

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/courses. Instead of the “group satisfying” and WR courses included in the UO core 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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Arts and Letters and Social Science (5 courses)

2 courses	Honors College Arts and Letters	HC221H (fall term only)	4 credits
		HC222H (winter term only)	4 credits
2 courses	Honors College Social Science	HC231H (fall term only)	4 credits
		HC232H (winter term only)	4 credits
1 course	Honors College Arts and Letters Research <i>or</i> Honors College Social Science Research	HC223H (spring term only)	4 credits
		HC233H (spring term only)	4 credits

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 <i>or</i> Honors College Science	HC207H	4 credits
		HC209H	4 credits
1 course	Quantitative Reasoning or Mathematics course <i>(see approved courses, Appendix M)</i>		4 credits
2 courses	Additional approved Science or Mathematics courses <i>(see approved courses, Appendix M)</i>		8 credits

Note: AP and IB transfer credits may be able to fulfill some of the math and science requirements. See honors.uoregon.edu/admissions-requirements for complete details.

Second Language Requirement

Two years or completion of second year, third-term proficiency, or demonstration of proficiency by examination. For students who choose the coursework option in order to fulfill the CHC’s second language requirement, students must take the second-year, third-term language class (for most languages, this is XX 203) for a letter grade. For Latin, Greek, and Hebrew (which do not have a 200-level sequence), please consult CHC faculty advisor. 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.

US and GP (2 courses)

Identical to the university requirement (one course each from two different categories): *US: Difference, Inequality, Agency* and *Global Perspectives*.

This requirement may be satisfied with courses taken inside or outside the honors college. Honors college courses which satisfy this requirement:

Global Perspectives Colloquium	HC434H	4 credits
US: Difference, Inequality, Agency Colloquium	HC444H	4 credits

Students may “double-dip” by taking a colloquium that fulfills both a multi-cultural requirement and one of the five required colloquia listed below. Courses that satisfy both requirements will have dual course codes listed in the course title, for example: “HC 444H/441H: Science Education in Remote Locations.”

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, 434, 444) may be used to fulfill the elective colloquia requirement. Some HC colloquia satisfy both a colloquium and a US and GP requirement (see above).

Thesis

2 courses	Honors College Thesis Orientation (optional)	HC408H	1 credit
	Honors College Thesis Prospectus (required)	HC477H	2 credits
Thesis	Honors College Thesis and Defense		0 credits

ADDITIONAL NOTES

- CHC students are encoded with an HC major for registration purposes.
- CHC students should plan to complete their 200-level Arts and Letters and Social Science requirements by the end of their second (sophomore) year. Students may register for colloquia after completing HC 223H or HC 233H.
- HC 199: CHIP is required of incoming freshmen; fall term 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.
- FIG 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 FIG Program 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, US: Difference Inequality and Agency and Global Perspectives requirements, 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 Arts and Letters and Social Science 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, Biochemistry, Chemistry, Computer and Information Science, Earth Sciences, Environmental Science, Environmental Studies, General Science, Human Physiology, Math and Computer Science (MACS), Marine Biology, Physics, Psychology
 - **Minors:** Biology, Biochemistry, Chemistry, Computer and Information Science, Earth Sciences, Physics, Psychology. Note - Computer information technology (CIT), a minor in Computer Science, is NOT exempt.
- **Majors exempt from the second language requirement** include: Accounting, Biology, Biochemistry, Business Administration, Chemistry, Computer and Information Sciences, Earth Sciences, Environmental Science, Environmental Studies, General Science, Human Physiology, Marine Biology, Math and Computer Science (MACS), Physics, and Product Design. The second-language requirement is also waived for students pursuing bachelor of architecture (BArch) and bachelor of fine arts degrees (BFA), interior architecture (BIArch), landscape architecture (BLA), and bachelor of Music in Music Education (BMME). In music, where there are several choices of degrees, the second-language requirement is waived for some (but not all) music majors (check with CHC advisor). In the case of a double major, the second language requirement cannot be waived if one of the student's majors offers the BA option only.
- Note that all courses taken to satisfy Clark Honors College requirements must be graded, unless P/NP is the only option. While the honors college allows some second language courses to be taken P/N, students must be mindful of the maximum number of P/N credits allowed for their degrees, and they must take the third term, second-year second language course for a letter grade. 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, 434, 444). All HC 434 and 444 colloquia have a second designation—HC 421, 431 or 441—depending on course content and the instructor's discipline. 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 may consult their CHC faculty advisor for more information about potential course substitutions.
- **Class Size:** All classes with an HC subject code are limited to 19 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 25 students.

Appendix I: 2019-20 Science Courses Outside of "HC" courses - Satisfy Honors College Science Requirement*

Anthropology				Biology				Human Physiology			
Lab	Non-Lab	Course	Title	Lab	Non-Lab	Course	Title	Lab	Non-Lab	Course	Title
X		ANTH 145	Principles of Archaeology		X	BI 372	Field Biology		X	HPHY 103	Exercise and Performance
X		ANTH 170	Intro Human Origins		X	BI 380	Evolution		X	HPHY 105	Principles of Nutrition
X		ANTH 171	Intro Monkeys/Apes	X		BI 412	Coastal Biology		X	HPHY 111	The Science of Sex
	X	ANTH 173	Evol Human Sexuality						X	HPHY 112	The Science of Health
X		ANTH 175	Evolutionary Medicine		X	CH 111	Principles				
X		ANTH 176	Intro Forensic Anthro		X	CH 113	The Chemistry of Sustainability				
	X	ANTH 220	Introduction to Nutritional Anthro		X	CH 114	Green Product Design	X		LA 441	Principles of Applied Ecology
	X	ANTH 260	Domestic Animals		X	CH 221	General Chemistry				
X		ANTH 270	Intro to Biological Anthropology	X		CH 221 + 227/237	General Chemistry with Lab				
	X	ANTH 274	Animals and People		X	CH 222	General Chemistry		X	PHYS 101	Essentials of Physics
	X	ANTH 278	Scientific Racism	X		CH 222 + 228/238	General Chemistry with Lab		X	PHYS 102	Essentials of Physics
	X	ANTH 332	Human Attraction-Mating Strategies		X	CH 223	General Chemistry		X	PHYS 152	Physics of Sound and Music
X		ANTH 340	Fund Archaeology	X		CH 223 + 229/239	General Chemistry with Lab		X	PHYS 153	Physics of Light, Color, and Vision
	X	ANTH 341	Food Origins		X	CH 224	Honors General Chemistry		X	PHYS 155	Physics behind the Internet
X		ANTH 361	Human Evolution	X		CH 224 + 227/237	Honors General Chemistry with Lab		X	PHYS	Scientific Revolutions
X		ANTH 362	Human Bio Var		X	CH 225	Honors General Chemistry		X	PHYS	Information, QM, and DNA
	X	ANTH 369	Human Growth and Development	X		CH 225 + 228/238	Honors General Chemistry with Lab		X	PHYS 161	Phys of Energy and Enviro
	X	ANTH 375	Primates Eco Comm		X	CH 226	Honors Gen Chem		X	PHYS 162	Solar and Other Renewable
	X	ANTH 376	Genomes and Anthropology	X		CH 226 + 229/239	Honors Gen Chem/Lab		X	PHYS 171	Physics of Life
									X	PHYS 181	Quantum Mechanics for Everyone
Architecture				Environmental Science							
Lab	Non-Lab	Course	Title	Lab	Non-Lab	Course	Title				
X		ARCH 491	Envi Control Sys I		X	ENVS 202	Intro to Environ Studies	X		PHYS 201	General Physics
X		ARCH 492	Envi Control Sys II							PHYS 201+ 204	
								X		PHYS 201+ ARCH 491	
Astronomy				Geography							
Lab	Non-Lab	Course	Title	Lab	Non-Lab	Course	Title				
	X	ASTR 121	The Solar System		X	GEOG 141	The Natural Environment	X		PHYS 202 + 205	
	X	ASTR 122	Birth/Death Stars	X		GEOG 281	The World and Big Data	X		PHYS 202 + ARCH 492	
	X	ASTR 123	Galaxies/Expand Univ		X	GEOG 321	Climatology		X	PHYS 203	General Physics
				X		GEOG 322	Geomorphology	X		PHYS 203 + 206	
				X		GEOG 323	Biogeography		X	PHYS 251	Foundations of Physics
					X	GEOG 360	Watershed Sci and Policy	X		PHYS 251 + 290	
					X	GEOG 361	Global Environ Change		X	PHYS 252	Foundations of Physics
								X		PHYS 252 + 290	
									X	PHYS 253	Foundations of Physics
				X		GEOG 101	Dynamic Interior	X		PHYS 253 + 290	
				X		GEOG 102	Enviro Geol/Landform		X	PHYS 301	Physics of Nature
				X		GEOG 103	The Evolving Earth				
					X	GEOG 110	People, Rocks, and Fire				
					X	GEOG 137	Mountains and Glaciers		X	PSY 301	Scientific Thinking in Psychology
					X	GEOG 156M	Scientific Revolutions		X	PSY 304	Biopsychology
X		BI 211	Genl Bio I: Cells	X		GEOG 201	Earth's Int Heat		X	PSY 305	Cognition
X		BI 212	Genl Bio II: Organisms	X		GEOG 202	Earth Surface/Enviro		X	PSY 348	Music and the Brain
X		BI 213	Genl Bio III: Populations	X		GEOG 203	Evolution of the Earth				
X		BI 214	Genl Bio IV: Mechanisms		X	GEOG 213	Geology of National Parks				
X		BI 281H	Honors Biology I: Cells, Biochem, Physio		X	GEOG 304	The Fossil Record				
X		BI 282H	Hon Bio II: Genetics and Mol Bio		X	GEOG 305	Dinosaurs				
X		BI 283H	Hon Bio III: Evol, Div, & Eco		X	GEOG 306	Volcanoes and Earthquakes				
X		BI 306	Pollination Biology		X	GEOG 307	Oceanography				
X		BI 307	Forest Biology		X	GEOG 308	Geol Oregon/Pacific NW				
	X	BI 357	Marine Biology		X	GEOG 310	Earth Resources/ Enviro				
	X	BI 370	Ecology		X	GEOG 353	Geologic Hazards				

*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, GEOL 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. Revised 4/15/19

NOTES: