

CONTENT

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	3
1.4 BACHELOR OF ARTS AND SCIENCE REQUIREMENTS	5
1.5 GROUP REQUIREMENTS	11
1.6 MULTICULTURAL REQUIREMENT	14
1.7 DEGREE AUDIT	15
1.8 DOUBLE MAJORS, CONCURRENT DEGREES, AND SECOND BACHELOR'S DEGREE	15
1.9 EXCEPTIONS TO ACADEMIC REQUIREMENTS AND PROCEDURES	17
1.10 GRADING SYSTEM	18

CHAPTER 2 THE ART OF ADVISING 22

2.1 GUIDE TO ADVISING FIRST-YEAR STUDENTS	22
2.2 CONSIDERATIONS FOR ADVISING TRANSFER STUDENTS	25
2.3 CONSIDERATIONS FOR ADVISING INTERNATIONAL STUDENTS	30
2.4 DEVELOPING AN ADVISING SYLLABUS	31
2.5 USING TECHNOLOGY EFFECTIVELY IN ADVISING APPOINTMENTS	32
2.6 WORKING WITH STUDENTS IN DISTRESS	32
2.7 WORKING WITH STUDENT MENTAL HEALTH ISSUES	33
2.8 WORKING WITH PARENTS AND FAMILIES	34

CHAPTER 3 ACADEMIC RESOURCES 37

3.1 PREPARATORY PROGRAMS	37
3.2 INTERNATIONAL STUDENT AND SCHOLAR SERVICES	40
3.3 CENTER FOR MULTICULTURAL ACADEMIC EXCELLENCE	40
3.4 ACCESSIBLE EDUCATION CENTER	41
3.5 SERVICES FOR STUDENT-ATHLETES	42
3.6 THE UNIVERSITY TEACHING AND LEARNING CENTER	42
3.7 COMMUNITY EDUCATION	43
3.8 DISTANCE EDUCATION	44
3.9 LIBRARY COURSES	44
3.10 CAREER DEVELOPMENT CLASSES	45

CHAPTER 4 SPECIAL ACADEMIC OPPORTUNITIES 46

4.1 FIRST-YEAR PROGRAMS	46
4.2 CLARK HONORS COLLEGE	47
4.3 COLLEGE SCHOLARS	48
4.4 HONORS LISTS AND LATIN HONORS	50
4.5 HONOR SOCIETIES	50
4.6 OREGON INSTITUTE OF MARINE BIOLOGY	51
4.7 NATIONAL STUDENT EXCHANGE	51
4.8 STUDY AND INTERNSHIP ABROAD	52

CHAPTER 5 SERVICES FOR STUDENTS 53

5.1 CAREER PLANNING SERVICES	53
5.2 VETERANS SUPPORT	54
5.3 NONTRADITIONAL STUDENT SUPPORT	55
5.4 RELIGIOUS HOLIDAY OBSERVANCE	55

APPENDICES A-1

A SAMPLE ADVISING SYLLABUS	A-1
B STUDENT RECORD PRIVACY POLICY — FERPA	A-3
C REQUIRED UO EMPLOYEE REPORTING RESPONSIBILITIES	A-5
D RESERVATION OF GRADUATE CREDIT	A-6
E SELF-SUPPORT FEES AND TUITION	A-6
F ONLINE RESOURCES FOR THE ACADEMIC ADVISOR	A-7
G CREDITS EARNED THROUGH EXAMINATION	A-8
H ACT AND SAT SCORE CONCORDANCE	A-15
I PEER ADVISING	A-16
J ACADEMIC DISHONESTY	A-16
K RESOURCES AND REFERRAL GUIDE	A-17
L GROUP SATISFYING AND MULTICULTURAL COURSES	A-19
M HELPFUL HINTS FOR ADVISING CLARK HONORS COLLEGE STUDENTS	A-28
N SCIENCE COURSES OUTSIDE OF “HC” COURSES	A-30

INDEX

A-31

INTRODUCTION

HOW TO USE THIS MANUAL

- Write on it. Make notes in the margins.
- Create tabs for pages that you refer to frequently. Tabs can help you find information quickly during meetings with students.
- Ask veteran advisors in your department how they use the manual and to which pages they refer frequently.
- Submit recommendations, additions, or revisions to Stephanie Dresie Chaney at sdchaney@uoregon.edu.

IMPORTANT UPDATES

- Reservations for orientation sessions including IntroDUCKtion, Week of Welcome, and Mid-Year Orientations are required. Students make their reservations on DuckWeb.
- Academic English for International Students (AEIS) requirements are now incorporated into degree audit reports on DuckWeb for international students required to take AEIS courses.
- Section providing guidance on the legal duty of UO employees to report incidents of child abuse and prohibited discrimination, including sexual harassment and sexual assault, is available on page A-5.
- The UO All-Campus Advising Association has formed in order to promote the highest quality of academic advising by supporting all faculty, staff, and students who hold an advising role at the UO. More information on the Association, including how to get involved, is available at aca.uoregon.edu.
- Effective Fall 2015, Decision Sciences is changing its name to Operations and Business Analytics. This applies to the undergraduate concentration in Business Administration, the department name, the subject code, and the graduate degree names.
- Effective retroactively to Fall 2014, the pre-major in International Studies was approved (PINS).
- Effective Fall 2015, a minor in ethics will be offered by the philosophy department.
- The Undergraduate Council approved a change to the concurrent degree policy which removes the requirement that the degrees be in different colleges. Concurrent degree proposals from the colleges and schools will be reviewed and approved by the UG Council.
- The Office of the Registrar is pleased to announce Schedule Builder. This new tool will allow students to build the optimal class schedule based on course preferences and setting aside time for “breaks” during the week. Breaks can consist of work hours, practice, tutoring, commuting, and other activities during which students are unable to take classes. Schedule Builder generates multiple class schedules; students can lock in their favorite and use it when registration opens.
- The Office of the Registrar also announces the roll-out of the new version of the degree audit, called “UO Degree Guide.” This new HTML version of the degree audit allows students and their advisers to refresh degree audits, collapse and expand sections of the audit for easier reading, and run “what if” audits for students considering a new major. Students and advisers access the UO Degree Guide through DuckWeb.
- Math placement testing will be done online, prior to students arrival on campus. If you have a student arrive that has not taken the Math placement test, please have them take the test online.
- The alpa registration priority schedule for Writing 121 has been removed.

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ACADEMIC ADVISING AT THE UNIVERSITY OF OREGON

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

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

OFFICE OF ACADEMIC ADVISING

364 Oregon Hall

541-346-3211

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

Academic Advising

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

General Advising for UO Requirements

- Schedule planning assistance
- Interpretation of Degree Audit Reports

Academic Problem Solving

- Grading system
- Academic warning and probation
- Academic disqualification

Advising and Coordinating Services to Special Groups

- National Student Exchange
- Transfer students

Scholastic Review Committee Petitioning

- Retroactive withdrawal
- Retroactive change of grading option
- Reinstatement after disqualification
- Contested grade

We also provide:

- Referrals to other UO offices
- Counseling for academic problems
- Informational support to departmental advisors

FOLLOW US ON



Our Website:
advising.uoregon.edu



Our Blog:
gradefirstaid.wordpress.com



YouTube:
Channel "UOAdvising"



Facebook:
Search "Oregon Advising"



Twitter:
twitter.com/UOAdvising

DEFINITION OF ADVISING

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

Preamble

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

The Concept of Academic Advising

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

Academic Advising is a Multidimensional, Intentional Process

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

Academic Advising is Grounded in Teaching and Learning

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

Academic Advising Has Its Own Purpose and Content

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

Academic Advising Has Specified Outcomes for Student Learning

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

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

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 21 at the end of this chapter. Specific policies and conditions are detailed in the following subsections.

MINIMUM CREDITS TO GRADUATE

Degree	Credits Required
Bachelor of Arts (BA)	180
Bachelor of Science (BS)	180
Bachelor of Education (BEEd)	180
Bachelor of Music (BMus)	180
Bachelor of Music in Music Education (BMME)	180
Bachelor of Fine Arts (BFA)	220
Bachelor of Landscape Architecture (BLA)	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 which determine residence credit are **(1) whether credit is earned at the UO**, and **(2) when courses appear on a UO transcript during the appropriate quarter**.

Residence credit is earned:

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

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

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

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

SATISFACTORY WORK

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

ACADEMIC MAJOR

All students earning a bachelor's degree must complete an academic major. Minimum UO requirements for a major are 36 credits with 24 at the upper-division level. Although 36 credits meet the UO minimum, most majors require 40–50 credits, and most cannot be completed in a single academic year. Some majors, particularly those in the professional schools, have a pre-major status (e.g. pre-journalism, pre-business administration). Each degree-granting program specifies all requirements for a major, including grade requirements and grading options, and publishes the information in the UO Catalog. See page 16 for information on multiple majors, and pages 14–16 on how a second major or minor affects the group requirements.

CREDIT LIMITATIONS AND SPECIAL REGULATIONS

1. Transfer Credit

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

2. Correspondence Study

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

3. Health Sciences and Technology Credit

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

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

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

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

5. Music Majors

For music majors (students earning a bachelor of

music are not held to these restrictions):

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

6. Dance Majors

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

7. University Teaching and Learning Center; Field Experience

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

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

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

9. Repeating Courses for Credit

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

10. Competency Beyond Scope of Course

Students may not receive credit for a course for which their competence exceeds the scope of that course. For example, students who have earned credit in second-year language may not return to first-year in the same language and earn graduation credit. Native speakers may not earn credit in first-year, second-year, or third-year courses in their native language. They may, however, earn credit in all literature courses, whether in the native language or not. Exceptions to this policy must be petitioned through the Academic Requirements Committee (ARC) (see page 17).

11. Regression

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

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

12. Below 100-Level Courses

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

13. Enrollment Status for Certificate Program

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

14. Deadline to Submit Academic Records for Graduation

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

1.2 APPLICATION FOR UNDERGRADUATE DEGREE

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

All grade changes, removals of incompletes, and transfer work necessary for the completion of degree requirements, must be on file in the Office of the Registrar by Friday following the end of the term of graduation. Academic records are sealed thirty days

after the conferral of a degree; after this date, changes to majors and minors, addition of department honors, removal of incompletes, grade changes, or other changes to an academic record cannot be made.

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

1.3 WRITTEN ENGLISH

Carolyn Bergquist, Director of Composition
122 PLC • 541-346-3911
uocomp@uoregon.edu

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

WRITING COURSE PLACEMENT

Standardized test scores determine writing course placement as follows:

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

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

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

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

Writing Course Descriptions

- i. **WR 121 College Composition I (4 credits)**
Weekly reading and writing assignments; students will write 8,000-11,000 words during the term, with attention to logical organization and the relation between thesis and structure in written discourse.
- ii. **WR 122 College Composition II (4 credits)**
Prerequisite: WR 121 or equivalent
Weekly reading and writing assignments; students will write 11,000-16,000 words during the term. The emphases of this course are argument, logical development, style, and audience.
- iii. **WR 123 College Composition III (4 credits)**
Prerequisite: WR 121 or equivalent
Weekly reading and writing assignments; students will write 11,000-16,000 words during the term. The emphases of this course are argument, logical development, style, audience, and the use of sources. This course covers the same concepts as WR 122 but adds a research component.
- iv. **WR 195 Writing Tutorial (1 credit)**
Tutorial for students co-enrolled in Writing 121 with SAT scores below 480, or ACT scores below 18. Offered for pass/no-pass only. Space is limited. Contact John Gage, Director of the Center for Teaching Writing, PLC 205, 541-346-3922, jgage@uoregon.edu, for information.

Recommending WR 122 and WR 123 to Students

Most students should be advised to take WR 122 rather than WR 123, since fewer WR 123 courses are offered. Advisors should urge students to satisfy both terms of the writing requirement by the end of their sophomore year. Students should plan to take the second writing course the term after completing WR 121.

Exemptions for Writing Requirement

A score of 710 (650 prior to 1995) or above on the SAT-Critical Reading, or 32 or above on the ACT English, will waive WR 121 (no credit). A score of 3, 4 or 5 on the Advanced Placement (AP) Language and Composition exam produces credit for WR 121, refer to the Advanced Placement Credit chart in Appendix G on page A-9 for more information.

Students enrolled in Clark Honors College are exempt from the writing requirement. Students who drop out of the Honors College and have completed the literature, history, and research sequence with the grade of B or better may be waived by petition from WR 121 and WR 122. See the Composition Program in 118 PLC for information.

• Waivers

Non-credit waiver exams for WR 121 and 122 are offered once each term (excluding summer) during the first week of classes, at the University Counseling and Testing Center (Room 238 in the Student Health, Counseling and Testing Center Building). To take the waiver exam, students must sign up online at the Testing Center website, at testing.uoregon.edu. Students cannot take waivers for both classes in the same term. Waiver exams should be used for *future course planning only, not during the term of the exam*. Results are e-mailed to the student after week 3 of the term. In no case should the waiver exam option be pursued late in a student's program of study. Students should be advised to complete the writing requirement, whether by course or by exemption, early in their studies.

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

NOTE: Transferring Out of CHC

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

NON-NATIVE SPEAKER PLACEMENT AND COURSES (AEIS)

American English Institute
7 Pacific Hall
541-346-2936 • aeisinfo@uoregon.edu

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

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

AEIS Requirement

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

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

AEIS course requirements can be viewed on the Degree Audit in DuckWeb. See Appendix G on page A-8 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 subsequence. For example, a student placing into AEIS 110 will also need to take AEIS 111 and 112 in future terms. However, students may place into either AEIS 107 or 108 (or be exempted from reading courses). If placed into AEIS 107, students are not required to take AEIS 108, although they may choose to do so.

- **AEIS Courses and Descriptions**

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

- i. **AEIS 101 Introductory Academic Oral Communication (4 credits)**

A course to develop oral communication strategies for classroom-based communication, with an emphasis on receptive skills.

- ii. **AEIS 102 Advanced Academic Oral Communication (4 credits)**

A course to further develop oral communication strategies for classroom-based communication, with an emphasis on productive skills.

- iii. **AEIS 107 Reading Academic Discourse (4 Credits)**

A course to familiarize students with effective strategies for academic reading.

- iv. **AEIS 108 Advanced Reading Academic Discourse (4 Credits)**

A course focusing on interactive reading of academic text, reading strategies for better comprehension, speed and confidence, and further development of critical, interpretive and evaluative reading.

- v. **AEIS 110 Introductory Academic Writing (4 credits)**

A course in conventions of expository essay writing with attention to effective organization and appropriate language usage.

- vi. **AEIS 111 Intermediate Academic Writing (4 credits)**

An intermediate writing course emphasizing expository writing, critical analysis and essay exam responses.

- vii. **AEIS 112 Advanced Academic Writing (4 credits)**

Advanced writing for non-native speakers of English. Critical reading of academic texts for response in various academic modes: reporting research, critical analysis, and argumentation.

- **WR 121 for Non-Native Speakers**

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

- **Inquiries about AEIS Policy or Requirements**

Questions about AEIS testing policy or requirements for international students can be answered by the AEIS advising office. Information about AEIS course curriculum and content is available from the AEIS advising office at 7 Pacific Hall, by phone at 541-346-2936, or by fax at 541-346-3917, or by e-mail at aeisinfo@uoregon.edu. Students may also visit aei.uoregon.edu/aeis for further information.

1.4 BACHELOR OF ARTS AND SCIENCE REQUIREMENTS

Students must choose to graduate with a specific degree (e.g., BA in chemistry or BS in chemistry). As soon as students know which degree they will pursue, they should notify the Office of the Registrar at registrar@uoregon.edu or in-person. Degree Audits analyze requirements to reflect that choice. Each academic department specifies the degree or degrees

it is authorized to award in the UO Catalog. Advisors should note that some departments may offer three degrees (e.g., Music awards the BA, BS, BMus and BMME), and some departments offer only the bachelor of arts degree.

• **Second Language Or Mathematical Proficiency Requirement**

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

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

See the UO Catalog for specifics on the bachelor of fine arts (BFA).

BACHELOR OF SCIENCE REQUIREMENTS: MATHEMATICS PROFICIENCY

All students completing a bachelor of science degree must demonstrate proficiency in mathematics and/or computer and information science. The principle behind the requirement is “one year of college-level mathematics.”

The requirement may be satisfied in various ways, depending on the student’s prior mathematics and computer science ability. Courses must be completed with a grade of C-/P or above.

Options to Satisfy Mathematics Proficiency Requirement (based on mathematical readiness)

1. Limited Mathematics - CIS Background Skills

Students with limited mathematics and CIS background skills may complete the requirement with three courses from the following list. Several recommended combinations are listed (but other combinations are acceptable):

- MATH 105, 106, 107, 111 (any three, in any order)
- MATH 105, 111, 243
- MATH 111, 241, 242
- MATH 111; CIS 105, 111, 122, 170*

See advisors in the Office of Academic Advising for a complete list of possible combinations, including some of the courses in No. 2 below.

* CIS 170 was last taught in 2012.

2. Ready for MATH 112

Students who have placed above the MATH 111 level on the math placement test may complete the requirement with MATH 112, **and** one of these courses:

- MATH 241, 425
- CIS 122, 111

3. Ready for MATH 251 or 231

Students who have placed above the MATH 112 level may complete the requirement with **one** course from the list below:

- MATH 231, 242, 246, 251, 261
- CIS 210, 211, 212

4. Fundamentals of Elementary Mathematics Sequence

Satisfactory completion of MATH 211, 212, and 213. All the courses must be completed to count toward the BS mathematics requirement. The prerequisite to MATH 211 is MATH 095, or a satisfactory math placement test score.

• **Course Registration Based on Math Placement Test Score**

All students who take a math placement test receive an e-mail with their score. These scores are also available from the student advising menu in DuckWeb.

The following table details the UO math course readiness as suggested by placement test scores received:

Test Score in DuckWeb	Equivalent To	Student is Ready For
5	High School	MATH 070
15	MATH 070	MATH 095
20	MATH 095	MATH 105, 106, 107, 111, 243
25	MATH 111	MATH 112, 241
35	MATH 112	MATH 231, 246, 251

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 2011 are as follows:

Score	Courses
3	One MATH course
4	MATH 251 and one MATH course
5	MATH 251, MATH 252

Above is an example of the “AB” version.

Refer to Appendix G on pages A-8 to A-14 for details on credit awarded for qualifying scores for AP Calculus BC, and International Baccalaureate (IB) mathematics examinations.

- **Mathematics Transfer Credit**

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

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

Mathematics Courses

- i. **Developmental Mathematics**

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

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

- ii. **Tracks in Calculus**

The Department of Mathematics offers four calculus sequences.

- a. **Calculus I, II, III (MATH 251, 252, 253)**

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

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

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

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

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

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

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

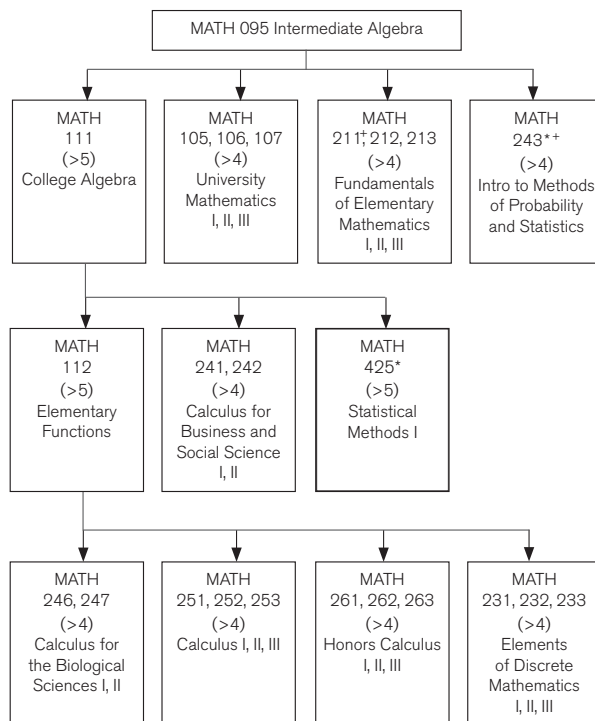
➔ *Choosing this sequence effectively closes the door to most advanced mathematics courses.*

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

CIS Courses

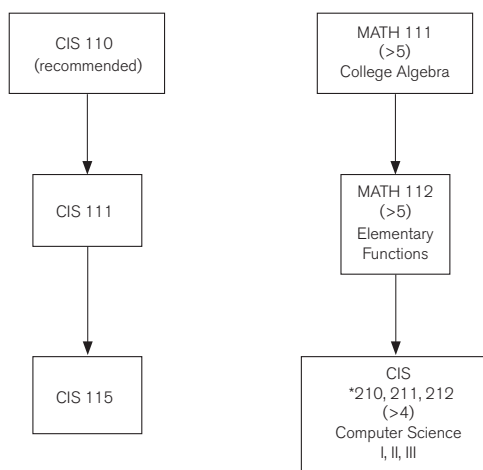
Certain Computer Science (CIS) courses are approved to meet either the BS mathematics requirement, **or** the science group (denoted as SCI) general-education requirement. MATH 111 College Algebra, and MATH 112 Elementary Functions, are the math prerequisite courses for these CIS courses (also detailed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

Prerequisites for Mathematics Courses



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

Prerequisites for Computer Information Science Courses



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

- CIS 210 Computer Science I
- CIS 211 Computer Science II
- CIS 212 Computer Science III

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

- CIS 105 Explorations in Computing
- CIS 111 Introduction to Web Programming
- CIS 115 (pre-req CIS 111)
- CIS 122 Intro to Programming and Problem Solving
- CIS 170 Science of Computing (last taught in 2012)

Credit Deductions

- **Duplication of Course Content**
Students cannot receive credit for the same course content taken under different course numbers:

- MATH 251 duplicates MATH 241 and 246
- MATH 252 duplicates MATH 242 and 247

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

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

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

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

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

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

General Comments

- **Proper Placement**
Members of the Mathematics Department will be happy to discuss any aspect of the student's mathematics program. Generally speaking, they feel that well-prepared students should avoid repeating material, even though their placement and SAT Math scores may not be outstanding; poorly prepared students, no matter how able, should be cautioned against enrolling in courses requiring more experience than they have.
- **Calculator Needs**
For MATH 111, 112, and 241–243, a programmable calculator capable of displaying function graphs may be required (TI-83 recommended).
- **Mathematics Tutoring Services**
The University Teaching and Learning Center (TLC) provides a variety of services for students (see pages 42–43), including tutoring for mathematics. The Math Lab, located in 72 PLC, offers free drop-in tutoring 9:00 a.m.–4:00 p.m. Monday to Friday. Students seeking additional math support may join small-group tutoring sessions for a fee or request a list of tutors available for private hire. For more information, visit 68 PLC or tlc.uoregon.edu.

BACHELOR OF ARTS REQUIREMENTS: SECOND LANGUAGE PROFICIENCY

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

Options to Meet Second-Language Proficiency Requirement

The requirement may be satisfied in various ways:

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

ii. Satisfactory Completion of Department Administered Examination

Satisfactory completion of an examination administered by the appropriate department, showing language proficiency equivalent to that attained at the end of two years of study. See Appendix G, pages A-14 to A-15, for procedures on testing. Students wishing to demonstrate proficiency in a language not taught at the University of Oregon should be referred to the Associate Dean for Humanities, Karen Ford, in the College of Arts and Sciences, at 541-346-3902.

iii. Second-Year Level Transfer Credit from Accredited Institution

Transfer credit from an accredited institution equivalent to at least the third term second year language, including American Sign Language.

iv. Appropriate Standardized Examination Score

An appropriate score from an Advanced Placement (AP) or International Baccalaureate (IB) Examinations (see Appendix G, pages A-8 to A-13).

v. Appropriate Achievement Test Score

An appropriate score from an achievement test in second languages, such as the SAT Foreign Language Subject Test as detailed in this table:

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

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

vi. English as a Second Language

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

Language Placement Testing

Language placement testing for incoming students is available in Chinese, French, German, Japanese, and

Spanish. Testing is a part of the advising program during IntroDUCKtion and Week of Welcome. Otherwise, refer students to the Testing Center located in Room 270 at the University Health, Counseling and Testing Center Building; they can visit the website at testing.uoregon.edu or call 541-346-3230.

NOTE: Chinese, Japanese & Korean Placement

Both the Japanese and Chinese placement tests are required of all students who have had *prior backgrounds in Japanese or Chinese, either as native speakers or through prior course work*. Both tests consist of two parts: a written test and an oral interview. The written test is not timed. The written test is taken by appointment at the Testing Center; to schedule a written 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 thirty 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 fifty-five minutes.

For placement in Korean language courses, students must contact the Department of East Asian Languages and Literatures.

Guidelines for Language Placement

Whether a student needs to take a language placement test is determined by their previous language study experience. The chart "Determine If Student Needs Placement Testing; Language Course to Take" on page 12 details guidelines for students particular circumstances, and also the recommended language courses they should take first. A summary of the guidelines for testing are as follows:

i. Beginning Language Study Without Any Prior Background

Student should register for the 101 class.

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

Student *may not* register for the 101 level class. Instead, they should take a placement test to determine the best place to start, as well as adhere to these additional guidelines:

- Students who studied a language for two years in high school are often ready to begin university language work at the second-year level (201).

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

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

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

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

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

Language Placement through Consultation with Advisors

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

American Sign language (ASL)

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

Classics (Latin - Greek)

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

East Asian Languages (Chinese - Japanese - Korean)

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

German - Scandinavian

202 Friendly; 541-346-4051
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/main-menu/self-study-language-programs-sslp.

American Sign Language

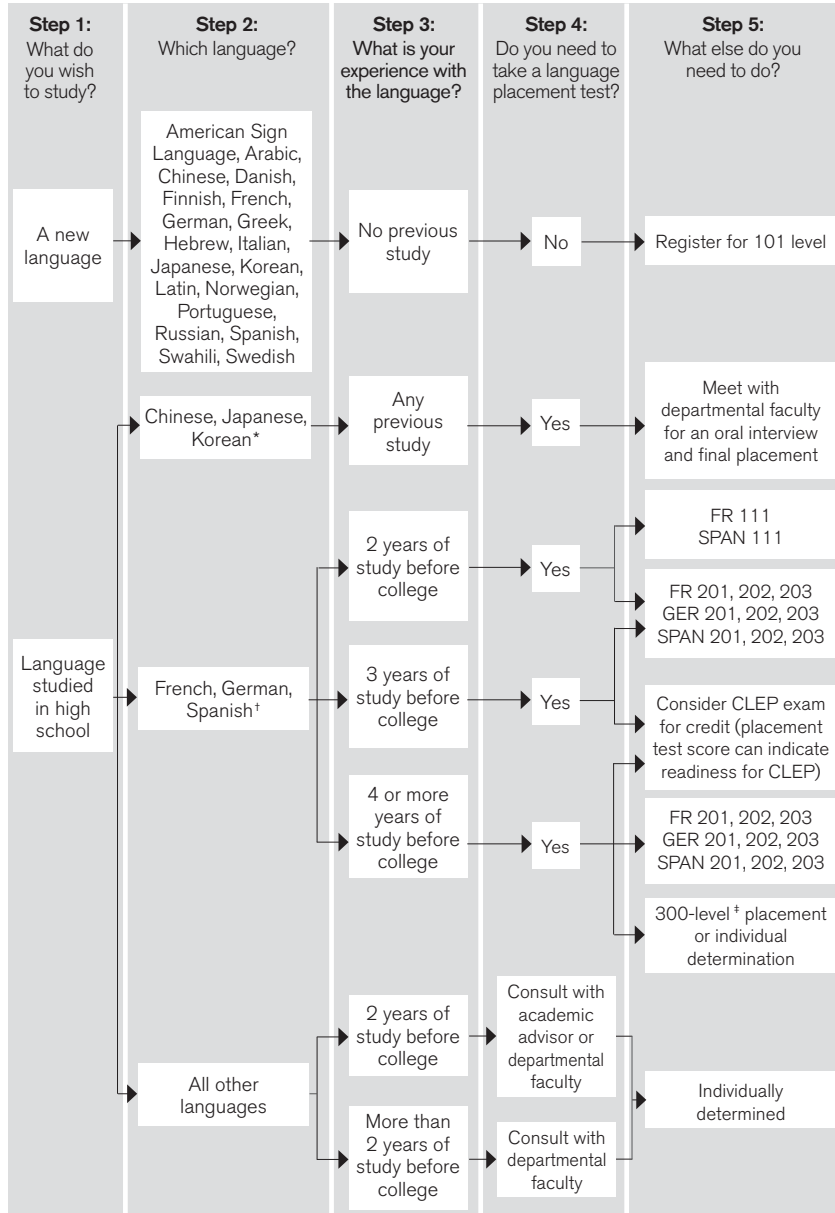
Effective fall 2013, American Sign Language can be used to complete the BA second-language requirements. Both the 101–103 and 201–203 sequences will be offered in the 2015–2016 academic year.

1.5 GROUP REQUIREMENTS

All students must demonstrate breadth in their education by completing specified course work in three academic areas, called **groups**. The groups and their corresponding denotations are: arts and letters (A&L, >1), social science (SSC, >2), and science (SC, >3). A list of group-satisfying courses can be found in Appendix L on pages A-20 to A-28, the Student Orientation Handbook, and online at registrar.uoregon.edu/group_courses. The following table summarizes the group requirements for the degrees offered at the university

Bachelor of Arts Bachelor of Science Bachelor of Fine Arts	Bachelor of Architecture Bachelor of Landscape Architecture Bachelor of Interior Architecture Bachelor of Education Bachelor of Music Bachelor of Music in Music Education
A&L: 15 credits minimum SSC: 15 credits minimum SC: 15 credits minimum - Each group must include at least two courses in one subject code, and at least one course in a different subject code	A&L: 12 credits minimum SSC: 12 credits minimum SC: 12 credits minimum - Each group must include at least two subject codes - Two groups must include two courses with the same subject code
45 minimum total group credits	36 minimum total group credits

Determine if Student Needs to Take a Language Placement Test



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

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

[‡] Students with 300-level and higher GER placement should consult with departmental faculty.

NOTE: Subject Code and Group Requirements

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

EXPLANATIONS AND RESTRICTIONS OF GROUP REQUIREMENTS

BA and BS Requirements and Group Requirements—"Double Dipping"

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

BS requirement: Courses used to demonstrate proficiency in mathematics or in computer science, or in a combination of the two for the BS degree, **cannot** also be used to fulfill the science group requirement.

For assistance in interpreting situations, contact the Office of the Registrar at 541-346-2935, or advisors in the Office of Academic Advising at 541-346-3211.

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

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

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

- In mathematics, a student who completes only MATH 241, 242, 243, needs 241 and 242 to complete the BS requirement, and may use 243 for the science group. If that same student took MATH 111 and 112 prior to 241, the student would use MATH 111, 112 and 241 to meet the BS requirement and could, therefore, use MATH 242 and 243 for the science group. See pages 5–9 for the various ways to meet the BS requirement.

One Course Restrictions

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

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

NOTE: Transferring Out of CHC

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

Clark Honors College and Group Requirements

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

Questions on other Honors College courses, including those which are no longer taught, should be directed to CHC at 541-346-5414 or honors@uoregon.edu, or to a student records specialist in the Office of the Registrar at 541-346-2935. CHC graduation requirements are available online at honors.uoregon.edu/content/graduation-requirements. See Appendix M on page A-28 for a complete discussion of Clark Honors College (CHC) general-education requirements.

Second Majors or Minors and Group Requirements

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

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

Group Requirements and Upper-Division Credit

The university requires 62 credits of work at the 300-level and above. Most majors contribute only 30–35 credits of that 62 credits. As a consequence, many students need to identify upper-division courses beyond their major. Many of the 300-level group satisfying courses have few, if any, prerequisites.

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

1.6 MULTICULTURAL REQUIREMENT

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

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

A minimum of 6 credits in approved courses must be earned. The list of multicultural courses can be found in Appendix L on pages A-20 to A-28, and online at registrar.uoregon.edu/group_courses.

NOTE: Multicultural Requirement and Group Requirements

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

1. Category A: American Cultures (AC)

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

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

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

3. Category C: International Cultures (IC)

The goal is to study world cultures in critical perspective. Approved courses either treat an international culture in view of the issues raised in Categories A and B—namely, race and ethnicity, pluralism and monoculturalism, and/or prejudice and tolerance—or explicitly describe and analyze a world-view—i.e., a system of knowledge, feeling, and belief—that is substantially different from those prevalent in the 21st century United States.

1.7 DEGREE AUDIT

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

The following sample degree audit shows the progress toward meeting writing and group requirements, for a student who completed classes in fall 2011. The student Mary who was admitted in fall 2011, earned 16 credits and is registered in courses designated “12W.” The degree audit also shows her progress toward meeting written english and group requirements.

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

SINGLE DEGREE WITH DOUBLE (OR MORE) MAJORS

Double (or multiple) majors may be awarded with all degrees. The 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.

SAMPLE: UO Degree Audit

Student: Student, Mary UO Id: 000-000-000
Admit Term: Fall 2011 Last Complete Term: Fall 2011

Reflects Academic Record as of: December 20, 2011, @ 11:30 a.m. (1)
Degree Program: Bachelor degree not declared (2)
Major: Undeclared
Advisor: Joe Advisor

REQUIREMENTS ARE LISTED BELOW

This report summarizes your academic progress toward satisfaction of university requirements.

NO Requirement: 180 Credits
EARNED: 16.00 CREDITS (3)
NEEDS: 164.00 CREDITS

NO Written English
1) First Written English Course Complete
11F WR 121 4.00 A College Composition I
12W WR 122 0.00 College Composition II (4)

1. Degree audit is current as of this date.
2. Students can declare their intent to earn a BA or BS degree with the Office of the Registrar.
3. Earned 16 credits toward the 180 total credits needed.
4. Registered for WR 122 winter term 2012.

NO Multicultural Requirement: Total of Two Courses From Different Areas

NO Bachelor of Arts: Foreign Language
OR (5)

NO Bachelor of Science: Mathematics/CIS

NO GROUP REQUIREMENTS BELOW:
GUIDELINES: All students must complete courses in arts and letters, social science, and science. Each group must include:
(1) 15/16 credits in approved group-satisfying courses
(2) At least two courses with the same subject code
(3) At least one course with a different subject code

NO ARTS & LETTERS GROUP REQUIREMENT
4.00 CREDITS EARNED (6)
11F ARH 204 4.00 B Hist Western Art

NO SOCIAL SCIENCE GROUP REQUIREMENT
4.00 CREDITS EARNED (7)
11F PS 101 4.00 B- Modern World Govts
12W EC 201 0.00 ? Intro Econ Analy Micro

NO SCIENCE GROUP REQUIREMENT
4.00 CREDITS EARNED (8)
11F CH 221 4.00 B+ General Chemistry
12W CH 222 0.00 ? General Chemistry

5. Progress toward meeting both the BS and BA requirements is noted until degree program is declared.
6. Completed one of four needed courses.
7. Completed one of four needed courses, and is registered for a second course in this group.
8. Completed one of four needed courses; registered for a second course with the same subject code in this group. After winter term, this student will have completed half of the science requirement (8 of the 16 needed credits).

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 which may be awarded under one degree.
- All requirements appropriate to each major and to each college must be met.
- If students combine an interdisciplinary major and another major, there may be some limitations on the number of credits/courses which may be used twice to satisfy major requirements. The limitations are usually described in the UO Catalog.
- Students wishing to add a second major should go to the office of the second major for information.
- Students must consult with the second major department to determine admissibility. Some departments and professional schools have admission procedures that must be followed to gain major status, and they may refuse to grant major approval for graduation to students who have not followed appropriate procedures. Furthermore, formal admission to some majors is required to gain access to upper-division work.
- The group requirements for students completing more than one major may be affected (see page 14).

CONCURRENT BACCALAUREATE DEGREES

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

1. Must complete all departmental requirements for both majors.
2. Must complete all general-education requirements for both degrees (see pages 16–18 for the variation in these requirements).
3. Must complete a minimum of 36 credits more than the requirements of the major/degree requiring the most number of credits. For example, a student completing a bachelor of architecture and a bachelor of arts must complete 231 credits for the bachelor of architecture, plus 36 additional credits for the bachelor of arts, for a total of 267 credits.

4. Must complete an additional 36 credits of residence at the UO after satisfying the residency requirement for the first degree. For example, the above student in the bachelor of architecture program completes 45 credits after 171 credits, and then completes the required additional 36 credits of residence for the second degree.
5. Are permitted to earn two of the same degrees (e.g., BA in Journalism and BA in International Studies).

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

Procedure to Earn Two Bachelor's Degrees

To earn two bachelor's degrees students must:

- be officially admitted to each degree-granting major, and
- apply for the first degree online through DuckWeb, and e-mail the Office of the Registrar at registrar@uoregon.edu to apply for the second degree.

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 first degree	

2. Specific Degree Requirements

The specific degree requirements for the BA or the BS may be completed as part of the first degree, as part of the second degree, or through a combination of the two.

3. BS Mathematics and CIS Proficiency Requirement

The student must satisfy the mathematics and CIS proficiency requirements.

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

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

Exception: Students who complete all requirements for, and are awarded a second bachelor's degree as an "UG-post-bac.," may apply up to 9 credits of the work taken as a postbaccalaureate non-graduate student toward a master's degree (within the 15-credit maximum for transfer credit). The 9 credits must be for courses beyond all baccalaureate degree and/or program requirements (see Appendix D on page A-6).

1.9 EXCEPTIONS TO ACADEMIC REQUIREMENTS AND PROCEDURES

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

NOTE: Petition Consideration Criteria

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

ACADEMIC REQUIREMENTS COMMITTEE

Office of the Registrar ▪ 220 Oregon Hall
541-346-2935
registrar.uoregon.edu

Types of Exception Requests Considered

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

i. Exception to Graduation Requirements

Examples include:

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

ii. Exception to Registration Deadlines

Examples include:

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

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

Procedure to Submit Exception Requests

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

Inquiries to Faculty About Loss of Credit

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

SCHOLASTIC REVIEW COMMITTEE

Office of Academic Advising ▪ 364 Oregon Hall
541-346-3211 ▪ advising.uoregon.edu

Types of Petition Requests Considered

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

Examples include:

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

Procedure to Submit Petition

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

Request for Faculty Comment on Petitions

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

TUITION REFUND COMMITTEE

Office of Academic Advising ▪ 364 Oregon Hall
541-346-3211 ▪ advising.uoregon.edu

Types of Petition Request Considered

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

NOTE: Contest Charges For Dropping Single Course

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

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

Procedure to Submit Petition

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

1.10 GRADING SYSTEM

GRADE OPTIONS

Student work is graded as follows:

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

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

PASS/NO PASS OPTION (P/P*)

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

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

GRADING OPTION POLICIES

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

MARKS

I (incomplete); Instructor-Initiated Mark

A mark of “I” may be reported only when the quality of work is satisfactory and the student is passing the class, but a minor, yet essential, requirement of the course has not been completed for reasons acceptable to the instructor. In order to complete an “I” students must **not** re-register for the course in a subsequent term. Rather, instructors should establish a contract, to be filed in the department office, specifying what must be done to remove the incomplete grade.

NOTE: Automatic Change from I to F

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

X (no grade reported); Registrar-Initiated Mark

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

Y (no basis for grade); Instructor-Initiated Mark

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

W (withdraw); Student-Initiated Mark

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

AU (audit); Student-Initiated Mark

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

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

GRADE CHANGES

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

CONTESTED GRADES

Students with questions about final grades should be urged to try to resolve the problem first with the instructor and the department involved. If these attempts fail, students should be directed to the Scholastic Review Committee (see page 17).

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 thirty days after the degree is awarded. After this period, grades of “F” or “N” will remain on the academic record after the degree is awarded and cannot be removed.

Policy Prior to Winter 2005

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

CALCULATION OF THE UO GPA

Grade point totals are computed by assigning four points for each credit of A, three for B, two for C, one for D, and zero points for each F. Adding a ‘+’ increases the point value by .30; a ‘-’ decreases the value by the same amount. The GPA is calculated by dividing the total grade points by the total number of credits of A, B, C, D, and F grades. All grades including repeated courses are included in the GPA. Marks of P, P*, N, W, I, X, Y, and grades earned in remedial courses numbered below 100, are disregarded in the computation of the UO GPA.

ACADEMIC STANDING

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

1. Good Standing

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

2. Academic Warning

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

DuckWeb.

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

3. Academic Probation

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

- **UO Cumulative GPA is Lower Than 2.0**
Students who have earned 44 or fewer credits are allowed two terms of probation before they are subject to disqualification. Students with more than 44 credits are only allowed one term of probation before they are subject to disqualification. Students on academic probation whose UO cumulative GPA is lower than 2.00 and whose UO term GPA is 2.00 or higher remain on academic probation.
- **Three Most Recent UO Term GPAs are Lower Than 2.00, Even If the UO Cumulative GPA is Above 2.00**

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

4. Disqualification

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

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

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

Requirements for UO Bachelor's Degree

Students Admitted Fall 2002 or after

Requirements	Bachelor of Science	Bachelor of Arts	Bachelor of Education • Education • Music • Music in Music Ed.	Bachelor of Architecture • Architecture • Landscape Architecture • Interior Architecture	Bachelor of Fine Arts
Written English:	WR 121 and either WR 122 or 123. These courses or their equivalents are required for all bachelor's degrees at the UO (C-/P or better).				
Group Requirements:	A minimum of 15 credits in approved group-satisfying courses is required in each group.*				
• Arts & Letters	Each group must include:				
• Social Science	(a) at least two courses in one subject and				
• Science	(b) at least one course in a different subject.				
Total Minimum Credits:	45 (no more than three courses from one subject) <i>All degrees: No more than one course within the same subject code of the major.</i>	A minimum of 12 credits in approved group-satisfying courses is required in each group.* (a) Two groups must include at least two courses in one subject and (b) Each group must include courses in at least two subjects.	36 (no more than three courses from one subject)		Students must satisfy the general requirements for either the bachelor of arts or the bachelor of science degree.
Multicultural Requirement:	One approved course in two of the following categories: A) American Cultures; B) Identity, Pluralism & Tolerance; C) International Cultures. (Courses must be a minimum of three credits.)				
Second Language:	Two years college-level or equivalent (C-/P or better)*				
Mathematics/Computer Science:	One year college-level or equivalent (C-/P or better)*				
Minimum Credits:	180	180	180	220 (B.L. Arch.) 225 (B.I. Arch.) 231 (B.Arch.)	220
Upper-Division Credits:	62	62	62	62	62
Total ABCDP* Credits:	168	168	168	168	168
UO ABCD Credits:	45	45	45	45	45
UO Residence Credits:	45 after 120	45 after 120	45 after 120	45 after 160, 165, 171	45 after 160
UO Satisfactory Performance:	A University of Oregon Cumulative GPA of 2.0				
UO Academic Major:	Completion of an academic major is required for all bachelor's degrees at the University of Oregon.				

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



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 Handbook, department websites, workshops, events, opportunities, etc.
- Identify appropriate handouts.

2. Discuss advising expectations

- Discuss how you would prefer to be contacted by students (by e-mail, phone, drop-in hours, or appointment).
- Consider creating an advising syllabus as a convenient way to communicate your expectations and other advising information. See “Developing an Advising Syllabus” on page 31 and the example advising syllabus in Appendix A on pages A-1 to A-2.

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; digital arts; product design; business administration; journalism; international studies; and planning, public policy, and management. Discuss the pre-major or other admission requirements as found in UO Catalog or department websites and refer student to appropriate department for more information on the application process.
- Use general-education coursework to explore possible majors, minors, or other areas of interest.
- Make referrals to other people or departments for additional assistance or information, e.g. major department, Career Center, Academic Advising, etc.

4. Help with short and long-term planning

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

First-year students have a low registration priority, so many of their first-choice courses will be full. Students can access the schedule at classes.uoregon.edu before their registration time to see what courses are being offered.

- Demonstrate how to search for group-satisfying and multicultural courses using the class schedule.
- Explain that the first year schedule should incorporate exploration of majors, classes, first-year seminars, 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 Audit 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 Audit, but please rely on the Degree Audit for reviewing progress toward graduation.

ADVISING FIRST-TERM STUDENTS AT ORIENTATION SESSIONS

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

- **PACs and PINs**

- PACs

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

NOTE: PAC

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

- PINs

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

- **Questions to Consider when Advising First-Year Students**

- What to recommend to the undeclared student?

General-education courses are the heart of the first two years of undergraduate study, and they should be selected carefully. These courses enable students to sample subjects that might become a major, create a purposeful program of study, and, finally, lead to a meaningful university degree. For students who want to satisfy general-education requirements through a coherent program, First-Year Interest Groups (FIGs) are an excellent recommendation (see pages 46–47). First-Year Seminars also offer students the opportunity to learn unique subjects in a small-sized and interactive class setting (see page 47). Additionally, students should be encouraged to make connections between their courses. For example, some subjects in

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

- **What are the major requirements?**

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

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

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

- **How many credits are appropriate for each quarter?**

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

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

- Reading Ability

Advisors should note critical reading SAT scores and the reading load for courses. The SAT measures critical reasoning abilities that are important for academic performance in college. The scores can give the advisor and the student a rough idea of comparative levels with other students. Critical reading

scores below the mean might suggest caution in assuming a heavy reading load (e.g., 12 credits in courses demanding five or six texts), until the student knows if the score is an accurate measurement of general comprehension.

- **Assignment Load**
Some courses such as computer and information science, mathematics, second languages, chemistry, and accounting, demand less reading but require intense attention to daily assignments. Three such courses may put the student in precarious straits if illness strikes at midterm. Similarly, a schedule of four classes, each requiring a substantial term paper, might pose serious problems at the end of the term.
- **Work Schedule**
Theoretically, a 15-credit load assumes roughly 45 hours per week committed to class lecture and preparation of assignments. If the student intends to work more than twenty hours a week, they should be reminded of the difficulties that might ensue. Studies indicate that working fifteen to twenty hours per week need not interfere with students' achievement, but working in excess of twenty hours per week while maintaining a full schedule is *not* recommended.

- **Does the schedule have coherence and direction?**
When possible, advisors should discuss combinations of courses that are particularly

effective educationally. Students enjoy and gain from programs where there is some overlapping of subjects. For example, Survey of American Literature and U.S. History inform and support each other. Consider also geography and history, economics and political science, philosophy and psychology, etc. The intertwining of courses from different disciplines adds depth to students' understanding; this principle underlies the FIG program (see pages 46–47).

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

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

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

Sample Two Year Long-Term Planning Model

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

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

- **How to help students think about using electives?**
There is generally room in the normal four course academic term schedule to include an elective. Students might prefer during the first year to choose electives that will balance an academic schedule with non-major courses of special interest, such as music performance. Freshman Seminars are especially good choices as electives for first-year students because of their small size (twenty-three students), the discussion format, and the wide variety of topics. Advisors should be aware of, and may recommend, one of the following courses to students who, in their judgment, would benefit from additional academic support: TLC 101 Introduction to University Study, or perhaps a 1-credit three-week course in the TLC 199 study skills series—Tackling Texts, Time, or Tests.

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

The advisor in the major can offer the best advice for the use of elective credit. The availability of electives is quite different for each major. In general, majors in the humanities and social sciences allow more elective options than majors in the sciences and in the professional schools.
- **Are there requirements for post-graduation plans? A health profession? Law school? Fifth-year education programs?**
See pages 37–39 for more information.
- **Are there career goals the advisor can discuss?**
If the advisor can talk about career options, it should be done, but it is also wise to refer students to the Career Center at 220 Hendricks Hall or at 541-346-3235. See pages 45, 54–55 for information on career-related courses and programs.

2.2 CONSIDERATIONS FOR ADVISING TRANSFER STUDENTS

TRANSCRIPTS AND DEGREE AUDITS

Maximum Transferable Credits

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

Documents Required for Academic Advising

Transfer students should bring a copy of their Degree Audit 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 to the UO as soon as grades have been reported.

ASSOCIATE'S DEGREES

Associate of Arts Oregon Transfer (AAOT)

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

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

Associate of Science in Business

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

MAJORS AND PROFESSIONAL OBJECTIVES

Does the student have a professional objective, other than an objective described by the major? For a health profession objective, refer the student to the University Teaching and Learning Center (TLC); for a pre-law objective, refer the student to the Office of Academic Advising. See page 39 for more information.

OREGON UNIVERSITY SYSTEM (OUS) SECOND-LANGUAGE PROFICIENCY REQUIREMENT FOR UO ADMISSION

Details

The Oregon University System (OUS) 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 or after 1997**. New freshmen and transfer students who graduated from high school or completed a high school equivalency program prior to 1997 are exempted from the second language requirement.

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. If the student makes up the deficiency by taking a second language at the OUS campus of enrollment, an additional fee may be assessed. All exceptions to the second language requirement will be decided on a case-by-case basis as deemed appropriate by the university.

Options Available to Meet Requirement

i. High School and College Credit

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

ii. Proficiency-Based Assessment

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

- Pass ACTFL Oral Proficiency Interview with a score of at least novice-high
- Satisfactory performance (grade of pass) on a Brigham Young Foreign Language Assessment
- Score of 500 or higher on a 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 seventh 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 OUS 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, general-education satisfying, major/elective credit), and then they are used to produce a Degree Audit. Students and advisors can view both the transfer evaluation and the Degree Audit on DuckWeb.

When advising new transfer students, check that the Degree Audit 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**.

If a student enrolls in a class for which credit has already been earned, the credits will be deducted on the Degree Audit. This can cause confusion for students and advisors when the earned credit total at the top of the Degree Audit, differs from totals at the end of the audit.

Portland State University Transfer

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

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

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

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

- **Community College Transfer Agreements**
Oregon Community College Associate of Arts Transfer Agreement: Option I
The UO, along with other schools in the Oregon University System, has agreed to recognize an Associate of Arts Oregon Transfer (AAOT) degree awarded by an Oregon community college as fulfilling the lower-division group requirements. Students transferring to the university with AAOT degrees will be considered to have satisfied the writing and group requirements. Care should be taken when advising students with an AAOT degree from an Oregon community college. They should be reminded that **they must meet the math/CIS or second language requirements for the BS or BA, as well as the multicultural requirement.** These students are **NOT SUBJECT** to restrictions on multiple use of group requirement classes and degree requirements (see page 11–17).

NOTE: Completing AAOT After Matriculation at the UO

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

- If First College Attended is the UO
Students who matriculate first at the UO and complete fewer than 24 credits and then transfer to a community college and complete the AAOT, may have the degree recognized at the UO. Requests for retroactive recognition of AAOT degrees should be referred to the Director of Admissions at 541-346-3201. Questions regarding courses which meet AAOT requirements must be directed to the community college from which the student expects to graduate.
- Associate of Science Oregon Transfer Degree in Business
The ASOT earned at an Oregon community college ensures that writing and group requirements have been completed.
- Oregon Transfer Module
The UO, along with other schools in the Oregon University System, 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 Oregon university and community college systems will have met at least the following subset of the UO general-education requirements:
 - 9 credits of arts and letters
 - 9 credits of social sciences
 - 9 credits of science
 - WR 121 and 122
 - one course of college-level mathematicsStudents may have earned more than 9 credits in a group area, or completed work that counts toward the multicultural requirement or the BA (second language) or BS (mathematics) requirement. Be sure to review students' Degree Audits 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 contracted with a set group of individual community colleges in the state of Washington for the same kind of agreement currently held with the Oregon community colleges. Visit the webpage at admissions.uoregon.edu/transfer/commcollege/WAarticulation for a complete list of Washington Schools with articulation agreements. The student accepted with such a transfer degree will be cleared for the university writing requirements and for group requirements; however, the student will be subject to the restrictions on multiple use of group classes and degree requirements (see pages 11–14).

Transfer Evaluation Report

A sample “Transfer Evaluation Report” on the following page shows how the Office of the Registrar has evaluated a student’s coursework transferred from two other institutions.

The “Overall Transfer Summary” section of a report includes the total of credits (converted into quarter hours) accepted, and will specify any deductions in credit. The UO accepts 124 total credits from two-year colleges, of which 90 credits can be transferred from an international junior college. If the total submitted to the UO exceeds that number, the university will accept the courses in meeting graduation requirements, but will deduct credit hours beyond 124. There are also limits on the number of physical education, music performance, field experience, vocational/technical, and professional credits which are accepted. See “Credit Limitations and Special Regulations,” on page 2, for more details. Any credits deducted for these reasons will be explained in the “Deduction Comment” section of a Transfer Evaluation Report.

Courses listed on the transfer evaluation report also appear on the Degree Audit, so students can see how their transfer work applies toward their UO degree. Refer to page 15 for a Degree Audit sample.

- **Errors, Incomplete Reports, etc.**
Any problems should be reported to the Office of the Registrar by the student.
- **Re-evaluation of Transfer Work**
On occasion a transfer student may wish to challenge the evaluations produced by the Office of the Registrar. In those cases students are referred to the advising coordinator of the department involved (e.g. Mathematics Department for a math course), and that

coordinator may write a note on letterhead to the Office of the Registrar indicating the re-evaluation. It is appropriate for the student to be asked to show to the advising coordinator catalog descriptions of the course in question, or other evidence to support the request for re-evaluation. If the transfer course is similar to a UO course, that fact should be included in the note. If the course does not match a UO course, but meets the criteria for a general-education course, that should be included.

Transfer Student Information on UO Registrar Website

The UO Registrar’s website at registrar.uoregon.edu/current_students/transfer-articulation provides the following information related to transferring credits and transfer courses:

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

TRANSFEROLOGY

Transferology is Oregon’s initiative to create a centralized Degree Audit and articulation program that will ease students’ progress from one Oregon school to another. Transferology, a nation-wide transfer information system to help students see how course credits transfer among community colleges, universities, and is used at UO.

Transferology website can be accessed by anyone as a guest, or through creation of a free member account at transferology.com.

Sample Transfer Evaluation Report

Transfer Evaluation Report			
Student Name:	Student, Jessica	ID:	950-00-0000
Current UO Major:	Spanish	Effective Date:	19-May-2011
Overall Transfer Summary:			
<u>Transfer Institution</u>	<u>Transfer Hours</u>	<u>Accepted Hours</u>	
Lane Community College	34.00	29.00	
California St Uni-Long Beach	24.00	19.50	
Total Credits	58.00	48.50	
Deduction Comments:			
Excess Credits Deducted:			0.00
Total Credit Accepted:			48.50
1 semested credit = 1.5 quarter credits			

Lane Community College												
Transfer Courses					U of O Equivalent							
Term	Subj	Crse	Title	CR	GR	Subj	Crse	Title	GS	CR	Repeat	
02W	MTH	095	INTERMEDIATE ALGEBRA	5.00	A	NT	1XXT	NOT TRANSFERABLE		0.00		
02U	MTH	111	COLLEGE ALGEBRA	5.00	A	MATH	111	COLLEGE ALGEBRA	>5	5.00		
	PE	170	INTRO FITNESS ED	1.00	P	PE	1XXT	ELECTIVE OR MAJOR		1.00		
02F	ENG	104	INTRODUCTION TO LITERATURE	3.00	A	ENG	104	INTRO LIT: FICTION	>1	3.00		
02F	G	101	GENERAL GEOLOGY	4.00	A	GEOL	101	DYNAMIC EARTH	>3	4.00		
02F	PHL	201	ETHICS	3.00	A	PHIL	102	ETHICS	>1	3.00		
02F	WR	121	ENGLISH COMPOSITION-EXPO/ARGU	3.00	B	WR	121	ENGLISH COMPOSIT		3.00		
03W	ENG	105	INTRODUCTION TO LITERATURE	3.00	A	ENG	105	INTRO LITERATURE	>1	3.00		
03W	G	102	GENERAL GEOLOGY	4.00	A	GEOL	102	FACE OF THE EARTH	>3	4.00		
03W	HST	202	HISTORY OF THE US	3.00	A	HIST	202	UNITED STATES	>2	3.00		
Transfer Total				34.00					Equivalent Total	29.00		

California St Univ-Long Beach												
Transfer Courses					U of O Equivalent							
Term	Subj	Crse	Title	CR	GR	Subj	Crse	Title	GS	CR	Repeat	
96F	ANTH	120	INTRO CULT ANTHRO	3.00	W	ANTH	110	INTRO CULTURAL ANTHRO	>2	0.00		
96F	DANC	110A	BEG MOD DANCE	2.00	D	DANC	161	ELECTIVE OR MAJOR		3.00		
96F	DANC	113A	BEG BALET	2.00	C	DANC	1XXT	ELECTIVE OR MAJOR		3.00		
96F	ENGL	001	WRITING SKILLS	3.00	NC	NT	1XXT	NOT TRANSFERABLE		0.00		
96F	THEA	113	INTRO TO ACTING	3.00	F	ELEC	1XXT	ELECTIVE OR MAJOR		0.00		
98F	BIOL	200	GEN BIOLOGY	4.00	D	BI	1XXT	SCIENCE GROUP	>3	6.00		
98F	HIST	173	RECENT HU HIST	3.00	C	HIST	1XXT	SOCIAL SCIENCE GROUP	>2	4.50		
98F	KPE	126A	SWIM COND 1	1.00	B	PE	1XXT	ELECTIVE OR MAJOR		1.50		
98F	MATH	001	ELEM ALG/GEOM	3.00	NC	NT	1XXT	NOT TRANSFERABLE		0.00		
98F	UNIV	100H	UNIV & YR FUTURE	1.00	CR	ELEC	1XXT	ELECTIVE OR MAJOR		1.50		
Transfer Total				25.00					Equivalent Total	19.50		

1. Some students may have transfer credits deducted if they have earned credits in courses not transferable to the UO or exceeded the 124 credit maximum that can be transferred from a community or junior college.
2. The left hand side of the report shows the term in which courses were taken, the subject code, course number, and course title at the previous institution. The right hand column shows how the Office of the Registrar has evaluated the courses including course equivalence, General-Education requirements satisfied, and quarter credits awarded.
3. Each credit earned at a school on the semester system is equivalent to 1.5 quarter credits at the UO.
4. California State University's ENGL 001, Writing Skills, is not a college-level course; the credit is not transferable to UO.
5. Although there is no direct equivalent for California State University's HIST 173 at the UO, it does count toward the social science group requirement. This is indicated in the UO-assigned course title, Social Science group, and the symbol >2 in the GS column. A key below indicates the interpretation of other symbols. If a transfer course does not count toward a UO General-Education requirement, it may be listed as "elective or major." Department advisors determine if these courses will count toward major requirements.
6. A maximum of 12 Physical Education credits can be counted toward a UO degree. Transfer work counts toward this maximum.
7. Although this student has earned strong grades at LCC, course work transferred to UO is not included in the calculation of the UO GPA.
8. Lane Community College's WR 121, English Composition-Expo/Argu, has transferred as equivalent to UO's WR 121, English Composition. This student will be able to register for courses with WR 121 as a prerequisite.

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

TRANSFER SEMINARS

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

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

- **Transfer Seminars**

JOURNALISM

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

J 100 Media Professions

J 101 Grammar for Communicators

BUSINESS/ACCOUNTING

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

BA 399 Transfer Seminar

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

Dual Enrollment Program

The Dual Enrollment Program is available for students to be simultaneously admitted and enrolled at Lane Community College, or Southwestern Oregon Community College, and the University of Oregon. A benefit of this program is that the student may combine their hours at each institution in order to bring their status up to full-time (usually for financial aid purposes).

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

For additional information contact Susan Stumpf in the Office of Admissions at 240 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. Most entering undergraduate students must take the Academic English for International Students (AEIS) placement test offered during International Student Orientation (ISO) each term. Graduate students may also be required to take this test, and any relevant courses, if their TOEFL score is below 575 (88 IBT, 7 IELTS).

Testing results will indicate whether or not a student must take part in the Academic English for International Students (AEIS) Program and which courses a student must take. AEIS courses address students' needs in speaking and listening, reading and vocabulary, and writing (at three levels of difficulty).

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

See page 8 for descriptions of AEIS courses. For additional information about AEIS requirements, contact an advisor with the AEIS program at the AEIS Advising Office, at 541-346-2936 or aeisinfo@uoregon.edu. Information is also available online at aei.uoregon.edu/aeis.html.

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, or who intend to complete degree requirements in the current term. However, students who wish to enroll for less than the required minimum credits

must first meet an international student advisor in the Office of International Affairs for reduced course load approval.

– **U.S. Education System**

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

– Financial Support for Educational Expenses

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

NOTE: Course Load Below Full-Time Status

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

ADVISORY NOTES

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

- Register for a full course load of 12 credits each term (undergraduates) or 9 credits (graduates) – however, no more than one online or distance education course can be applied toward meeting the full course load requirement
- Consult with an international student advisor in the event a reduced course (or complete withdrawal) load may be necessary or advisable due to academic adjustment difficulties, personal or family problems, or medical problems preventing full-time study
- Register for no more than 16 credit hours the first term
- Consult with an AEIS Advisor if they have questions about the AEIS program, courses, or their requirements
- Understand requirements for maintaining good academic standing and making normal academic progress
- Pursue developmental English classes available in the skill areas of writing, listening, and

speaking. Contact International Student and Scholar Services for more information

- Explore the skill-building classes and tutorial sessions offered by University Teaching & Learning Center (TLC) in 68 PLC, or online at tlc.uoregon.edu
- Participate in peer mentoring and campus orientation and acculturation programs offered by International Student and Scholar Services and other offices; contact ISSS for more information
- Consult regularly with an international student advisor in International Student and Scholar Services (ISSS) about student visa regulations, financial assistance, tax issues, and adjustment to the UO and American culture

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

2.4 DEVELOPING AN ADVISING SYLLABUS

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

Advisors use an advising syllabus in the same way that a professor or instructor would use a course syllabus. The advisor or advising office often lists their contact information, relevant source materials (the UO Catalog or Student Orientation Handbook for example), advisor and student expectations, and might include tips and strategies that will ensure a successful transition from high school to college. An example of an advising syllabus is included in Appendix A on pages A-1 and A-2. Advisors and administrators may freely adapt that syllabus to their use at any time.

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

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

2.5 USING TECHNOLOGY EFFECTIVELY IN ADVISING APPOINTMENTS

One of the most notable changes in the field of advising in the last fifteen years is the heavy reliance on computer technology and software applications for day-to-day advising practice. The consolidation of print information like the UO Catalog and major checklists into an online environment, the use of campus-wide Degree Audits to track student progress, and the incorporation of Banner to manage Admissions and Registrar workflow, data, and information services require increased reliance on computer technology. Advisors must understand and master the technological tools of their campus in order to perform basic advising functions such as looking up student schedules and test scores, or tracking progress toward graduation. Information about these UO online resources are available in Appendix F on page A-7. What cannot be communicated by a manual or two-hour training session are ways to incorporate technology into good advising practice. Advisors must work to maintain essential advising skills—for example, being a good listener and communicator, using verbal and non-verbal cues to signal connection and engagement—despite the heavy reliance on computer technology for almost every aspect of their work.

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

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

- **Blog: Office of Academic Advising Grade First Aid Blog**
gradefirstaid.uoregon.edu
This blog brings together resources, ideas, and tips to help students make the most out of their undergraduate academic experience.
- **Twitter: PathwayOregon PathwayOregon Twitter Feed**
twitter.com/PathwayOregon
[@PathwayOregon](https://twitter.com/PathwayOregon)
This feed communicates advising opportunities, important dates, and upcoming events for students in the PathwayOregon program.

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

- **Department of Anthropology**
pages.uoregon.edu/anthro
 - course descriptions and syllabi
 - introduction to career possibilities
- **Department of English**
english.uoregon.edu
 - “Advising Supplement” lists courses offered for academic year to assist with planning
- **Department of Environmental Studies**
envs.uoregon.edu
 - term “Tip Sheet” states all courses that will satisfy major requirements
 - simple to follow guide to help students prepare for advising meetings

2.6 WORKING WITH STUDENTS IN DISTRESS

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

ACADEMIC-RELATED DISTRESS

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

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

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

- Remain calm; a calm advisor can have the effect of calming an upset student.
- Empathize with the student. Phrases such as “I can see you are disappointed with...” or “I’m sorry that this has happened” can show a student that you care about them.
- Provide accurate information about options without recommending specific actions. This encourages students to take greater responsibility for their own problem solving and to become active participants in the process.
- Be positive with a focus on solutions and next steps, rather than dwelling on what has happened and how it might have been avoided.
- Use well-timed humor. Once tensions have begun to lighten, appropriate humor can help open lines of communication.

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

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

PERSONAL DISTRESS

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

When students are experiencing distress caused by these situations it is important that they be connected

with resources. Two resources that can provide assistance or connect students with appropriate off-campus resources are the University Counseling and Testing Center and the Office of the Dean of Students. The University Counseling and Testing Center’s website provides information including how to refer a student for counseling services, how to help students in distress, and how to have a productive meeting with an upset student. This information and more can be found online at counseling.uoregon.edu/dnn/FacultyStaff/tabid/113/Default.aspx.

The Office of the Dean of Students also works with students in distress. Faculty can contact them to discuss concerns about a student and they will follow up with the latter as appropriate. They can be reached at 470 Oregon Hall or at 541-346-3216.

2.7 WORKING WITH STUDENT MENTAL HEALTH ISSUES

Today’s university students face a range of mental health issues that can affect their behavior in the classroom and impede their academic success. For example, students experience financial stress due to increasing costs of higher education and declining financial resources. Many 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 networking). More students come to college already exhibiting problematic drug and alcohol use. And today’s young adults seem to have poorer coping skills to use when stressed, distressed and disappointed. We also see more students coming to college with diagnoses of depression, bipolar disorder, anxiety disorders, personality disorders, and Asperger’s disorder. A survey of counseling center clients over 13 years (Benton et al., 2003) found that the number of students who reported (a) depression or anxiety doubled; (b) taking medication doubled; (c) suicidal thoughts tripled; (d) problems with academic skills quadrupled. Data from clients seen at the Counseling Center during 2012-2013 revealed that 44% felt disconnected from themselves; 24.2% felt worthless; 25.7% believed they had no one who understands them; 44% felt isolated and alone; 29.2% felt sad all the time; 19% feared having a panic attack in public; 47% had sleep difficulties; 54.7% reported racing thoughts; 9.7% said they used drugs more than they should; 11.4% said they drink more than they should; 6.5% said they cannot remember what happened after drinking alcohol; 52% felt tense; 17.2% had difficulty controlling their temper; 2.7% had serious thoughts of

hurting others; 6.7% were afraid they may lose control and act violently; 32.5% had unwanted thoughts they cannot control; 10.2% had serious thoughts about ending their lives; and 28% were unable to keep up with their school work.

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

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

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

- Notice changes in behavior among your students.
- Communicate your concerns directly to the student. Be specific and behavioral. For example, "I'm worried about you. You have been missing class a lot lately," or "You usually participate actively in class discussions, but lately you have been very quiet and you seem to have difficulty staying awake."
- Ask directly about students' thoughts about suicide. Again, be specific. Do not ask if they are thinking about harming themselves since there are many non-lethal ways to harm oneself. Instead, say something like "Are you thinking about killing yourself?"

- Ask directly about students' thoughts regarding violence toward others. For example, use a statement like "You feel so angry toward Person X. Is there any chance that you are considering harming that person?"
- Students will sometimes say that they want to tell you something, but that they do not want to tell anyone. Do not promise to keep something private until you know what it is. Even mental health professionals cannot guarantee absolute confidentiality when someone's life is in danger.
- Maintain clear and consistent boundaries. While it may be important sometimes to do something out of the ordinary for a student in order to help, notice if you are consistently overextending yourself.
- Be aware of your own life experiences that might cause you to over-identify with students. Over-identification can sometimes lead us to ignore the boundaries we need to set with students or to assume that what helped us will also help the student.
- Be aware of experiences that might cause you to feel more afraid of, intimidated by, or annoyed with some students. Those feelings might cause you to avoid interacting with a troubled student or to address concerning behavior.
- Remember that your role is to identify concerns and refer to mental health and other professionals. Call the Counseling Center to consult. Ask the student if you can call the Counseling Center to set up an appointment while the student is in your office, or if the student is willing to walk over to the Counseling Center with you right then. Contact the Office of the Dean of Students to let them know you are concerned about a student.

2.8 WORKING WITH PARENTS AND FAMILIES

It is not uncommon for parents of students from the millennial generation to be closely and consistently involved in the daily lives and development of their students. When advisors are contacted by parents and families regarding their students, it is important to focus on the goal of positioning students to make their own decisions and take responsibility for their personal actions. Advisors should encourage parents and families to support and empower their students

to act for themselves through adoption of an advisory and coaching role as their students develop through college. Together, advisors, parents, and family members can provide the assistance that students need.

INTERACTING WITH PARENTS AND FAMILY MEMBERS

Family and Educational Rights and Privacy Act (FERPA)

When approached by parents and families, advisors must adhere to the regulations promulgated by Family and Educational Rights and Privacy Act (FERPA) limiting the university's ability to share information about students without their explicit consent. This law restricts the release of student information to third-party individuals, including parents, to "directory information" (e.g., enrollment status, mailing address, class level). See Appendix B on pages A-3 to A-4 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.

For parents accustomed to uninhibited access to their students' records and educational information such restrictions can cause frustration. However, an explanation of the policy can help parents understand and accept the parameters for dealing with their students' situation. Additionally advisors can discuss common policies and practices pertaining to a student's situation, without providing any particular student or case details. Individual departments and offices may create a waiver form if they wish to accommodate parents or family members who want to discuss specific aspects of their students' situation. Departments and advising staff are strongly encouraged to discuss parent communication policies and best practices proactively.

- **Communication Approach Considering FERPA Regulations**
While FERPA limits disclosure of student information, the "**LARA**" (**L**isten, **A**ffirm, **R**espond, **A**dd general information) communication method can help advisors in the quality of their interactions with parents and family members. For tense or anxiety-ridden situations, this communication process can assist in creating a partnership between parents or family members, and advisors, to resolve issues involving their students.

LARA

- » **Listen:** Provide an attentive listening ear and allow parents or family members to express their thoughts and concerns. Helping individuals feel heard can alleviate negative emotions and diffuse potentially volatile situations. Often the main concern for parents and family members is a need to speak with someone about their students' situations; just knowing someone is available and willing to listen to their issue is often a relief.
- » **Affirm:** Affirm what parents or family members feel or experience. Seek understanding and show empathy for their feelings and particular situation.
- » **Respond:** Explain your capability and limitations to assist parents or family members with a student's situation then address their concerns. This helps them understand your role and ability to assist, and allows everyone to explore the available assistance and solutions for the student and their situation.
- » **Add general information:** Give parents or family members information about their students' issues or concerns. Especially when it is the first time a family has been confronted by a situation of a particular nature, presenting context for their students' circumstances can normalize the experience, and ease the distress caused by uncertainty of how to help their student. Offering resources and empowerment to act can diminish feelings of helplessness and frustration and the associated feelings of anger and agitation, and turn a possibly adversarial parent into a collaborator seeking positive solutions to their student's situation. Providing continued availability to assist or respond to questions by phone, can give parents and family members comfort that they have someone to turn to for additional help.

Advisors may halt confrontational or combative interactions, and refer parents or family members to the Office of the Dean of Students in 164 Oregon Hall.

COMMON CONCERNS

Mental Health

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

Academic Difficulty

Parents or family members may contact advisors about anticipated or actual concerns about their students' classroom difficulties (see the Resources and Referral Guide in Appendix K on pages A-17 to A-18 for contact information of campus student support services mentioned below):

- General Academic Learning - Performance Concerns
The Office of Academic Advising, Center for Multicultural Academic Excellence (CMAE), and University Teaching and Learning Center (TLC) are appropriate referrals to make.
- Instructor Conflict
Students with instructor conflict should be directed to the Department Head within the instructor's department for resolution of any issues.
- Disabilities
The Accessible Education Center (AEC) is available to assist students with documented disabilities.

ENGAGING FAMILY MEMBERS OUTSIDE OF ADVISING

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

Helpline

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

Connect

Families can connect to resources by accessing the program's website online at *families.uoregon.edu* or their Facebook page.

Events

Parent and Family Programs host up to four parent and family 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.

3.1 PREPARATORY PROGRAMS

EDUCATION

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

The graduate degree in curriculum and teaching with a specialization in early childhood-elementary or middle-high school education, leads to recommendation for a state-approved teaching license and a Master of Education (MEd) degree. A program in English for speakers of other languages leads to a state-approved add-on endorsement for licensed teachers.

Undergraduate Studies

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

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

- **Pre-Education Admission**
New students planning to major in educational foundations enter the university as **pre-education majors**. Transfer students and university students from other majors may become pre-education majors by submitting a Request for Addition or Deletion Major form, available in the Education Advising Office.
Pre-education majors are not eligible to take most 300- and 400-level education courses, and typically spend their first two years fulfilling general-education and pre-education requirements. Pre-education major status does not guarantee admission to the educational foundations major. Students who are pre-education majors should meet with an advisor for an introduction to the major. Contact the department at 541-346-3404.

- **Pre-Education Core Courses**
 - EDST 111 Educational Issues and Problems (4 credits)
 - EDST 225 School and Representation in Film (4 credits)
 - EDST 220 Beginning Applications in Education Technology (4 credits)
 - EDST 231 Teaching in the 21st Century (4 credits)
 - FHS 407, 409 K-12 Teaching (3 credits)
- **Educational Foundations Major Admission Process**
Students submit a formal application to the major during the winter term of their sophomore year. Deadline is February 1 of each year. Seniors who transfer from another university or change their major may be admitted, but are not guaranteed graduation within one year. The Educational Foundations website has specific requirements and application deadlines.
- **Pre-Educational Foundations Major Curriculum**
Students who are planning to major in educational foundations typically spend their first two years completing general-education requirements.
- **Educational Foundations Major Curriculum**
The educational foundations major requires core courses in four areas:
 - i. Learning, teaching and assessment
 - ii. Curriculum theory
 - iii. Technology as education
 - iv. Equal opportunity
 - v. Literacy

There are additional required courses in a variety of subjects, including instruction in the areas of reading, art, music and physical education and required courses in mathematics and science. Once admitted to the major, students are scheduled for regular meetings with their advisor who helps them plan a course of study. Contact the department at 541-346-3404.

Graduate Studies

Julie Heffernan, Master's Degree Program Director
UOTeach: Graduate K-12 Licensure Program
education.uoregon.edu/uoteach

Information Sessions: held the first Wednesday of each month from 4:00–5:00 p.m. (location on web-site)

Contacts:

- » *Heffernan*: 541-346-6738
heffern@uoregon.edu
- » *Program Specialist*: 541-346-1360, uoteach@uoregon.edu

Students pursuing a Master of Education degree (MEd) are admitted to the curriculum and teaching major through the K-12 licensure program, UOTeach, which emphasizes critical thinking, engaging teaching, cultural awareness, and strong preparation in subject matter. Completion of the program leads to a teaching license and a Master's of Education degree (MEd) in Curriculum and Teaching.

• Program Overview

UOTeach is a five term program beginning in summer. It is a full-time program, though a small number of part-time students may be accepted for a two year program. It is a cohort based program, in which students take courses in a specified sequence.

Coursework considers such questions as how students learn, how culture affects the teaching and learning process, the role of schools in either maintaining or challenging social injustice, and has a strong focus on subject-related teaching methods that emphasize critical thinking and engaging teaching. Students are in field placements in schools for an entire academic year, including two terms of student teaching.

The program has two strands:

i. **Early Childhood - Elementary Teaching**

For elementary teachers, emphasis is on proven methods for teaching math, science and language arts, as well as learning to teach English language learners (ESOL).

ii. **Middle - High School Teaching**

The Middle - High Strand prepares students for licensure in the following subject areas: Language Arts, Social Studies, Basic and Advanced Math, Biology, Chemistry, Physics, Integrated Science, and a number of Second Languages, including Spanish, French, German, Japanese and Chinese. It also includes embedded preparation in ESOL (English for Speakers of other Languages).

In addition, the School of Music offers a program leading to a teaching license in Music.

Students who successfully complete the licensure part of the Master's degree program are eligible to be recommended for a teaching license, which is granted by the Oregon Teacher Standards and Practices Commission.

• Applications and Admission

UOTeach has limited enrollment, so it may not be possible to admit every applicant who meets basic criteria. Admission criteria include GPA, scores on licensure-related tests, content preparation, experience working with young people, a commitment to working with diverse populations and strong communication skills. Applications are due **January 9th**.

Family and Human Services

Christi Boyter, Department Advisor

Randy Martin, Department Advisor

Pre-Family and Human Services, Pre-Social Work, Counseling, and/or Human Services

education.uoregon.edu/fhs

Contacts:

- » *Boyter*: 541-346-2476, cboyter@uoregon.edu
- » *Martin*: 541-346-1583, rmartin@uoregon.edu

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

Graduates are currently employed in the following professional settings:

- Early Intervention
- Child Abuse Prevention
- Social Welfare
- Family Support
- Youth Services
- Drug & Alcohol Treatment
- Case Management
- Parole & Probation
- Recreation

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

- Special Education
- Social Work
- Counseling

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

PRE-ENGINEERING

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

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

HEALTH PROFESSIONS PROGRAM

Jenni Van Wyk, Health Professions Advisor
Megan Coble, Health Professions Advisor
Shasta Jennings, Health Professions Advisor
University Teaching and Learning Center (TLC)
68 PLC
541-346-3226

Contacts:

- » *Van Wyk*: 541-346-3226, jvanwyk@uoregon.edu
- » *Coble*: 541-346-3226, mcoble@uoregon.edu
- » *Jennings*: 541-346-3226, shastaj@uoregon.edu

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

PRE-LAW

Office of Academic Advising
364 Oregon Hall
541-346-3211
advising.uoregon.edu/AA_Pages/AA_PreLaw.html

Law schools require that applicants for admission have a bachelor's degree. They do not, however, require specific undergraduate majors or prescribe a specific prelegal curriculum. Law schools suggest that prospective students choose majors that provide education in broad cultural fields, which orient students to the general societal framework within which our legal system has developed.

Whatever the undergraduate major, pre-law students should place considerable emphasis on the development of skills in English composition and communication and on acquiring the ability to read with understanding, to think logically, and to perform research and analysis competently. Many law schools advise against a large concentration of courses in vocational training.

Students are urged to schedule an appointment with a pre-law advisor early in their college career. A pre-law advisor can assist students with law school decisions, the application process, curriculum planning, and identifying related extracurricular activities. Informational workshops are conducted each fall and spring term. A law fair is held each fall to provide students an opportunity to learn about the admissions process and meet with admissions representatives from multiple law schools. The Office of Academic Advising website provides details about workshops and the fair. The School of Law admissions office invites students to investigate the UO School of Law.

3.2 INTERNATIONAL STUDENT AND SCHOLAR SERVICES

International Student and Scholar Services
333 Oregon Hall
Contact: 541-346-3206
intl@uoregon.edu
international.uoregon.edu/iss

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

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

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

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

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

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

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

3.3 CENTER FOR MULTICULTURAL ACADEMIC EXCELLENCE

Jane Irungu, Director
Center for Multicultural Academic Excellence (CMAE)
164 and 465 Oregon Hall
541-346-3479, FAX: 541-346-3416
cmae@uoregon.edu
inclusion.uoregon.edu
Contact *Jennifer Burton*, Operations Manager:
541-346-9167
jenb@uoregon.edu

The Center for Multicultural Academic Excellence (CMAE) is committed to the access, retention and persistence of historically underrepresented, underserved populations, including low income, first-generation and multiple identity students. Our mission is to develop and implement services that support retention, academic excellence and success at UO and beyond in a culturally supportive and inclusive environment.

- **Specific Goals:**
 - Develop academic and co-curriculum programs and services that support academic success for all students with a special focus on self-identified Black/African American, Asian American-Pacific Islander, Chicano/Latino, Native American, multi-racial and multiple identity students
 - Support students' successful transition to college, graduate school, professional careers and post-graduate activities
 - Work with the offices and departments across campus to provide an inclusive and welcoming environment for students of color
 - Collaborate with departments across campus in the implementation of the IDEAL university wide diversity plan
 - Collaborate with local community organizations and government agencies on issues of racial and ethnic diversity

- **Services Provided:**

Academic Advising and Support

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

Leadership Development and Mentoring

- Student leadership training
- Peer advising
- Faculty mentoring for student unions and organizations
- Volunteerism, internships, and other co-curricular engagement
- Professional mentoring by faculty, staff, and professionals

Advocacy

- Financial aid petitions
- Academic reinstatement
- Bias and/or discrimination

Coursework

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

Dedicated Space

- Two computer labs with word-processing software and internet connections. Limited free printing for homework and other class related materials

Other Services

CMAE sponsors and hosts the Reach for Success, a middle school visitation program, awards and graduation ceremony, and multicultural speakers and presenters. The office also provides technical, advisory, and financial support to student organizations, and it enhances the new student experience by participating in IntroDUCKtion, Week of Welcome activities, Duck Days, and a fall orientation retreat for new students of color.

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

3.4 ACCESSIBLE EDUCATION CENTER

Hilary Gerdes, Director
Accessible Education Center (AEC)
164 Oregon Hall
541-346-1155
uoaec@uoregon.edu
aec.uoregon.edu
Contact *Gerdes*:
541-346-1063
hgerdes@uoregon.edu

In keeping with the UO's commitment to equal opportunity in education, the Accessible Education Center (AEC) collaborates with students, faculty, and staff to create an educational environment that is useable, equitable, and sustainable. AEC, as part of the Division of Undergraduate Studies, provides support to students and instructors through direct services, outreach, training and consultation.

Instructors and advisors play an important role in ensuring that students with disabilities have the opportunity to fully participate in the academic setting. Compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are minimum expectations. The university strives for a higher standard of access and inclusiveness and recognizes disability as a valued aspect of diversity.

- **Barriers to Full Participation**

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

- **Support and Services**

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

with time management and organizational strategies. Coordinated services offered include:

- Sign language interpreting
- Volunteer and computer-based note taking
- Classroom relocation
- Exam format modifications (Braille, large print)
- Test accommodations
- Alternative text conversion
- Assistive technology

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

3.5 SERVICES FOR STUDENT-ATHLETES

Stephen Stolp, Director
Services for Student-Athletes (SSA)
John E. Jaqua Academic Learning Center
1615 E. 13th Ave.
541-346-5428
ssa.uoregon.edu
Contact *Stolp*: 541-346-5354, stolp@uoregon.edu

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

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

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

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

3.6 THE UNIVERSITY TEACHING AND LEARNING CENTER

Susan Lesyk, Director
University Teaching and Learning Center (TLC)
68 PLC
541-346-3226
tlc.uoregon.edu
Contact *Lesyk*: lesyk@uoregon.edu

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

RESOURCES FOR ALL STUDENTS

Numerous resources are available to all UO students:

- Credit courses help students maximize quality and confidence in their academic work (see descriptions below).
- Individual consultations and workshops with study skills instructors address time management, reading, writing, critical thinking, test-taking, and more. Appointments and drop-in times are available.
- Mathematics and writing labs provide free drop-in tutoring, Monday through Friday.
- Small group and individual tutoring is available for many lower-division math, language and science courses.
- Class Encore offers peer-led study groups for select large lower-division courses.
- Test preparation workshops help students prepare for the GRE, GMAT, and MCAT.

RESOURCES FOR SPECIFIC STUDENT POPULATIONS

Additional programs provide resources for specific student populations:

1. **Health Professions Program**
Health Professions Program (HPP) provides guidance and resources for students interested in pursuing careers in a health field. Advisors help students explore academic and professional interests, plan coursework and steps toward future goals, prepare for enriching experiences on and off campus, and apply for admission to graduate and professional schools.
2. **Student Support Services (SSS, TRiO)**
Student Support Services (SSS) provides free, comprehensive support to qualifying students. This

federal grant makes possible small courses, financial and personal counseling, academic advising, tutoring, and assistance to secure financial aid and scholarships.

Eligibility is based on income level, parents' education, and academic need for services. Students with documented disabilities may also qualify.

3. McNair Scholars Program

The McNair Scholars Program prepares qualified juniors and seniors for graduate study leading to Ph.D. degrees. McNair Scholars receive comprehensive support to earn undergraduate degrees, complete research projects in their fields of study, and apply to graduate schools.

Qualifying students must be from groups under-represented in graduate education or be low-income and among the first generation in their families to complete a bachelor's degree.

4. PathwayOregon

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

5. Undergraduate Support Program (USP)

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

TLC COURSES

The TLC offers the following academic support courses:

- TLC 101 Introduction to University Study
Students explore a wide range of study skills—including reading, time management, note-taking, and test preparation—while examining issues within higher education. Excellent for newcomers as well as returning or transfer students who would like to become more efficient learners. This course has a significant online component.
- TLC 199: Tackling Series
These three-week courses—the first on textbook reading, the second on time management, and the third on test preparation—may be taken separately or as a series. Together they contain content similar to that of TLC 101.
- TLC 199 and 399 Special Studies
Several additional courses are available each term to help students boost academic skills and comfort. The TLC website provides specific course titles, descriptions, and sample syllabi as well as information about credits, format, and duration. Topics throughout the year include grammar, study with focus, science study, math

skills, money management, public speaking, speed reading, and more.

3.7 COMMUNITY EDUCATION

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

ENROLLMENT REGULATIONS

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

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

PROGRAM POLICIES

Graduate Course Restriction

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

Course Enrollment and Credit Limit

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

UO Academic Record

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

Advising Note

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

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

3.8 DISTANCE EDUCATION

Sonya Faust, Sr Program Manager
Distance Education
Baker Downtown Center
975 High St., Suite 110
541-346-4231
disted@uoregon.edu
de.uoregon.edu

COURSE DELIVERY MODELS

Distance Education courses are offered through two models for delivery:

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

ENROLLMENT POLICY

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

TUITION AND FEES ASSESSMENT

The tuition for courses completed through Distance Education is assessed in one of two ways. Some of the courses are assessed as regular tuition, while some are assessed as self-support courses with the course fee replacing tuition. See Appendix E on page A-6 for more information on self-support fees.

UO ACADEMIC RECORD

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

COURSE REQUIREMENTS

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

3.9 LIBRARY COURSES

Barbara Jenkins, Director of Instruction and Campus Partnerships
UO Libraries
1501 Kincaid St.
541-346-3053
library.uoregon.edu/instruct/credit.html
Contact *Jenkins*: 541-346-1925
jenkins@uoregon.edu

The UO Libraries' faculty offers credit courses throughout the academic year to equip students with skills to effectively utilize library resources. Students interested in pursuing an independent study or practicum are also encouraged to contact the libraries. Courses offered include:

- Introduction to Library Research (LIB 101)
An introduction to the effective use of a research library. It provides a basic level of familiarity and comfort in using common library resources such as library catalogs, periodical indexes, electronic resources, government documents, and special collections. This course is designed to give students a practical orientation with a hands-on approach. The course will utilize real-life scenarios students typically encounter during the research process. Offered fall, winter, spring (1 credit).
- Research Strategies: Primary Sources (LIB 323)
This course is designed to help you understand the complex information environment, and to provide you with strategies for making the most effective use of the information resources available to you. Understanding the structure of information; how information may be created and disseminated within a discipline or institution, or how it is organized in a research library, on the web, or in other contexts is essential. Primary Sources is a great course for history and journalism majors. Valuable for honors college students (4 credits).

- Government Information (LIB 453/553)
Focuses on identifying, locating, and using information produced by governmental bodies, such as the State of Oregon, the U.S. federal government, and the United Nations. This information is organized differently than most library resources and distributed through different mechanisms, making it somewhat elusive. Especially beneficial for students in political science, environmental studies, economics, journalism, business, and planning, public policy and management.

3.10 CAREER DEVELOPMENT CLASSES

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

In Fall 2015 the following courses will be offered:

- CAS 407 Career and Academic Major Decisions
- CAS 407 Prepare for Internship and Job Search

In winter and spring 2015 terms, the following courses will be offered:

- BA 407 Prepare for Internship and Job Search
- CAS 399: Career Development and Search Strategies. Only open to GSS majors. (Expected)
- CAS 407 Career and Academic Major Decisions
- CAS 407 Prepare for Internship and Job Search
- CINE 399 Special Studies: Internship and Job Search
- EC 407: Careers in Economics
- J 399 Prepare for Internship and Job Search

For more information about these courses, please see career.uoregon.edu/students/programs-services/career-courses.



SPECIAL ACADEMIC OPPORTUNITIES

4.1 FIRST-YEAR PROGRAMS

Amy Hughes Giard, Interim Director

First-Year Programs

372 Oregon Hall

541-346-1241 or 541-346-1131

fyp.uoregon.edu

Contact Hughes Giard: agiard@uoregon.edu

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

FIRST-YEAR INTEREST GROUPS (FIGS)

What Are the Tangible Benefits of Enrolling Students in FIGs?

- Students who start their fall term in a FIG earn significantly higher grades throughout their first year and beyond.
- Retention rates of FIG students are significantly higher than non-FIG students.

What Are FIGs?

Each First-year Interest Group (FIG) is made up of twenty to twenty-five students who take three courses together during fall term. Two of these courses fulfill general-education requirements.* Both of these courses in the FIG are open to non-FIG participants at all class levels. The third course, called College Connections, is a 1-credit seminar led by a faculty member. The College Connections seminar is open only to students in that FIG. The faculty member teaching the College Connections seminar typically teaches one of the general education courses in the FIG as well. This facilitates mentoring and further exploration of the course material.

How Do FIGs Help Students Succeed?

The College Connections seminar engages students in projects and assignments specific to each FIG. Students gain an in-depth perspective of the topic by exploring the themes underlying the two courses. Each group has a FIG Academic Assistant (FA), an undergraduate student who assists in the seminar and helps students in the FIG navigate the university. Advantages of joining a FIG include faculty and peer mentoring, enrollment in a small seminar-style class, thematically-linked group-satisfying classes, and integration into an academically based social group.

How Does a FIG Affect a Student's Schedule?

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

What Are The Different Types of FIGs?

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

Residential FIGs offer students the advantages of a true collegiate community. This allows them to take part in special activities for the FIG groups organized within the residence halls by the FIG Academic Assistants and by the faculty who teach in the FIG. FIGs are housed in the same complex along with students who are not in the FIG in order to encourage a diverse peer group. When the FIG ends after fall term, students still have the advantage of living in the residence halls with their friends and study partners. Five residential FIGs will be offered Fall 2015.

Challenge FIGs give students a distinctive academic experience. One of the classes in each of the challenge FIGs is at the intermediate and/or 300 level. Challenge FIGs may be either residential or non-residential.

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

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

FIGs recommended for science students, biology, chemistry or human physiology majors, are those that include CH 221 and CH 227 (general chemistry and general chemistry laboratory) or CH 224H and CH 337 (honors general chemistry and advanced general chemistry laboratory).

FIRST-YEAR SEMINARS

Why Should Students Take a First-Year Seminar?

First-Year Seminars are designed to offer first-year students an academic experience they seldom encounter until they are juniors or seniors engaged in upper-division seminars in their major fields. First-Year Seminars fulfill elective credit requirements for graduation. These 3- or 4- credit courses are available all three terms of the first-year and have small class sizes of no more than twenty-three students. All seminars emphasize writing, discussion, and critical reasoning. They also create opportunities for students to explore campus resources and engage more closely with their instructor and their peers. In addition, many First-Year Seminar instructors teach on special interest areas; past topics have included magazine production from a journalist, African culture from a dance instructor, and leadership from a former UO president.

How Can Students Register for a First-Year Seminar?

Students can register through Duckweb, but spaces are not opened until the end of priority registration to give all first-year students a chance to enroll regardless of their class standing. Fall spaces are gradually released during summer IntroDUCKtion sessions, with remaining spaces opening at the end of Week of Welcome in September. For winter and spring terms, the registration date and time can be found on the class schedule. Please note that ineligible students will be dropped from the course (see “FIG and First-Year Seminars Eligibility” in the following section).

First-Year Seminars offered each year can be found in the Student Orientation Handbook, the class schedule under “FSEM,” and the First-Year Programs website at fyp.uoregon.edu.

FIG AND FIRST-YEAR SEMINARS ELIGIBILITY

Enrollment in 2015–2016 FIGs and First-Year Seminars is limited to first-year students who have graduated from high school between spring 2014 and spring 2015, who have not taken college credits in the time between graduation from high school and their first term at the UO. They are not open to exchange or transfer students who have previously studied at another institution.

4.2 CLARK HONORS COLLEGE

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

A LIBERAL ARTS EDUCATION

The Clark Honors College combines the best of the small liberal arts college education with top-tier research university opportunities.

The Clark Honors College is a beacon to recruit gifted and high-achieving students. Honors education provides a great democratizing effect, making the education of elite institutions accessible, often closer to home, and much lower in cost. The Clark Honors College is the leading edge in advancing the reputation of academic excellence for the entire university, not just its strongest units.

Classes in the CHC are limited to nineteen or fewer students and complement any UO major. The CHC application process is competitive, with 240 spaces available each year and applications averaging more than 1,400 annually.

CURRICULUM

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

CHC students.

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

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

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

INSTRUCTION AND ADVISING

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

ADMISSION

Students currently enrolled at the UO who have an excellent academic record may apply to transfer to the CHC. Application deadlines are January

15 for fall term, and October 15 for winter term. Mid-year admissions are rare and are based on space-availability. Interested students are strongly encouraged to review admissions requirements and curriculum before applying. All information is available on the CHC website.

4.3 COLLEGE SCHOLARS

Ben Saunders, Director
College Scholars
541-346-4158
csch.uoregon.edu
Contact *Saunders*: 541-346-0062
ben@uoregon.edu

Developed and funded by the College of Arts & Sciences, College Scholars is an enrichment and mentoring program designed to help students make the most of the vital first two years of their undergraduate degree. Membership is by invitation* and is based on the student’s prior academic record. The Program offers a unique curriculum designed to introduce intellectually curious students to the broad range of academic disciplines on offer within the College of Arts and Sciences, and to provide them with a firm foundation for their chosen major — whatever that major turns out to be. College Scholars is ideal for multi-talented students who are undecided or torn about their ultimate area of academic specialization; it is also helpful for students looking for an exciting and efficient way to negotiate the UO General Education requirements. In addition, each quarter, students are invited to College Scholar Events that present information about distinguished scholarships, undergraduate research, and other important topics. During the junior and senior years, there is continuing mentoring and advising to help students launch their careers via research assistantships, internships, and departmental honors.

*Students who have not received an invitation, but who feel they could benefit from becoming a College Scholar, should e-mail collegescholars@cas.uoregon.edu.

SCHOLARS' GROUP-SATISFYING GENERAL EDUCATION COURSES

UO students must complete a number of group-satisfying general education courses in arts and letters, social sciences, and natural sciences. To enable students in the College Scholars Program to fulfill some of these requirements in a small class setting, three or more general-education courses are typically offered each term, exclusively for College Scholars. Students are expected to register for a minimum of four of these courses over their first two years at the UO—two in their first year (including one Reacting-to-the-Past course) and two in their second year.

FRESHMAN COLLOQUIA

College Scholars Colloquia are divided into three areas of academic interests: humanities (arts and letters), natural sciences, and social sciences. These 1-credit courses meet for an hour a week and typically involve a guest lecture and structured discussion with a small group of other College Scholar students. First-year students are required to take at least two colloquia during their first year at UO; they can both be in the area that most closely aligns with students' academic interests or students can choose courses from different areas to explore their options. Students are encouraged to enroll in one of the two required Freshmen Colloquia courses in fall quarter.

College Scholars Course Options

To see a listing of all courses available to College Scholars any given term, enter College Scholars (CSCH) in the subject code field of the online class schedule.

College Scholars courses planned for 2015–2016:

Fall 2015

ASTR 123	Galaxies and the Expanding Universe [Science]
MATH 261	Calculus with Theory I [Natural Science]
PHIL 322	Philosophy of the Arts [Arts and Letters]
CAS 101H	Reacting to the Past: The French Revolution [Social Science]

Winter 2016

EC 201	Introduction to Economic Analysis: Microeconomics [Social Science]
ENG 385	Graphic Narratives and Cultural Theory [Arts and Letters]
HIST 361/ HUM 361/ PHYS 361	Science and Culture
PSY 399	Imaginative Minds [Natural Science]
CAS 101	Reacting to the Past: Darwin and the Copley Medal [Social Science]
CAS 101	Reacting to the Past: Forest Diplomacy and Red Clay [Social Science]

Spring 2016

CS 399	Computational Thinking
MATH 243	Introduction to Methods of Probability and Statistics [Natural Science]
JPN 250	Manga Millennium [Arts and Letters]
CAS 101H	Reacting to the Past: The French Revolution [Social Science]
CAS 101H	Reacting to the Past: The Constitutional Convention And Kentucky, 1861 [Social Science]

JUNIOR AND SENIOR YEAR

In their junior and years, students complete an “Above and Beyond” requirement by working in a lab as an undergraduate research assistant, helping with courses as an undergraduate teaching assistant, completing an internship, participating in the Study Abroad Program, and/or fulfilling the honors requirements in the student's major.

To graduate with honors, students must meet the requirements of a departmental honors program; generally this mean completing an honors thesis.

4.4 HONORS LISTS AND LATIN HONORS

LATIN HONORS

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

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

DEPARTMENTAL HONORS

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

DEAN'S LIST

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

JUNIOR SCHOLARS

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

PHI BETA KAPPA

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

4.5 HONOR SOCIETIES

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

Honor Society Admission Criteria: Scholarship

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

Honor Society Admission Criteria: Scholarship, Leadership and Service

Society Name	Academic Field	Student Level
Friars	N.A.	Junior
Mortar Board	N.A.	Senior

Honor Society Admission Criteria: Service

Society Name	Academic Field	Student Level
Alpha Phi Omega	N.A.	All levels

Professional Organizations

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

4.6 OREGON INSTITUTE OF MARINE BIOLOGY

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

The UO has an 80-year tradition of education and research in Marine Biology, and is one of the very few institutions in the Western United States where a student may obtain an undergraduate major in Marine Biology. Although several faculty members on the Eugene campus study marine organisms, most of the marine curriculum is offered at the Oregon Institute of Marine Biology (OIMB) in Charleston on the southern Oregon coast. OIMB offers three terms of course work each year at its Charleston campus.

COURSE OFFERINGS

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

FACILITIES AND LOCATION

All courses at OIMB take advantage of nearby marine habitats, including an exceptionally rich rocky intertidal zone, extensive dune systems, and spectacularly pristine estuaries. Dormitories, recently renovated and upgraded, are available on the Charleston campus. Rates for dorm space and tuition are comparable to those on the main campus.

MARINE BIOLOGY MAJOR REQUIREMENTS

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

4.7 NATIONAL STUDENT EXCHANGE

Karla Haught, Interim Coordinator
National Student Exchange (NSE) (in Office of Academic Advising)
364 Oregon Hall
541-346-321
nse@uoregon.edu
advising.uoregon.edu/AA_Pages/AA_WhatIsNSE.html
Contact *Haught*: khaught@uoregon.edu

The UO is a member of the National Student Exchange (NSE) consortium that permits UO students to exchange to participating institutions in the United States, Canada, Guam, Puerto Rico, and the US Virgin Islands. Students pay either the resident tuition rate at the host campus or UO tuition rates. The exchange may be for one quarter or one semester to one academic year.

NSE gives UO students an opportunity to study at another educational institution in a new setting and to become acquainted with the varied social, educational, and cultural patterns in different areas of the United States and Canada.

Through NSE, students may also take advantage of specialized courses or unique programs which may not be available on the UO campus. Each year the university hosts approximately forty students from participating institutions.

PARTICIPATION REQUIREMENTS

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

APPLICATION PROCEDURE

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

4.8 STUDY AND INTERNSHIP ABROAD

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

The UO offers approximately 190 study abroad programs and internships in about ninety countries.

STUDY ABROAD

Global Education Oregon (GEO) is a national study abroad program provider and the UO study abroad office. GEO offers 250 programs in 90 countries. During their undergraduate career, over 25% of UO students study abroad. Study abroad programs are not limited to language and liberal arts study, but include a wide range of academic areas. Moreover, students participate in a variety of program types including exchange, faculty led, field research, internship and service learning.

Eligibility and Participation Requirements

Students should plan early for study abroad opportunities or internships, as many programs have specific language and course prerequisites and because many programs fill by the deadline date. Complete program information is available on the GEO website.

Credit Equivalencies

All GEO sponsored programs have been approved by the Study Abroad Programs Committee to offer UO credit. Credit awarded from GEO programs for UO students is considered residence credit and is listed on the student's permanent record upon completion of the study abroad program. The Office of the Registrar maintains a database of course equivalencies for all GEO study abroad programs and manages the transcribing and course equivalency process. Course equivalency information can be found on the Registrar's website, or is available upon request.

Study Abroad Opportunities

Students can choose to participate in GEO sponsored programs in 90 countries during 2015–2016. Students can search the complete list of locations by visiting the GEO website. New study abroad opportunities are continually being developed. Students interested in particular geographic areas not currently listed as UO program sites should consult a study abroad advisor at the GEO office.

INTERNSHIPS

GEO offers several opportunities for students to gain internship experience. Students can select programs where they take classes in addition to completing an internship. GEO also partners with IE3 Global, which offers over 150 internships in over 50 countries.

Eligibility Requirements

Students should review eligibility requirements on the GEO website. IE₃ Global Internships are open to juniors, seniors, post-baccalaureate, and graduate students currently enrolled in degree programs at the UO.

Global Internship Opportunities

IE₃ Global offers credit bearing internship opportunities in many fields across several regions including Asia, the Pacific, Europe, Latin America, and Africa. UO students combine valuable professional experience with immersion in second languages and cultures, and integrate these experiences into their academic programs. Students may apply for posted internship openings, or they may propose self-arranged internships. For a listing of available internships, contact the GEO office, or visit the IE₃ Global website at ie3global.org.

Funding Resources

Because students are registered at the UO, they are eligible to receive most UO-awarded financial aid. This aid assists approximately 75% or more of students currently participating in study abroad and internship programs. A no-interest, short-term loan program is also available for purchasing airline tickets before regular financial aid is dispersed. For more information on short-term loans contact a study abroad advisor. For information on applying your financial aid and scholarships, contact a financial aid counselor in the Office of Student Financial Aid and Scholarships.



SERVICES FOR STUDENTS

5.1 CAREER PLANNING SERVICES

CAREER CENTER

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

Programs & Services Overview

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

- **Advising and Counseling**
One-on-one career-development support through scheduled advising and counseling appointments including follow up on self-assessment instruments.
 - **Workshop Series**
Four to five weekly career-development orientation workshops on career-development curricular areas such as self-assessment instrument interpretation, career decision-making, resume writing, internship or part-time/full-time job search strategies, interview preparation, social media use in the job search, etc.
 - **Outreach Workshops**
Customized workshops for student groups based on faculty, academic department, service-unit staff or student-organization requests through our website workshop request form.
 - **Career Decision-Making and Internship - Job-Search Strategies Courses**
2-credit course sections per academic year on the subjects of Career Decision-Making and Internship - Job-Search Strategies, instructed by the cross-divisional Career Connections Instructors Team
- through different schools and colleges at the UO. See 3.10: Career Development Classes.
- **On-Campus Recruitment (OCR): On-Campus Interviews and Practice Interviews**
Hundreds of organizations conduct on-campus interviews with UO students for the purpose of hiring for their career positions, internships or summer jobs. Many of these organizations also volunteer their time to provide practice interview experience to students who wish to gain practical and professional career development skills.
 - **On-Campus Recruitment (OCR): Information Sessions**
Many organizations opt to enhance their on-campus recruitment visit by hosting information sessions. These events are free and provide students with an opportunity to learn more about an organization and their opportunities and ask questions. Often, the employers attending these events are the same ones making the hiring decisions for their organization.
 - **Go Intern!**
Potential to receive 1–12 upper division, elective credits for completing internships in the local, larger, and global community. In addition to academic credit, students receive personalized career-advising support.
 - **Networking Events**
Multi-industry field or industry field-customized networking events designed to facilitate students' networking skill and confidence development, their interaction with employers, alumni, and community professionals, as well as to facilitate organic recruiting by community employers.
 - **Career Fairs**
Three career fairs per academic year designed to facilitate students' networking skill and confidence development, their recruitment engagement with employers, as well as structured employer recruiting on campus for internship and job opportunities.
 - **Website and DuckConnect**
Look here for the array of the Career Center's services and programs, career-related social-

media, internship, and part-time/full-time job opportunities and on campus employment opportunities.

- **Student Group Support**

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

- **Student Advisory Board**

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

5.2 VETERANS SUPPORT

OFFICE OF VETERANS AFFAIRS

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

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

VA Education Benefits

Every academic year, some students will be asked to submit an "Approved List of Courses Form" to the Veterans Coordinator. This form should include all coursework that a student plans to complete during the academic year and should be signed by both the student and advisor. Only the minimum courses required to complete a student's degree qualify for VA education benefits. **By the time a student has earned**

89 credits, the VA requires that a major be declared.

Students may contact the Veterans Coordinator at the Oregon Hall location listed above, or by mail:

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

Office hours are from 8:00 a.m. to noon, and 1:00 to 5:00 p.m., Monday through Friday.

THE UNIVERSITY OF OREGON STUDENT VETERANS CENTER

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

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

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

THE VETERANS AND FAMILY STUDENT ASSOCIATION

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

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

5.3 NONTRADITIONAL STUDENT SUPPORT

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

RESOURCES

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

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

5.4 RELIGIOUS HOLIDAY OBSERVANCE

Office of Affirmative Action and Equal Opportunity
377 East 12th Avenue, Suite 452
541-346-3123
aaeo.uoregon.edu

Oregon Administrative Rules (OAR) promulgated by the Oregon State Board of Higher Education provide: any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of absence (OAR 580-015-0165).

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

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

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

APPENDICES

APPENDIX A: SAMPLE ADVISING SYLLABUS

OFFICE OF ACADEMIC ADVISING SYLLABUS

364 Oregon Hall, 541-346-3211

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

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

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

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

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

YOUR OAA ADVISOR WILL:

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

YOUR OAA ADVISOR EXPECTS THAT YOU WILL:

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

HOW DO I CONTACT MY OAA ADVISOR?

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

**MANDATORY REPORTING: In an effort to connect students with appropriate resources, our office has a mandatory reporting policy (required by state law) for reported cases of child abuse and prohibited discrimination, including sexual harassment and sexual assault.*

THE OAA ADVISING CALENDAR

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

Follow Academic Advising on:
 OAA Website: advising.uoregon.edu
 OAA Blog: gradefirstaid.uoregon.edu
 Twitter: UOAdvising
 YouTube channel: UOAdvising
 Facebook: University of Oregon - Office of Academic Advising

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

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

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

APPENDIX B: STUDENT RECORD PRIVACY POLICY — FERPA

BASIC ELEMENTS OF THE STUDENT RECORDS POLICY FOR FACULTY AND STAFF

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

Definition of Education Records

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

Directory Information

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

Students with Restricted Directory Information

A student may restrict release of all Directory Information by filing a Restriction of Directory Information form with the Office of the Registrar. The restriction will usually take effect immediately and

in no case longer than two working days from the filing date. Once the restriction form is processed, no information—including directory information—is to be released to anyone, including persons claiming to be the student, parents, relatives, friends, other students, or prospective employers, who may wish to contact the student or verify their status at the university. Students who have restricted the release of Directory Information are required to present photo identification when they wish to discuss or make inquiries about their education record.

The restriction is permanent until the student requests, in writing, that it be removed. The restriction remains in place even after the student has stopped attending or has graduated from the university.

FACULTY AND STAFF RESPONSIBILITY

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

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

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

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

When responding to an inquiry about a student, staff and faculty must determine whether the student has placed a restriction on the student's record. If a student has filed a restriction, records are marked *CONFIDENTIAL* and DuckWeb records include the note "THE STUDENT HAS RESTRICTED RELEASE OF DIRECTORY INFORMATION." Class lists have the symbols >> preceding the student name. An appropriate response to an inquiry about a student with a directory restriction is "I'm sorry, I have no information for a person (or individual) by that name."

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

Posting of Grades

Faculty and staff are responsible for protecting the identity of students and keeping student grades confidential. Grades or evaluations linked to personal identifiers (names, UO ID numbers, or social security

numbers) may not be publicly disclosed without specific permission from the student as described above. Without student permission, grades or evaluations may be posted, whether on office doors or on websites, only by using randomly generated codes or numbers. The Office of the Registrar has created a mechanism that can be used by faculty to generate code numbers for students enrolled in their classes. It is available online at registrar.uoregon.edu/faculty_staff/random_number_generator. Graded papers, exams, quizzes, and other assignments are considered part of the student's education record, and must be returned to the student in a manner designed to maintain confidentiality.

FERPA (FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT) QUICK REFERENCE

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

FERPA Quick Reference Table

Directory Information?	Yes	No
Student's full name	X	
UO ID number		X
Personal Access Code		X
Date of Birth		X
Mailing address and phone number	X	
Permanent address and phone number	X	
Billing address		X
E-mail address	X	
Parent names and/or addresses		X
Class level and academic major/minor	X	
Dates of attendance	X	
Fact that the student is or has been enrolled	X	
Degrees, honors, certificates awarded	X	
GPA or grades		X
Cumulative credit hours	X	
Current term grades or class schedule (CRNs, meeting times, locations)		X
Full-time, half-time, or less than half-time enrollment status	X	
Information on academic 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

APPENDIX C: REQUIRED UO EMPLOYEE REPORTING RESPONSIBILITIES

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

MANDATED REPORTING OF CHILD ABUSE AND NEGLECT

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

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

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

UO Employee Reporting Responsibilities

	Child Abuse & Neglect	University Crimes— Clery Act	Discrimination and Sexual Harassment, including Sexual Assault, Dating and Partner Violence, and Gender-Based Stalking and Bullying
Who must report	All university employees	Campus security authorities; designated staff with student contact	All university employees
Where to report	<ul style="list-style-type: none"> • Local law enforcement • Department of Human Services • UOPD—for incidents related to UO authorized activities 	<ul style="list-style-type: none"> • UOPD • 9-1-1 (crimes in progress) 	<ul style="list-style-type: none"> • Supervisor • Office of Affirmative Action and Equal Opportunity
Contact	Karen Logvin (klogvin@uoregon.edu)	Monica Hildebrand (monicah@uoregon.edu)	Penny Daugherty (penny@uoregon.edu)
For more Information	hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect	police.uoregon.edu	aaeo.uoregon.edu/aaeo-booklet aaeo.uoregon.edu/sexualharassment-assault-students safe.uoregon.edu

CAMPUS CRIME REPORTING

Campus safety is a shared responsibility. Report crimes or security concerns right away. Call 9-1-1 for emergencies or crimes in progress.

UO Police Department (UOPD) issues Campus Crime Alerts (CCAs) for certain crimes that happen on or near campus. CCAs go to all UO e-mail addresses, and are intended to assist members of the community in planning for their own and others’ safety.

- ➔ Some employees, those designated as Campus Security Authorities, have specific responsibility to report. Employees who, by virtue of their assigned job responsibilities, are Campus Security Authorities are notified of that status by appropriate university officials, and receive training regarding their reporting responsibilities.

Campus crime statistics and safety information is published on UOPD’s website.

REQUIRED UO EMPLOYEE REPORTING: PROHIBITED DISCRIMINATION AND SEXUAL HARASSMENT - ASSAULT

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

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

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

APPENDIX D: RESERVATION OF GRADUATE CREDIT

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

PERMISSION TO REGISTER FOR GRADUATE CREDIT; RESERVATION OF GRADUATE CREDIT

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

- **Option 1**
Permits inclusion of a graduate level course in a bachelor's degree program.
 - Eligibility: Admitted undergraduate status and a minimum GPA 3.0 in each of the three terms prior to enrolling in graduate level course.
 - Note: Undergraduates receiving less than a B in a graduate-level course will be ineligible for further enrollment in graduate-level coursework.
- **Option 2**
Reserves a graduate level course for consideration by a department after undergraduate is admitted as a graduate student. Allows undergraduates to take up to three graduate courses not exceeding a total of 12 credits.
 - Eligibility: Minimum GPA of 3.0 in each of the three terms, and senior classification, prior to enrolling in graduate course.
 - Note: Undergraduates receiving less than a B in a graduate-level course will not be allowed to use the course toward a master's degree, and will be ineligible for further reservation of graduate credit.

Non-degree seeking undergraduate-level students are ineligible for Reservation of Graduate Credit. This includes Community Education Program students and undergraduate postbaccalaureate students. Undergraduates do not qualify to receive credits for the following graduate classes: Research (601); Supervised College Teaching (602); Internship (604); Reading and Conference (605); Field Studies or Special Problems (606); Workshop, Special Topics, or Colloquium (508 or 608); and Practicum, Terminal Project, or Supervised Tutoring (609).

TRANSFER OF RESERVED GRADUATE CREDIT

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

THE TRANSCRIPT

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

APPENDIX E: SELF-SUPPORT FEES AND TUITION

REMEDIAL COURSES, SELECTED WEEKEND WORKSHOPS AND DISTANCE EDUCATION

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

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

APPENDIX F: ONLINE RESOURCES FOR THE ACADEMIC ADVISOR

DUCKWEB

duckweb.uoregon.edu

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

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

The Degree Audit Reporting System (DARS) allows students to check progress towards graduation. General University requirements, including group requirements, total credits needed for graduation, upper division credits and graded credits, are available on the Degree Audit. In addition, degree requirements for all majors and minors are included on Degree Audits. Degree Audits 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.

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."

OFFICE OF THE REGISTRAR WEBSITE

registrar.uoregon.edu

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

ACADEMIC ADVISING WEBSITE

advising.uoregon.edu

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

GRADE FIRST AID BLOG

gradefirstaid.uoregon.edu

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

OFFICE OF ACADEMIC ADVISING ON YOUTUBE

youtube.com/user/UOAdvising

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

DEPARTMENT HOME PAGES

uoregon.edu/azindex

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

UO CATALOG

uocatalog.uoregon.edu

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

BANNER SYSTEM

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

APPENDIX G: CREDITS EARNED THROUGH EXAMINATION

NATIONAL STANDARDIZED EXAMINATIONS

Advanced Placement (AP) Credit

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

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

In some cases, students should be advised to delay taking upper-division courses until perhaps their second quarter on the campus, even if they have received the credit hours for lower-division work in the same field through AP testing. This is particularly true of science AP students because there is no laboratory credit with AP work (see footnote 2 in table 1 on page A-9).

Be aware of the new AP credit policy for students entering Fall 2015 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-9 lists AP scores that generate university credit.

Scholastic Aptitude Test (SAT) and American College Testing (ACT)

Scores students receive from the Scholastic Aptitude Test (SAT) and American College Testing (ACT) examinations are used for purposes of college admissions, and recommendation of an initial course placement. No credit is granted for completion of any of these tests.

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

Writing Placement

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

International Baccalaureate (IB) Credit

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

The UO evaluates International Baccalaureate (IB) scores in much the same way as it evaluates AP scores. Students must indicate that they want their official IB test scores sent to the UO. For students that entered **summer 2012 or before**, or for a complete list of IB exams accepted at the UO, visit the Registrar's website at registrar.uoregon.edu/current-students/advanced-credit/international-baccalaureate-exam-charts. Table 2 on pages A-10 and A-11 lists UO credit awarded for the Higher Level IB exam, and table 3 on pages A-11 through A-12 lists UO credit awarded for the Standard Level IB Exam.

Table 1: Advanced Placement (AP) Scores Generating University Credit – Entering Fall 2015 and Beyond

Subject	Score	Credit	Courses Awarded	Groups
Art History	4 or 5	8	ARH 204, 206	A&L (>1)
Biology	4 or 5	12	BI 211 plus two Biology courses	SC (>3)
Calculus AB	3	4	One MATH course	SC (>3), BS Math
	4	8	MATH 251 and one MATH course	SC (>3), BS Math
	5	8	MATH 251, 252	SC (>3), BS Math
Calculus BC	3	8	MATH 251, 252	SC (>3), BS Math
	4 or 5	12	MATH 251, 252, 253	SC (>3), BS Math
Chemistry 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
Economics: Macroeconomics	3, 4, or 5	4	EC 202	SSC (>2)
Economics: Microeconomics	3, 4, or 5	4	EC 201	SSC (>2)
English Language and Composition	3, 4 or 5	4	WR 121	COMP
English Literature and Composition	3, 4 or 5	4	ENG 104	A&L (>1)
Environmental Science	3, 4 or 5	4	ENVS 202	SC (>3)
European History	3, 4 or 5	8	HIST 102, 103	SSC (>2)
French Language and Culture	3, 4 or 5	12	FR 201, 202, 203	A&L (>1), BA Lang
German Language and Culture	3, 4 or 5	12	GER 201, 202, 203	A&L (>1), BA Lang
Comparative Government and Politics	4 or 5	4	PS 204	SS group
Human Geography	3, 4 or 5	4	GEOG 142	SSC (>2), IC
Japanese Language and Culture	3, 4, or 5	15	JPN 201, 202, 203	A&L (>1), BA Lang
Latin	3, 4, or 5	12	LAT 301, 302, 303	A&L (>1), BA Lang
Music Theory	4 or 5	8	MUS 131, 132, 134, 135	Elective
Physics B ²	4 or 5	12	PHYS 201, 202, 203	SC (>3)
Physics C ² : – Electricity & Magnetism	4 or 5	4	PHYS 253	SC (>3)
	– Mechanics	4 or 5	PHYS 251	SC (>3)
Psychology	3	4	One PSY course	SSC (>2)
	4 or 5	4	PSY 202	SSC (>2)
Spanish Language and Culture	3, 4 or 5	12	SPAN 201, 202, 203	A&L (>1), BA Lang
Spanish Literature and Culture	3, 4 or 5	4	SPAN 301	A&L (>1), BA Lang
Statistics	4 or 5	4	MATH 243	SC (>3)
Studio Art/ 2D Design/3D Design/ Drawing	4 or 5	4	One Art course	Elective
US Government	4 or 5	4	PS 201	SSC (>2)
US History	3, 4, or 5	8	HIST 202, 203	SSC (>2)
World History	3, 4, or 5	8	HIST 105, 106	SSC (>2), IC

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

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

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

Table 2: International Baccalaureate (IB) Higher Level Exam – Entering Fall 2015 and Beyond

Subject	Score	Credit	UO Course Equivalent	Satisfies Group Requirements
Social & Cultural Anthropology	5	4	ANTH 161	SSC (>2), IC
Visual Arts (Art History)	5	4	Art History (1 course)	A&L (>1)
		4	Art History (1 course)	Elective
Biology	5	12	BI 211, 212, 213	SC (>3)
Business	5	4	BA 101	SSC (>2)
		12	CH 221, 222, 223	SC (>3)
Computer Science	5	8	CIS 210, 211	SC (>3)
Dance	5	4	DAN 251	A&L (>1)
		4	Dance (1 course)	Elective
Design Technology	5	4	Digital Arts (1 course)	Elective
Economics	5	8	EC 201, 202	SSC (>2)
English A Literature	5	8	WR 121, 122	COMP
		4	ENG 104	A&L (>1)
English A Language and Literature	5	8	WR 121, 122	COMP
		4	ENG 104	A&L (>1)
Film	5	8	ENG 265, 266	A&L (>1)
Further Mathematics	5	12	MATH 251, 252, 243	SC (>3), BS Math
Geography	5	4	GEOG 141	SC (>3)
		4	GEOG 142	SSC (>2), IC
Global Politics	5	4	PS (1 course)	SSC (>2)
		4	PS (1 course)	Elective
History: Africa	5	12	History (3 courses)	SSC (>2), IC
History: Americas	5	12	HIST 201,202,203	SSC (>2)
History of Asia/Oceania	5	12	HIST 190, 191, 192	SSC (>2), IC
History: Europe & Middle East	5	12	History (3 courses)	SSC (>2), IC
History: Medieval Europe & Islamic World	5	12	History (3 courses)	SSC (>2), IC
Information Tech Global Society	5	8	Computer & Info Sci (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

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

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

CONTINUED Table 2: International Baccalaureate (IB) Higher Level Exam – Entering Fall 2015 and Beyond

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

² Non-native speakers only

³ No lab credit is awarded so science and health profession students should discuss with their advisers the desirability of completing PHYS 251, 252, 253 and accompanying labs or of proceeding to next appropriate level of physics.

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

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

Table 3: International Baccalaureate (IB) Standard Level Exam – Entering Fall 2015 and Beyond

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

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

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

CONTINUED Table 3: International Baccalaureate (IB) Standard Level Exam – Entering Fall 2015 and Beyond

Subject	Score	Credit	UO Course Equivalent	Satisfies Group Requirements
History	5	4	History (1 course)	SSC (>2)
History: Medieval Europe & Islamic World	5	4	History (1 course)	SSC (>2), IC
Inform Tech Global Soc	5	4	CIS 210	SC (>3)
Arabic B 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	4	GER 311	A&L (>1), BA LANG
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	TA (1 course)	A&L (>1)
Literature & Performance (French)	5	4	TA (1 course)	A&L (>1)
Literature & Performance (Spanish)	5	4	TA (1 course)	A&L (>1)
Math Studies	5	4	Mathematics (1 course)	BS MATH
Mathematics	5	4	Mathematics (1 course)	SC (>3), BS MATH
Music	5	4	Music (1 course)	A&L (>1)
Music Group Performance	5	4	Music (1 course)	Elective
Music Solo Performance	5	4	Music Performance (1 course)	Elective
Philosophy	5	4	PHIL 101	A&L (>1)
Physics	5	4	PHYS 101	SC (>3)
Psychology	5	4	Psychology (1 course)	SSC (>2)
Sports, Exercise & Health	5	4	Health, Physical Education (1 course)	Elective
Theater Arts	5	4	Theater Arts (1 course)	A&L (>1)
World Religions	5	4	Religious Studies (1 course)	A&L (>1), IC

² Non-native speakers only

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

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

College Level Examination Program (CLEP)

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

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

CLEP Course Equivalent Examinations

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

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

Advanced-Level (A-Level) Examinations

Office of Admissions
541-346-3201
uoglobal@uoregon.edu
admissions.uoregon.edu

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

REQUESTING TEST SCORE REPORTS

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

AP (Advanced Placement Exam)

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

ACT (American College Testing)

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

CLEP (College Level Exam Program)

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

IB (International Baccalaureate)

International Baccalaureate
Americas Global Center
7501 Wisconsin Avenue, Suite 200 West
Bethesda, MD 20814
Information Desk: 301-202-3025
ibo.org
ibid@ibo.org
➔ Visit ibo.org/iba/transcripts/faq.cfm for instructions for ordering transcripts/scores

SAT (Scholastic Achievement Test)

Domestic: 866-756-7346
International: 212-713-7789
Services for Students with disabilities: 212-713-8333
TTY-Domestic: 888-857-2477
TTY-International: 609-882-4118

Customer Service requests:
College Board SAT Program
PO Box 025505
Miami, FL 33102

sat.collegeboard.org
UO School Code: 4846

➔ Order online, by phone, or by mail

TOEFL (Test of English as a Foreign Language)

TOEFL Services

Educational Testing Service

P.O. Box 6151

Princeton, NJ 08541-6151

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

ets.org/toefl

toefl@ets.org

UO School Code 4846

➔ Order online, by fax, or by mail

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

University Credit (Course-Challenge), Waiver and Proficiency Examinations

Credit by Examination

David Espinoza, Assistant Director

Counseling and Testing Center

541-346-3230

espinoza@uoregon.edu

testing.uoregon.edu

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

- **Eligibility Requirements for Credit by Examination**

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

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

The following courses are **not available** for credit by examination:

1. Courses removed from course challenge option by departmental action through the Academic Requirements Committee
2. Courses numbered 0–99: Field Studies (196); Workshop, Laboratory Projects, or Colloquium (198); Special Studies (199); courses numbered 200 or 399–410
3. First-year second-language courses
4. 100-level mathematics courses and MATH 211, 212, 213
5. English composition courses (WR 121, 122, 123)

6. An elementary language course taught in the student's native language
7. A course for which a CLEP examination is available
8. A course that substantially duplicates credit already earned
ibid@ibo.org
 - ➔ Students who earned a low, but passing grade in a regular course may petition the Academic Review Committee (ARC) (see pages 21–22) 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- 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 complete an Academic Requirements Committee petition to determine eligibility for credit by examination. Students then obtain faculty and department approvals before the exam can be scheduled by contacting the Testing Center. Students are billed an examination fee of \$60.00 per course.

Waiver - Proficiency Exams

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

- **No Credit Awarded**

No credit is awarded for completion of waiver - proficiency examinations, but successfully completed examinations do fulfill a graduation requirement.

- **Proficiency Examination Availability**

- **WR 121 and WR 122 Proficiency Examination**

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

- **Language Proficiency Examination:**

- » Chinese: Contact Testing Office at 541-346-3230
- » Japanese: Contact Testing Office at 541-346-3230
- » Other languages: contact the specific department
- » For languages not taught at the UO, contact the Associate Dean for Humanities, College of Arts and Sciences at 541-346-3902

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

APPENDIX H: ACT AND SAT SCORE CONCORDANCE

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

APPENDIX I: PEER ADVISING

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

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

APPENDIX J: ACADEMIC DISHONESTY

Sandy Weintraub, Director
Office of Student Conduct and Community Standards
541-346-1140
conduct@uoregon.edu
conduct.uoregon.edu

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

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

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

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

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

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

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

- Fabrication
- Cheating
- Academic Misconduct

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

APPENDIX K: RESOURCES AND REFERRAL GUIDE

ACADEMIC SUPPORT SERVICES

Department	Contact Information	
AEIS (Academic English for International Students)	Testing Center Room 270, University Health, Counseling, and Testing Center 541-346-3230 <i>testing.uoregon.edu</i>	Alicia Going American English Institute 12C Pacific Hall 541-346-0476 • argoing@uoregon.edu aei.uoregon.edu/AEIS/
Career Exploration	Career Center 220 Hendricks Hall 541-346-3235 <i>career.uoregon.edu</i>	
Class - Classroom Scheduling	Mike Jefferis Assistant Registrar 228 Oregon Hall 541-346-1264 • jefferis@uoregon.edu <i>registrar.uoregon.edu</i>	
CLEP Tests	David Espinoza Testing Center Room 270, University Health, Counseling, and Testing Center Building 541-346-3230 <i>testing.uoregon.edu</i>	
College Scholars	Ben Saunders Director 366 PLC 541-346-0062 • collegescholars@cas.uoregon.edu <i>csch.uoregon.edu</i>	
Degree Audits Transfer Articulation, Deductions, etc.	Brian Lowery Associate Registrar 213 Oregon Hall 541-346-7344 • blowery@uoregon.edu <i>registrar.uoregon.edu</i>	
Dual-enrollment	Kristi Gustafson Office of Admissions 246 Oregon Hall 541-346-1234 • kdil@uoregon.edu <i>admissions.uoregon.edu</i>	Katrina Schmidt Financial Aid 260 Oregon Hall 541-346-1194 • schmidt@uoregon.edu <i>financialaid.uoregon.edu</i>
Freshman Interest Groups (FIGs)	Amy Hughes-Giard First-Year Programs 364 Oregon Hall 541-346-1079 • agiard@uoregon.edu <i>fyp.uoregon.edu</i>	
Freshman Seminars	Freshman Seminars Coordinator First-Year Programs 372 Oregon Hall 541-346-1136 • freshsem@uoregon.edu <i>fyp.uoregon.edu</i>	
Grades	Scott Morrell Assistant Registrar 220 Oregon Hall 541-346-2941 • smorrell@uoregon.edu <i>registrar.uoregon.edu</i>	
Internships	Career Center 220 Hendricks Hall 541-346-3235 <i>career.uoregon.edu</i>	Holden Center Lower level of the EMU, Suite 47 541-346-1146 • holdencenter@uoregon.edu <i>leadership.uoregon.edu</i>

Department	Contact Information
Placement Testing	<p>Writing, Mathematics, AEIS, French, German and Spanish: Testing Center Room 270, University Health, Counseling, and Testing Center 541-346-3230 testing.uoregon.edu</p> <p>Japanese, Chinese, Korean: Department of East Asian Languages 308 Friendly Hall 541-346-4041 pages.uoregon.edu/eall</p> <p>➔ For all other languages: contact the department</p>
Registration	<p>Scott Morrell Assistant Registrar 220 Oregon Hall 541-346-2941 • smorrell@uoregon.edu registrar.uoregon.edu</p> <p>Brian Lowery Associate Registrar 213 Oregon Hall 541-346-7344 • blowery@uoregon.edu registrar.uoregon.edu</p>
Residency	<p>Brian Stanley Office of Admissions 233 Oregon Hall 541-346-1231 • bstanley@uoregon.edu • admissions.uoregon.edu</p>
Study Abroad	<p>Office of International Affairs 333 Oregon Hall 541-346-3206 • international.uoregon.edu/studyabroad</p>
University Teaching and Learning Center (TLC)	<p>Susan Lesyk Director 68 Prince Lucien Campbell Hall 541-346-3226 • lesyk@uoregon.edu • tlc.uoregon.edu</p>

SERVICES FOR SPECIFIC STUDENT POPULATIONS

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

APPENDIX L: GROUP SATISFYING AND MULTICULTURAL COURSES

Note: Appendix L is from 5/28/15, new courses are highlighted in gray. For updated information please go to: registrar.uoregon.edu/current-students/group-satisfying-and-multicultural-courses
Classes highlighted in gray are new.

MULTICULTURAL REQUIREMENT: AC—AMERICAN CULTURES; IP—IDENTITY, PLURALISM AND TOLERANCE; IC—INTERNATIONAL CULTURES

ARTS AND LETTERS (>1: A&L)

AAAP	120	University of Oregon: Preservation and Place	
AAD	250	Art and Human Values	IP
AAD	251	The Arts and Visual Literacy	IP
AAD	252	Art and Gender	IP
AAD	301	Understanding Arts and Creative Sectors	
ARB	201	Second-Year Arabic	
ARB	202	Second-Year Arabic	
ARB	203	Second-Year Arabic	
ARB	301	Language and Culture	IC
ARB	302	Language and Culture	IC
ARB	303	Language and Culture	IC
ARB	331	Reading Classical Arabic	
ARB	353	Arab Cinema	IC
ARH	101	Global Masterpieces: Monuments in Context	IC
ARH	204	History of Western Art I	
ARH	205	History of Western Art II	
ARH	206	History of Western Art III	
ARH	207	History of Indian Art	IC
ARH	208	History of Chinese Art	IC
ARH	209	History of Japanese Art	IC
ARH	210	Contemporary Asian Art and Architecture	IC
ARH	314	History of Western Architecture I	
ARH	315	History of Western Architecture II	
ARH	320M	History of Jewish Art	IP
ARH	322	Art of Ancient Greece	
ARH	323	Art of Ancient Rome	
ARH	331	Cultures of the Medieval West	
ARH	351	19th-Century Art	
ARH	353	Modern Art, 1880-1950	
ARH	354	Art since 1945	
ARH	358	History of Design	
ARH	359	History of Photography	
ARH	387	Chinese Buddhist Art	IC
ARH	397	Japanese Buddhist Art	IC
ART	101	Understanding Contemporary Media	
ART	111	The Artist Experience	
ASL	201	Second-Year American Sign Language	
ASL	202	Second-Year American Sign Language	
ASL	203	Second-Year American Sign Language	
CHN	150	Introduction to the Chinese Novel	IC
CHN	151	Introduction to Chinese Film	IC
CHN	152	Introduction to Chinese Popular Culture	IC
CHN	201	Second-Year Chinese	
CHN	202	Second-Year Chinese	
CHN	203	Second-Year Chinese	
CHN	301	Third-Year Chinese	
CHN	302	Third-Year Chinese	
CHN	303	Third-Year Chinese	
CHN	305	History of Chinese Literature	IC
CHN	306	History of Chinese Literature	IC
CHN	307	History of Chinese Literature	IC
CHN	308	Literature of Modern Taiwan	IC
CHN	350	Gender and Sexuality in Traditional Chinese Literature	IP
CHN	351	Gender and Sexuality in Modern Chinese Literature	IP
CHN	380	Self and Society in Traditional Chinese Literature	
CHN	381	City in Chinese Literature and Film	
CINE	230	Remix Cultures	
CINE	330	Film Festivals	
CINE	350	Gender and Sexuality in European Cinema	IP
CINE	360	Film Theory	
CLAS	110	Classical Mythology	IP

ARTS AND LETTERS (>1: A&L)

CLAS	201	Greek Life and Culture	
CLAS	202	Roman Life and Culture	
CLAS	301	Greek and Roman Epic	
CLAS	302	Greek and Roman Tragedy	
CLAS	303	Classical Greek Philosophers	
CLAS	310	Early China, Ancient Greece	IC
CLAS	311	Death and Rebirth in Greece and India	IC
CLAS	314	Gender and Sexuality in Antiquity	IP
COLT	101	Introduction to Comparative Literature	IP
COLT	102	Introduction to Comparative Literature	IC
COLT	103	Introduction to Comparative Literature	IC
COLT	211	Comparative World Literature	IC
COLT	212	Comparative World Cinema	IC
COLT	231	Literature and Society	IC
COLT	232	Literature and Film	IC
COLT	233	Literature and Science	
COLT	301	Approaches to Comparative Literature	IP
COLT	305	Cultural Studies	IC
COLT	360	Gender and Identity in Literature	IP
COLT	370	Comparative Comics	IP
DAN	251	Looking at Dance	
DANE	201	Second-Year Danish	
DANE	202	Second-Year Danish	
DANE	203	Second-Year Danish	
EALL	209	Language and Society in East Asia	IC
EALL	210	China: A Cultural Odyssey	IC
EALL	211	Japan: A Cultural Odyssey	IC
EALL	360	East Asian Cinema	IC
ENG	104	Introduction to Literature: Fiction	
ENG	105	Introduction to Literature: Drama	
ENG	106	Introduction to Literature: Poetry	
ENG	107	World Literature	IC
ENG	108	World Literature	IC
ENG	109	World Literature	IC
ENG	110	Introduction to Film and Media	
ENG	207	Shakespeare	
ENG	208	Shakespeare	
ENG	210	Survey of English Literature	
ENG	211	Survey of English Literature	
ENG	215	Survey of American Literature	
ENG	216	Survey of American Literature	
ENG	225	Age of King Arthur	
ENG	230	Introduction to Environmental Literature	
ENG	241	Introduction to African American Literature	IP
ENG	242	Introduction to Asian American Literature	IP
ENG	243	Introduction to Chicano and Latino Literature	IP
ENG	244	Introduction to Native American Literature	IP
ENG	265	History of the Motion Picture	
ENG	266	History of the Motion Picture	
ENG	267	History of the Motion Picture	
ENG	280	Introduction to Comics Studies	
ENG	321	English Novel	
ENG	322	English Novel	
ENG	323	English Novel	
ENG	330	Oral Controversy and Advocacy	
ENG	335	Inventing Arguments	
ENG	340	Jewish Writers	IP
ENG	380	Film, Media, and History	
ENG	381	Film, Media, and Culture	IP
ENG	385	Graphic Narratives and Cultural Theory	
ENG	391	American Novel	
ENG	392	American Novel	
ENG	394	20th-Century Literature	
ENG	395	20th-Century Literature	

ARTS AND LETTERS (>1: A&L)

ENVS	203	Introduction to Environmental Studies: Humanities	
ENVS	345	Environmental Ethics	
FINN	201	Second-Year Finnish	
FINN	202	Second-Year Finnish	
FINN	203	Second-Year Finnish	
FLR	225	Voices of Africa	IC
FLR	235	Folklore and the Supernatural	
FLR	245	Folklore and the Pacific Northwest	AC
FLR	250	Introduction to Folklore	IP
FLR	255	Folklore and United States Popular Culture	IP
FLR	320	Car Cultures	
FLR	350	Folklore and the Bible	
FLR	370	Folklore and Sexuality	IP
FR	150	Cultural Legacies of France	IC
FR	201	Second-Year French	
FR	202	Second-Year French	
FR	203	Second-Year French	
FR	301	Culture et langage: la France contemporaine	IC
FR	302	Culture et langage: Le monde francophone contemporain	IC
FR	312	French Survey: Francophone Literature	IC
FR	317	French Survey: Medieval and Renaissance	
FR	318	French Survey: Baroque and Enlightenment	
FR	319	French Survey: 19th and 20th Centuries	
FR	330	French Poetry	
FR	331	French Theater	
FR	333	French Narrative	
FR	361	French Cinema for Nonmajors	IC
FR	362	French Film	IC
FR	372	French-Speaking Communities of the Americas	AC
GER	201	Second-Year German	
GER	202	Second-Year German	
GER	203	Second-Year German	
GER	204	Intensive Second-Year German	
GER	205	Intensive Second-Year German	
GER	206	Law in Literature	IC
GER	220M	From Kierkegaard to Kafka	IC
GER	221	Postwar Germany: Nation Divided	IC
GER	222	Voices of Dissent in Germany	IP
GER	223	Germany: A Multicultural Society	IP
GER	257	German Culture and Thought	IC
GER	258	German Culture and Thought	IC
GER	259	German Culture and Thought	IC
GER	311	Intermediate Language Training	
GER	312	Intermediate Language Training	
GER	313	Intermediate Language Training	
GER	314	Intensive Intermediate Language Training	IC
GER	315	Intensive Intermediate Language Training	IC
GER	317	Study in Germany	
GER	340	Introduction to German Culture and Society	
GER	341	Introduction to German Culture and Society	
GER	350	Genres in German Literature	IC
GER	351	Diversity in Germany	IP
GER	352	Authors in German Literature	
GER	354	German Gender Studies	IP
GER	355	German Cinema: History, Theory, Practice	IC
GER	356	German Fairy Tales	IC
GER	357	Nature, Culture, and the Environment	IC
GER	360	Introduction to German Literature: Poetry, Plays, Prose	
GER	361	Introduction to German Literature: Literary Movements	
GER	362	Introduction to German Literature: Interpretive Models	

ARTS AND LETTERS (>1: A&L)

GER	366	Themes in German Literature	
GER	367	Themes in German Literature	
GER	368	Themes in German Literature	
GRK	301	Authors: [Topic]	
GRK	302	Authors: [Topic]	
GRK	303	Authors: [Topic]	
HC	221H	Honors College Literature	
HC	222H	Honors College Literature	
HC	223H	Honors College Literature	
HUM	101	Introduction to the Humanities I	
HUM	102	Introduction to the Humanities II	
HUM	103	Introduction to the Humanities III	
HUM	240	Medical Humanities	
HUM	245	Food, Art and Literature	
HUM	260	Postwar European Culture	IC
HUM	300	Themes in the Humanities	
HUM	354	The City	IC
HUM	355	The American City	
HUM	361	Ancient Science and Culture	
ITAL	150	Cultural Legacies of Italy	IC
ITAL	152	Desire and Resistance: Italian Cinema	IC
ITAL	201	Second-Year Italian	
ITAL	202	Second-Year Italian	
ITAL	203	Second-Year Italian	
ITAL	301	Cultura e lingua: l'Italia contemporanea	IC
ITAL	303	Cultura e lingua: societa, economia, politica	IC
ITAL	305	Cultura e lingua: arte, musica, i mass media	IC
ITAL	317	Italian Survey: Medieval and Renaissance	
ITAL	318	Italian Survey: Baroque and Enlightenment	
ITAL	319	Italian Survey: 19th and 20th Centuries	
ITAL	341	Dante in Translation	
J	397	Media Ethics	
JDST	212	Medieval and Early Modern Judaism	IP
JDST	220	Introduction to Judaism	IP
JDST	320M	History of Jewish Art	IP
JDST	324	Jewish-Christian Relations through the Ages	IP
JPN	201	Second-Year Japanese	
JPN	202	Second-Year Japanese	
JPN	203	Second-Year Japanese	
JPN	250	Manga Millennium	IC
JPN	301	Third-Year Japanese	
JPN	302	Third-Year Japanese	
JPN	303	Third-Year Japanese	
JPN	305	Introduction to Japanese Literature	IC
JPN	306	Introduction to Japanese Literature	IC
JPN	307	Introduction to Japanese Literature	IC
JPN	315	Introduction to Japanese Linguistics	IC
KRN	151	Introduction to Korean Cinema	IC
KRN	201	Second-Year Korean	
KRN	202	Second-Year Korean	
KRN	203	Second-Year Korean	
KRN	301	Third Year Korean	
KRN	302	Third-Year Korean	
KRN	303	Third-Year Korean	
KRN	309	Languages and Cultural Formation in Korea	IC
KRN	315	Introduction to Korean Linguistics	IC
KRN	360	Contemporary Korean Film	IC
KRN	361	Korean Popular Culture and Transnationalism	IC
LA	260	Understanding Landscapes	
LA	333	Photography and Environmental Values	
LA	375	Contemporary American Landscape	
LAT	301	Authors: [Topic]	
LAT	302	Authors: [Topic]	
LAT	303	Authors: [Topic]	
LING	150	Structure of English Words	

ARTS AND LETTERS (>1: A&L)

MUJ	350	History of Jazz, 1900p1950	AC
MUJ	351	History of Jazz, 1940 to Present	AC
MUS	125	Understanding Music	
MUS	151	Popular Songwriting	AC
MUS	227	Elements of Electronic Music	
MUS	267	Survey of Music History	
MUS	268	Survey of Music History	
MUS	269	Survey of Music History	
MUS	270	History of the Blues	AC
MUS	351	The Music of Bach and Handel	
MUS	353	Survey of Opera	
MUS	358	Music in World Cultures	IC
MUS	359	Music of the Americas	AC
MUS	360	Hip-Hop Music: History, Culture, Aesthetics	AC
MUS	363	The Beatles and Their Times	
MUS	380	Film: Drama, Photography, Music	
MUS	382	American Musical Theater	
NORW	201	Second-Year Norwegian	
NORW	202	Second-Year Norwegian	
NORW	203	Second-Year Norwegian	
PHIL	101	Philosophical Problems	
PHIL	102	Ethics	
PHIL	103	Critical Reasoning	
PHIL	110	Human Nature	IP
PHIL	120	Ethics of Enterprise and Exchange	
PHIL	130	Philosophy and Popular Culture	
PHIL	170	Love and Sex	IP
PHIL	211	Existentialism	
PHIL	213	Asian Philosophy	IC
PHIL	216	Philosophy and Cultural Diversity	AC
PHIL	310	History of Philosophy: Ancient and Medieval	
PHIL	311	History of Philosophy: Modern	
PHIL	312	History of Philosophy: 19th Century	
PHIL	322	Philosophy of the Arts	
PHIL	330	Philosophy and Disaster	
PHIL	332	Philosophy of Film	
PHIL	335	Medical Ethics	
PHIL	340	Environmental Philosophy	
PHIL	342	Introduction to Latin American Philosophy	IC
PHIL	345	Place in the Cosmos	
PORT	150	Lusofonia: The Portuguese-Speaking World	IC
PORT	201	Second Year Portuguese	
PORT	202	Second-Year Portuguese	
PORT	203	Second-Year Portuguese	
PORT	301	Cultura e Lingua: Expressoes Artisticas	IC
REL	101	World Religions: Asian Traditions	IC
REL	102	World Religions: Near Eastern Traditions	IP
REL	222	Introduction to the Bible I	
REL	223	Introduction to the Bible II	
REL	233	Introduction to Islam	IP
REL	253	Religion, Love, and Death	IP
REL	305	Hinduism: Myth and Tradition	IC
REL	317	Jesus and the Gospels	
REL	318	Women in Judaism	IP
REL	335	Introduction to the Qur'an	IC
REL	353	Dark Self, East and West	IP
REL	355	Mysticism	IP
RUSS	201	Second-Year Russian	
RUSS	202	Second-Year Russian	
RUSS	203	Second-Year Russian	
RUSS	204	Introduction to Russian Literature	IC
RUSS	205	Introduction to Russian Literature	IC
RUSS	206	Introduction to Russian Literature	IC
RUSS	240	Russian Culture	IC
RUSS	316	Third-Year Russian	
RUSS	317	Third-Year Russian	
RUSS	318	Third-Year Russian	
RUSS	331	Russian Short Story	IC
RUSS	334	Dostoevsky	IC
RUSS	335	Tolstoy	IC

ARTS AND LETTERS (>1: A&L)

RUSS	340	Russian Women in Literature	IC
RUSS	351	Russian Literature and Film	IC
SCAN	220M	From Kierkegaard to Kafka	IC
SCAN	251	Text and Interpretation	IC
SCAN	259	Vikings through the Icelandic Sagas	IC
SCAN	315	Nordic Cinema	IC
SCAN	316	History of Cinema	IC
SCAN	325	Constructions versus Constrictions of Identity	IP
SCAN	340	Emergence of Nordic Cultures and Society	IC
SCAN	341	Revisions of the Scandinavian Dream	IC
SCAN	343	Norse Mythology	IC
SCAN	351	Periods in Scandinavian Literature	
SCAN	352	Topics in Scandinavian Literature	
SCAN	353	Scandinavian Women Writers	IP
SCAN	354	Genres in Scandinavian Literature	IC
SPAN	150	Cultures of the Spanish-Speaking World	IC
SPAN	201	Second-Year Spanish	
SPAN	202	Second-Year Spanish	
SPAN	203	Second-Year Spanish	
SPAN	218	Latino Heritage I	AC
SPAN	228	Latino Heritage II	
SPAN	301	Cultura y lengua: identidades hispanas	
SPAN	303	Cultura y lengua: expresiones artisticas	
SPAN	305	Cultura y lengua: cambios sociales	IC
SPAN	341	Hispanic Cultures through Literature I	IC
SPAN	342	Hispanic Cultures through Literature II	IC
SPAN	343	Hispanic Cultures through Literature III	IC
SPAN	344	Hispanic Cultures through Literature IV	IC
SPAN	348	United States Latino Literature and Culture	AC
SPAN	350	Introduction to Poetry	
SPAN	351	Introduction to Theater	
SPAN	353	Introduction to Narrative	
SWAH	201	Second-Year Swahili	
SWAH	202	Second-Year Swahili	
SWAH	203	Second Year Swahili	
SWAH	301	Advanced Swahili	
SWAH	302	Contemporary Swahili Literature	IC
SWAH	303	Language and Culture: Swahili Nation	IC
SWED	201	Second-Year Swedish	
SWED	202	Second-Year Swedish	
SWED	203	Second-Year Swedish	
SWED	301	Third-Year Swedish	
SWED	302	Third-Year Swedish	
SWED	303	Third-Year Swedish	
TA	271	Introduction to Theater Arts	
TA	367	History of the Theater I	
TA	368	History of the Theater II	
TA	369	History of the Theater III	
WGS	352	Gender, Literature, and Culture	IP
WGS	361	Gender in Film and Television	IP

SOCIAL SCIENCE (>2: SSC)

AAA	321	Inclusive Urbanism	IP
ANTH	114	Anthropology of Pirates and Piracy	IC
ANTH	150	World Archaeology	IC
ANTH	161	Introduction to Cultural Anthropology	IC
ANTH	162	Introduction to Medical Anthropology	IC
ANTH	165	Sexuality and Culture	IP
ANTH	234	Pacific Island Societies	IC
ANTH	250	Introduction to Middle East Studies	IC
ANTH	280	Introduction to Language and Culture	
ANTH	311	Anthropology of Globalization	IC
ANTH	314	Gender in Cross-Cultural Perspective	IP
ANTH	315	Gender, Folklore, Inequality	IP
ANTH	320	Native North Americans	IP
ANTH	322	Anthropology of the United States	AC
ANTH	326	Caribbean Societies	IC
ANTH	327	Anthropological Perspectives on Africa	IC
ANTH	328	New Guinea	IC

SOCIAL SCIENCE (>2: SSC)

ANTH	329	Immigration and Farmworkers Political Culture	IP
ANTH	330	Hunters and Gatherers	IC
ANTH	331	Cultures of South Asia	IC
ANTH	342	Archaeology of Egypt and Near East	IC
ANTH	343	Pacific Islands Archaeology	IC
ANTH	344	Oregon Archaeology	AC
ANTH	345	Archaeology of East Asia	
ANTH	347	Archaeology of Ancient Cities	IC
ANTH	348	Mammoths to Megaliths: European Prehistory	
ANTH	373	Psychoactive Substances in Ancient Societies	
ARB	253	Introduction to Arabic Culture	IC
BA	101	Introduction to Business	
CAS	101H	Reacting to the Past	
CLAS	188	Introduction to Classical Archaeology	
EC	101	Contemporary Economic Issues	
EC	201	Introduction to Economic Analysis: Microeconomics	
EC	202	Introduction to Economic Analysis: Macroeconomics	
EC	327	Introduction to Game Theory	
EC	330	Urban and Regional Economic Problems	IP
EC	333	Resource and Environmental Economic Issues	
EC	340	Issues in Public Economics	
EC	350	Labor Market Issues	
EC	360	Issues in Industrial Organization	
EC	370	Money and Banking	
EC	380	International Economic Issues	
EC	390	Problems and Issues in the Developing Economies	IC
EDST	111	Educational Issues and Problems	
ENVS	201	Introduction to Environmental Studies: Social Sciences	
ENVS	225	Introduction to Food Studies	IC
ENVS	335	Allocating Scarce Environmental Resources	
ES	101	Introduction to Ethnic Studies	AC
ES	250	Introduction to African American Studies	AC
ES	252	Introduction to Asian American Studies	AC
ES	254	Introduction to Chicano and Latino Studies	AC
ES	256	Introduction to Native American Studies	AC
ES	345M	Music, Politics, and Race	AC
ES	352	Social Equity and Criminal Justice	IP
FHS	213	Issues for Children and Families	
GEOG	142	Human Geography	IC
GEOG	181	Our Digital Earth	
GEOG	201	World Regional Geography	IC
GEOG	202	Geography of Europe	
GEOG	204	Geography of Russia and Neighbors	IC
GEOG	205	Geography of Pacific Asia	IC
GEOG	208	Geography of the United States and Canada	AC
GEOG	209	Geography of the Middle East and North Africa	IC
GEOG	214	Geography of Latin America	IC
GEOG	341	Population and Environment	IC
GEOG	342	Geography of Globalization	
GEOG	343	Society, Culture, and Place	IP
HC	231H	Honors College History	
HC	232H	Honors College History	
HC	233H	Honors College History	
HIST	101	Western Civilization	
HIST	102	Western Civilization	
HIST	103	Western Civilization	
HIST	104	World History	IC
HIST	105	World History	IC
HIST	106	World History	IC
HIST	120	Foundations of Islamic Civilization	IC
HIST	121	Women in World History	IC
HIST	186	Cultures of India	IC
HIST	190	Foundations of East Asian Civilizations	IC
HIST	191	China, Past and Present	IC
HIST	192	Japan, Past and Present	IC
HIST	201	United States	

SOCIAL SCIENCE (>2: SSC)

HIST	202	United States	
HIST	203	United States	
HIST	205	Ancient Sports	IP
HIST	221	Sex in History	IP
HIST	240	War in the Modern World I	
HIST	241	War in the Modern World II	
HIST	245	Russia, America, and the World	
HIST	250	African American History	AC
HIST	251	African American History	AC
HIST	273	Introduction to American Environmental History	AC
HIST	301	Modern Europe	
HIST	302	Modern Europe	
HIST	303	Modern Europe	
HIST	308	History of Women in the United States I	IP
HIST	309	History of Women in the United States II	IP
HIST	319	Early Middle Ages in Europe	
HIST	320	High Middle Ages in Europe	
HIST	321	Late Middle Ages in Europe	
HIST	325	Precolonial Africa	IC
HIST	326	Colonial and Postcolonial Africa	IC
HIST	345	Early Russia	IC
HIST	346	Imperial Russia	IC
HIST	347	Soviet Union and Contemporary Russia	IC
HIST	352	The U.S. in the 1960s	
HIST	361	Early Modern Science	
HIST	373	Shipism and Revolution	IP
HIST	380	Latin America	IC
HIST	381	Latin America	IC
HIST	382	Latin America	IC
HIST	387	Early China	IC
HIST	396	Samurai in Film	IC
INTL	101	Introduction to International Issues	IC
INTL	240	Perspectives on International Development	IC
INTL	250	Value Systems in Cross-Cultural Perspective	IC
INTL	260	Culture, Capitalism, and Globalization	IC
INTL	280	Global Environmental Issues	
INTL	340	Global Health and Development	IC
INTL	360	International Cooperation and Conflict	IP
INTL	370	International Human Rights	IP
J	201	Media and Society	
J	209	Understanding Media	
J	385	Communication Law	
J	387	Media History	
JDST	213	The Jewish Encounter with Modernity	IP
JDST	330	American Jewish Cultures	IP
JDST	340	Israelis and Palestinians	IC
LAW	102	Introduction to Criminal Law	
LAW	201	Introduction to Environmental Law and Policy	
LAW	202	Introduction to Public International Law	
LING	101	Introduction to Language	
LING	201	Language and Power	IP
LING	211	Languages of the World	IC
LING	294	Child Language	
LING	295	Language, Culture, and Society	IC
LING	296	Language and Society in the United States	AC
LING	301	Introduction to Linguistics Analysis	
LING	396	Language and Cognition	
MUS	345M	Music, Politics, and Race	AC
PHIL	123	Internet, Society, and Philosophy	
PHIL	307	Social and Political Philosophy	
PHIL	308	Social and Political Philosophy	
PHIL	309	Global Justice	IC
PHIL	339	Introduction to Philosophy of Science	
PHIL	343	Critical Theory	IP
PHIL	344	Introduction to Philosophy of Law	
PPPM	201	Introduction to Public Policy	
PPPM	202	Healthy Communities	
PPPM	205	Introduction to City Planning	
PPPM	280	Introduction to the Nonprofit Sector	
PPPM	340	Climate-Change Policy	

SOCIAL SCIENCE (>2: SSC)

PS	101	Modern World Governments	
PS	104	Problems in United States Politics	
PS	106	Power, Politics, and Inequality	IP
PS	109	Politics, Science and the Body	IP
PS	111	Introduction to Political Science	
PS	201	United States Politics	
PS	203	State and Local Government	
PS	204	Introduction to Comparative Politics	
PS	205	Introduction to International Relations	
PS	208	Introduction to the Tradition of Political Theory	
PS	225	Political Ideologies	
PS	230	Introduction to Urban Politics	AC
PS	260	Public Policy and Democracy	
PS	275	Legal Process	
PS	301	Art and the State	
PS	321	Introduction to Political Economy	
PS	324	European Politics	IP
PS	326	United States Foreign Policy I	
PS	330	Governments and Politics in Latin America	IC
PS	337	The Politics of Development	IC
PS	345	Southeast Asian Politics	IC
PS	347	Political Power, Influence, and Control	
PS	349	Mass Media and American Politics	
PS	352	Political Parties and Elections	
PS	367	Science and Politics of Climate Change	
PS	369	Southern Politics	AC
PS	375	Race, Politics, and the Law	AC
PS	380	Gender and Politics in Developing Countries	IP
PS	386	United States Social Movements and Political Change	IP
PS	389	Direct Democracy	IP
PSY	202	Mind and Society	
PSY	330	Thinking	
PSY	366	Culture and Mental Health	IP
PSY	376	Child Development	
PSY	380	Psychology of Gender	IP
REES	315	Politics of Language	IC
REL	211	Early Judaism	IP
REL	302	Chinese Religions	IC
REL	303	Japanese Religions	IC
REL	304	Religions of India	IC
REL	321	History of Christianity	
REL	322	History of Christianity	
REL	323	History of Christianity	
REL	324	History of Eastern Christianity	
REL	325	History of Eastern Christianity	
SOC	204	Introduction to Sociology	IP
SOC	207	Social Inequality	IP
SOC	301	American Society	IP
SOC	303	World Population and Social Structure	IC
SOC	304	Community, Environment, and Society	
SOC	305	America's Peoples	AC
SOC	313	Social Issues and Movements	
SOC	317	Sociology of the Mass Media	
SOC	328	Introduction to Social Psychology	
SOC	335	Interaction and Social Order	
SOC	345	Race, Class, and Ethnic Groups	AC
SOC	346	Work and Occupations	
SOC	355	Sociology of Gender	IP
SOC	380	Introduction: Deviance, Control, and Crime	
SPAN	238	Spanish Around the World	IC
SPAN	248	Spanglish	AC
SPAN	308	Cultura y lengua: comunidades bilingues	IP
SPAN	322	Introduction to Hispanic Linguistics	
WGS	101	Women, Difference, and Power	IP
WGS	303	Women and Gender in American History	IP
WGS	315	History and Development of Feminist Theory	IP
WGS	321	Feminist Perspectives: Identity, Race, Culture	AC
WGS	341	Women, Work, and Class	IP
WGS	351	Introduction to Global Feminisms	IC

SCIENCE (>3: SC)

ANTH	145	Principles of Archaeology	
ANTH	163	Origins of Storytelling	IC
ANTH	170	Introduction to Human Origins	
ANTH	171	Introduction to Monkeys and Apes	
ANTH	173	Evolution of Human Sexuality	IP
ANTH	175	Evolutionary Medicine	
ANTH	176	Introduction to Forensic Anthropology	
ANTH	220	Introduction to Nutritional Anthropology	
ANTH	260	Domestic Animals	
ANTH	270	Introduction to Biological Anthropology	
ANTH	332	Human Attraction and Mating Strategies	
ANTH	340	Fundamentals of Archaeology	
ANTH	341	Food Origins	
ANTH	349	Origins of Art	IC
ANTH	361	Human Evolution	
ANTH	362	Human Biological Variation	IP
ANTH	369	Human Growth and Development	
ANTH	375	Primates in Ecological Communities	
ANTH	376	Genomics and Anthropology	
ASTR	121	The Solar System	
ASTR	122	Birth and Death of Stars	
ASTR	123	Galaxies and the Expanding Universe	
BI	121	Introduction to Human Physiology	
BI	122	Introduction to Human Genetics	
BI	123	Biology of Cancer	
BI	130	Introduction to Ecology	
BI	131	Introduction to Evolution	
BI	132	Introduction to Animal Behavior	
BI	140M	Science, Policy, and Biology	
BI	150	The Ocean Planet	
BI	211	General Biology I: Cells	
BI	212	General Biology II: Organisms	
BI	213	General Biology III: Populations	
BI	214	General Biology IV: Mechanisms	
BI	281H	Honors Biology I: Cells, Biochemistry and Physiology	
BI	282H	Honors Biology II: Genetics and Molecular Biology	
BI	283H	Honors Biology III: Evolution, Diversity and Ecology	
BI	306	Pollination Biology	
BI	307	Forest Biology	
BI	357	Marine Biology	
BI	372	Field Biology	
CH	111	Introduction to Chemical Principles	
CH	113	The Chemistry of Sustainability	
CH	114	Green Product Design	
CH	140M	Science, Policy, and Biology	
CH	157M	Information, Quantum Mechanics, and DNA	
CH	221	General Chemistry	
CH	222	General Chemistry	
CH	223	General Chemistry	
CH	224H	Honors General Chemistry	
CH	225H	Honors General Chemistry	
CH	226H	Honors General Chemistry	
CIS	105	Explorations in Computing	
CIS	110	Fluency with Information Technology	
CIS	111	Introduction to Web Programming	
CIS	115	Multimedia Web Programming	
CIS	122	Introduction to Programming and Problem Solving	
CIS	210	Computer Science I	
CIS	211	Computer Science II	
CIS	212	Computer Science III	
DAN	260	Anatomy of Human Movement	
ENVS	202	Introduction to Environmental Studies: Natural Sciences	
GEOG	141	The Natural Environment	
GEOG	321	Climatology	
GEOG	322	Geomorphology	
GEOG	323	Biogeography	
GEOG	360	Watershed Science and Policy	
GEOG	361	Global Environmental Change	

MULTICULTURAL REQUIREMENTS: AC—AMERICAN CULTURES; IP—IDENTITY, PLURALISM AND TOLERANCE; IC—INTERNATIONAL CULTURES

GROUP REQUIREMENTS: >1: A&L—ARTS AND LETTERS; >2: SSC—SOCIAL SCIENCE; >3: SC—SCIENCE

SCIENCE (>3: SC)

GEOL	101	Earth's Dynamic Interior
GEOL	102	Environmental Geology and Landform Development
GEOL	103	The Evolving Earth
GEOL	110	People, Rocks, and Fire
GEOL	137	Mountains and Glaciers
GEOL	156M	Scientific Revolutions
GEOL	201	Earth's Interior Heat and Dynamics
GEOL	202	Earth Surface and Environmental Geology
GEOL	203	Evolution of the Earth
GEOL	213	Geology of National Parks
GEOL	304	The Fossil Record
GEOL	305	Dinosaurs
GEOL	306	Volcanoes and Earthquakes
GEOL	307	Oceanography
GEOL	308	Geology of Oregon and the Pacific Northwest
GEOL	310	Earth Resources and the Environment
GEOL	353	Geologic Hazards
HC	207H	Honors College Science
HC	209H	Honors College Science
HPHY	101	Exercise as Medicine
HPHY	102	Exercise and Wellness across the Life Span
HPHY	103	Exercise and Performance
HPHY	104	Understanding Human Disease
HPHY	105	Principles of Nutrition
HPHY	111	The Science of Sex
MATH	105	University Mathematics I
MATH	106	University Mathematics II
MATH	107	University Mathematics III
MATH	211	Fundamentals of Elementary Mathematics I
MATH	212	Fundamentals of Elementary Mathematics II
MATH	213	Fundamentals of Elementary Mathematics III
MATH	231	Elements of Discrete Mathematics I
MATH	232	Elements of Discrete Mathematics II
MATH	233	Elements of Discrete Mathematics III
MATH	241	Calculus for Business and Social Science I
MATH	242	Calculus for Business and Social Science II
MATH	243	Introduction to Methods of Probability and Statistics
MATH	246	Calculus for the Biological Sciences I
MATH	247	Calculus for the Biological Sciences II
MATH	251	Calculus I
MATH	252	Calculus II
MATH	253	Calculus III
MATH	261	Calculus with Theory I
MATH	262	Calculus with Theory II
MATH	263	Calculus with Theory III
MATH	307	Introduction to Proof
MATH	343	Statistical Models and Methods
PHYS	101	Essentials of Physics
PHYS	102	Essentials of Physics
PHYS	152	Physics of Sound and Music
PHYS	153	Physics of Light, Color, and Vision
PHYS	155	Physics behind the Internet
PHYS	156M	Scientific Revolutions
PHYS	157M	Information, Quantum Mechanics and DNA
PHYS	161	Physics of Energy and Environment
PHYS	162	Solar and Other Renewable Energies
PHYS	163	Nanoscience and Society
PHYS	171	The Physics of Life
PHYS	201	General Physics
PHYS	202	General Physics
PHYS	203	General Physics
PHYS	251	Foundations of Physics I
PHYS	252	Foundations of Physics I
PHYS	253	Foundations of Physics I
PHYS	301	Physicists' View of Nature
PHYS	361	Modern Science and Culture
PSY	201	Mind and Brain
PSY	304	Biopsychology
PSY	348	Music and the Brain

AMERICAN CULTURES (AC)

ANTH	322	Anthropology of the United States	>2: SSC
ANTH	344	Oregon Archaeology	>2: SSC
ANTH	442	Northwest Coast Archaeology	
ARH	463	Native American Architecture	
ENG	364	Comparative Ethnic American Literatures	
ES	101	Introduction to Ethnic Studies	>2: SSC
ES	250	Introduction to African American Studies	>2: SSC
ES	252	Introduction to Asian American Studies	>2: SSC
ES	254	Introduction to Chicano and Latino Studies	>2: SSC
ES	256	Introduction to Native American Studies	>2: SSC
ES	330	Women of Color: Issues and Concerns	
ES	345M	Music, Politics, and Race	>2: SSC
FLR	245	Folklore and the Pacific Northwest	>1: A&L
FR	372	French-Speaking Communities of the Americas	>1: A&L
GEOG	208	Geography of the United States and Canada	>2: SSC
GEOG	471	North American Historical Landscapes	
HC	444H	Honors College American Cultures Colloquium: [Topic]	
HIST	250	African American History	>2: SSC
HIST	251	African American History	>2: SSC
HIST	273	Introduction to American Environmental History	>2: SSC
HIST	449	Race and Ethnicity in the American West	
HIST	455	Colonial American History	
LING	296	Language and Society in the United States	>2: SSC
MUJ	350	History of Jazz, 1900-1950	>1: A&L
MUJ	351	History of Jazz, 1940 to Present	>1: A&L
MUS	151	Popular Songwriting	>1: A&L
MUS	270	History of the Blues	>1: A&L
MUS	359	Music of the Americas	>1: A&L
MUS	360	Hip-Hop Music: History, Culture, Aesthetics	>1: A&L
MUS	264	Rock History, 1950-70	
MUS	265	Rock History, 1965 to Present	
MUS	280	First Nights in American Music	
MUS	349	American Ethnic and Protest Music	
MUS	356	Innovative Jazz Musicians: [Topic]	
MUS	345M	Music, Politics, and Race	>2: SSC
PHIL	216	Philosophy and Cultural Diversity	>1: A&L
PS	230	Introduction to Urban Politics	>2: SSC
PS	369	Southern Politics	>2: SSC
PS	375	Race, Politics, and the Law	>2: SSC
PS	449	Racial Politics in the United States	
SOC	305	America's Peoples	>2: SSC
SOC	345	Race, Class, and Ethnic Groups	>2: SSC
SOC	445	Sociology of Race Relations	
SPAN	218	Latino Heritage I	>1: A&L
SPAN	348	United States Latino Literature and Culture	>1: A&L
SPAN	248	Spanglish	>2: SSC
TA	472	Multicultural Theater: [Topic]	
WGS	321	Feminist Perspectives: Identity, Race, Culture	>2: SSC

IDENTITY, PLURALISM AND TOLERANCE (IP)

AAA	321	Inclusive Urbanism	
AAD	250	Art and Human Values	>1: A&L
AAD	251	The Arts and Visual Literacy	>1: A&L
AAD	252	Art and Gender	>1: A&L
ANTH	165	Sexuality and Culture	>2: SSC
ANTH	173	Evolution of Human Sexuality	>2: SSC
ANTH	314	Gender in Cross-Cultural Perspective	>2: SSC
ANTH	315	Gender, Folklore, Inequality	>2: SSC
ANTH	320	Native North Americans	>2: SSC
ANTH	329	Immigration and Farmworkers Political Culture	>2: SSC
ANTH	362	Human Biological Variation	>3: SC
ANTH	368	Scientific Racism: An Anthropological History	
ANTH	421	Anthropology of Gender	

IDENTITY, PLURALISM AND TOLERANCE (IP)

ANTH	424	Feminist Methods in Anthropology	
ANTH	429	Jewish Folklore and Ethnology	
ANTH	439	Feminism and Ethnography	
ANTH	443	North American Archaeology	
ANTH	448	Gender and Archaeology	
ANTH	465	Gender Issues in Nutritional Anthropology	
ARH	320M	History of Jewish Art	>1: A&L
ASL	301	American Deaf Culture	
CHN	350	Gender and Sexuality in Traditional Chinese Literature	>1: A&L
CHN	351	Gender and Sexuality in Modern Chinese Literature	>1: A&L
CINE	350	Gender and Sexuality in European Cinema	>1: A&L
CLAS	110	Classical Mythology	>1: A&L
CLAS	314	Gender and Sexuality in Antiquity	>1: A&L
COLT	101	Introduction to Comparative Literature	>1: A&L
COLT	301	Approaches to Comparative Literature	>1: A&L
COLT	360	Gender and Identity in Literature	>1: A&L
COLT	370	Comparative Comics	>1: A&L
EC	330	Urban and Regional Economic Problems	>2: SSC
EC	430	Urban and Regional Economics	
ENG	241	Introduction to African American Literature	>1: A&L
ENG	242	Introduction to Asian American Literature	>1: A&L
ENG	243	Introduction to Chicano and Latino Literature	>1: A&L
ENG	244	Introduction to Native American Literature	>1: A&L
ENG	340	Jewish Writers	>1: A&L
ENG	381	Film, Media, and Culture	>1: A&L
ENG	245	Introduction to Ethnic American Literature: [Topic]	
ENG	315	Women Writers' Cultures: [Topic]	
ENG	316	Women Writers' Forms: [Topic]	
ENG	360	African American Writers	
ENG	361	Native American Writers	
ENG	362	Asian American Writers	
ENG	363	Chicano and Latino Writers	
ENG	496	Feminist Film Criticism: [Topic]	
ENG	497	Feminist Literary Theory	
ENG	498	Studies in Women and Literature: [Topic]	
ES	310	Race and Popular Culture: [Topic]	
ES	350	Native Americans and the Environment	
ES	352	Social Equity and Criminal Justice	>2: SSC
ES	370	Race, Ethnicity, and Cinema: [Topic]	
ES	440	Race, Literature, and Culture: [Topic]	
ES	456	History of Native American Education	
FLR	250	Introduction to Folklore	>1: A&L
FLR	255	Folklore and United States Popular Culture	>1: A&L
FLR	370	Folklore and Sexuality	>1: A&L
FLR	418	Folklore and Gender	
FLR	483	Folklore and Mythology of the British Isles	
FR	497	Francophone Women's Writing	
GEOG	343	Society, Culture, and Place	>2: SSC
GEOG	441	Political Geography	
GEOG	444	Cultural Geography	
GEOG	445	Culture, Ethnicity, and Nationalism	
GER	222	Voices of Dissent in Germany	>1: A&L
GER	223	Germany: A Multicultural Society	>1: A&L
GER	351	Diversity in Germany	>1: A&L
GER	354	German Gender Studies	>1: A&L
HC	424H	Honors College Identities Colloquium: [Topic]	
HIST	205	Ancient Sports	>2: SSC
HIST	308	History of Women in the United States I	>2: SSC
HIST	309	History of Women in the United States II	>2: SSC
HIST	350	American Radicalism	
HIST	351	American Radicalism	
HIST	358	American Jewish History	
HIST	373	Shi'ism and Revolution	>2: SSC
HIST	386	India	
HIST	388	Vietnam War and the United States	
HIST	414	Ancient Rome: [Topic]	

IDENTITY, PLURALISM AND TOLERANCE (IP)

HIST	444	The Holocaust	
HIST	469	American Indian History: [Topic]	
HIST	221	Sex in History	>2: SSC
INTL	360	International Cooperation and Conflict	>2: SSC
INTL	370	International Human Rights	>2: SSC
INTL	421	Gender and International Development	
INTL	433	Childhood in Cross-Cultural Perspective	
INTL	447	Comparative Tribalisms	
J	320	Gender, Media, and Diversity	
JDST	212	Medieval and Early Modern Judaism	>1: A&L
JDST	220	Introduction to Judaism	>1: A&L
JDST	320M	History of Jewish Art	>1: A&L
JDST	324	Jewish-Christian Relations through the Ages	>1: A&L
JDST	213	The Jewish Encounter with Modernity	>2: SSC
JDST	330	American Jewish Cultures	>2: SSC
LING	201	Language and Power	>2: SSC
LING	491	Sociolinguistics	
LING	495	Language and Gender	
MUS	250	Popular Musics in Global Context	
MUS	281	Music of the Woodstock Generation	
MUS	457	Native American Music	
MUS	460	Music and Gender	
MUS	462	Popular Musics in the African Diaspora	
PHIL	110	Human Nature	>1: A&L
PHIL	170	Love and Sex	>1: A&L
PHIL	343	Critical Theory	>2: SSC
PHIL	452	Philosophy and Race	
PS	324	European Politics	>2: SSC
PS	348	Women and Politics	
PS	368	Gendering the Law	
PS	386	United States Social Movements and Political Change	>2: SSC
PS	389	Direct Democracy	>2: SSC
PS	106	Power, Politics, and Inequality	>2: SSC
PS	109	Politics, Science and the Body	>2: SSC
PS	380	Gender and Politics in Developing Countries	>2: SSC
PSY	366	Culture and Mental Health	>2: SSC
PSY	380	Psychology of Gender	>2: SSC
REL	102	World Religions: Near Eastern Traditions	>1: A&L
REL	233	Introduction to Islam	>1: A&L
REL	253	Religion, Love, and Death	>1: A&L
REL	318	Women in Judaism	>1: A&L
REL	353	Dark Self, East and West	>1: A&L
REL	355	Mysticism	>1: A&L
REL	211	Early Judaism	>2: SSC
SCAN	325	Constructions versus Constrictions of Identity	>1: A&L
SCAN	353	Scandinavian Women Writers	>1: A&L
SOC	204	Introduction to Sociology	>2: SSC
SOC	207	Social Inequality	>2: SSC
SOC	301	American Society	>2: SSC
SOC	355	Sociology of Gender	>2: SSC
SOC	455	Issues in Sociology of Gender: [Topic]	
SOC	456	Feminist Theory	
SPAN	308	Cultura y lengua: comunidades bilingues	>2: SSC
WGS	352	Gender, Literature, and Culture	>1: A&L
WGS	361	Gender in Film and Television	>1: A&L
WGS	101	Women, Difference, and Power	>2: SSC
WGS	201	Introduction to Queer Studies	
WGS	303	Women and Gender in American History	>2: SSC
WGS	315	History and Development of Feminist Theory	>2: SSC
WGS	331	Science, Technology, and Gender	
WGS	341	Women, Work, and Class	>2: SSC
WGS	411	Feminist Praxis	
WGS	422	Sexuality Studies: [Topic]	

INTERNATIONAL CULTURES (IC)

ANTH	114	Anthropology of Pirates and Piracy	>2: SSC
ANTH	150	World Archaeology	>2: SSC
ANTH	161	Introduction to Cultural Anthropology	>2: SSC
ANTH	162	Introduction to Medical Anthropology	>2: SSC
ANTH	163	Origins of Storytelling	>3: SC
ANTH	234	Pacific Island Societies	>2: SSC
ANTH	250	Introduction to Middle East Studies	>2: SSC
ANTH	311	Anthropology of Globalization	>2: SSC
ANTH	326	Caribbean Societies	>2: SSC
ANTH	327	Anthropological Perspectives on Africa	>2: SSC
ANTH	328	New Guinea	>2: SSC
ANTH	330	Hunters and Gatherers	>2: SSC
ANTH	331	Cultures of South Asia	>2: SSC
ANTH	342	Archaeology of Egypt and Near East	>2: SSC
ANTH	343	Pacific Islands Archaeology	>2: SSC
ANTH	347	Archaeology of Ancient Cities	>2: SSC
ANTH	349	Origins of Art	>3: SC
ANTH	413	Culture and Psychology	
ANTH	420	Culture, Illness, and Healing	
ANTH	430	Balkan Society and Folklore	
ANTH	434	Native South Americans	
ARB	301	Language and Culture	>1: A&L
ARB	302	Language and Culture	>1: A&L
ARB	303	Language and Culture	>1: A&L
ARB	353	Arab Cinema	>1: A&L
ARB	253	Introduction to Arabic Culture	>2: SSC
ARH	101	Global Masterpieces: Monuments in Context	>1: A&L
ARH	207	History of Indian Art	>1: A&L
ARH	208	History of Chinese Art	>1: A&L
ARH	209	History of Japanese Art	>1: A&L
ARH	210	Contemporary Asian Art and Architecture	>1: A&L
ARH	387	Chinese Buddhist Art	>1: A&L
ARH	397	Japanese Buddhist Art	>1: A&L
ARH	488	Japanese Prints	
ASIA	350	What Is Asia: Theoretical Debates	
ASIA	425	Asian Foodways	
BI	309	Tropical Diseases in Africa	
CHN	150	Introduction to the Chinese Novel	>1: A&L
CHN	151	Introduction to Chinese Film	>1: A&L
CHN	152	Introduction to Chinese Popular Culture	>1: A&L
CHN	305	History of Chinese Literature	>1: A&L
CHN	306	History of Chinese Literature	>1: A&L
CHN	307	History of Chinese Literature	>1: A&L
CHN	308	Literature of Modern Taiwan	>1: A&L
CHN	381	City in Chinese Literature and Film	>1: A&L
CHN	423	Issues in Early Chinese Literature	
CHN	424	Issues in Medieval Chinese Literature	
CHN	425	Issues in Modern Chinese Literature	
CHN	451	Post-Mao Fiction and Debate	
CHN	452	Chinese Film and Theory	
CLAS	310	Early China, Ancient Greece	>1: A&L
CLAS	311	Death and Rebirth in Greece and India	>1: A&L
COLT	102	Introduction to Comparative Literature	>1: A&L
COLT	103	Introduction to Comparative Literature	>1: A&L
COLT	211	Comparative World Literature	>1: A&L
COLT	212	Comparative World Cinema	>1: A&L
COLT	231	Literature and Society	>1: A&L
COLT	232	Literature and Film	>1: A&L
COLT	305	Cultural Studies	>1: A&L
DAN	301	Dance in Traditional Cultures: Africa: [Topic]	
EALL	209	Language and Society in East Asia	>1: A&L
EALL	210	China: A Cultural Odyssey	>1: A&L
EALL	211	Japan: A Cultural Odyssey	>1: A&L
EALL	360	East Asian Cinema	>1: A&L
EC	390	Problems and Issues in the Developing Economies	>2: SSC
EC	490	Economic Growth and Development	
ENG	107	World Literature	>1: A&L
ENG	108	World Literature	>1: A&L
ENG	109	World Literature	>1: A&L

INTERNATIONAL CULTURES (IC)

ENG	246	Introduction to Global Literatures in English: [Topic]	
ENG	365	Global Literatures in English	
ENVS	225	Introduction to Food Studies	>2: SSC
FLR	225	Voices of Africa	>1: A&L
FLR	411	Folklore and Religion	
FLR	416	African Folklore	
FR	150	Cultural Legacies of France	>1: A&L
FR	301	Culture et langage: la France contemporaine	>1: A&L
FR	302	Culture et langage: Le monde francophone contemporain	>1: A&L
FR	312	French Survey: Francophone Literature	>1: A&L
FR	361	French Cinema for Nonmajors	>1: A&L
FR	362	French Film	>1: A&L
GEOG	142	Human Geography	>2: SSC
GEOG	201	World Regional Geography	>2: SSC
GEOG	204	Geography of Russia and Neighbors	>2: SSC
GEOG	205	Geography of Pacific Asia	>2: SSC
GEOG	209	Geography of the Middle East and North Africa	>2: SSC
GEOG	214	Geography of Latin America	>2: SSC
GEOG	341	Population and Environment	>2: SSC
GEOG	465	Environment and Development	
GEOG	475	Advanced Geography of Non-European-American Regions: [Topic]	
GER	220M	From Kierkegaard to Kafka	>1: A&L
GER	221	Postwar Germany: Nation Divided	>1: A&L
GER	257	German Culture and Thought	>1: A&L
GER	258	German Culture and Thought	>1: A&L
GER	259	German Culture and Thought	>1: A&L
GER	314	Intensive Intermediate Language Training	>1: A&L
GER	315	Intensive Intermediate Language Training	>1: A&L
GER	350	Genres in German Literature	>1: A&L
GER	355	German Cinema: History, Theory, Practice	>1: A&L
GER	356	German Fairy Tales	>1: A&L
GER	357	Nature, Culture, and the Environment	>1: A&L
GER	206	Law in Literature	>1: A&L
HC	434H	Honors College International Cultures Colloquium: [Topic]	
HIST	104	World History	>2: SSC
HIST	105	World History	>2: SSC
HIST	106	World History	>2: SSC
HIST	120	Foundations of Islamic Civilization	>2: SSC
HIST	121	Women in World History	>2: SSC
HIST	186	Cultures of India	>2: SSC
HIST	190	Foundations of East Asian Civilizations	>2: SSC
HIST	191	China, Past and Present	>2: SSC
HIST	192	Japan, Past and Present	>2: SSC
HIST	325	Precolonial Africa	>2: SSC
HIST	326	Colonial and Postcolonial Africa	>2: SSC
HIST	345	Early Russia	>2: SSC
HIST	346	Imperial Russia	>2: SSC
HIST	347	Soviet Union and Contemporary Russia	>2: SSC
HIST	380	Latin America	>2: SSC
HIST	381	Latin America	>2: SSC
HIST	382	Latin America	>2: SSC
HIST	385	South Asia: [Topic]	
HIST	387	Early China	>2: SSC
HIST	396	Samurai in Film	>2: SSC
HIST	415	Advanced World History: [Topic]	
HIST	417	Society and Culture in Modern Africa: [Topic]	
HIST	420	The Idea of Europe	
HIST	446	Modern Russia: [Topic]	
HIST	480	Mexico	
HIST	482	Latin America's Indian Peoples	
HIST	483	Latin America: [Topic]	
HIST	484	Philippines	
HIST	487	China: [Topic]	
HIST	490	Japan: [Topic]	
HIST	491	Medicine and Society in Premodern Japan	

INTERNATIONAL CULTURES (IC)

HIST	497	Culture, Modernity, and Revolution in China: [Topic]	
HIST	498	Early Japanese Culture and Society: [Topic]	
HUM	260	Postwar European Culture	>1: A&L
HUM	354	The City	>1: A&L
HUM	315	Introduction to African Studies	
INTL	101	Introduction to International Issues	>2: SSC
INTL	240	Perspectives on International Development	>2: SSC
INTL	250	Value Systems in Cross-Cultural Perspective	>2: SSC
INTL	260	Culture, Capitalism, and Globalization	>2: SSC
INTL	323	Islam and Global Forces	
INTL	340	Global Health and Development	>2: SSC
INTL	345	Africa Today: Issues and Concerns	
INTL	423	Development and the Muslim World	
INTL	431	Cross-Cultural Communication	
INTL	432	Indigenous Cultural Survival	
INTL	442	South Asia: Development and Social Change	
INTL	444	Development and Social Change in Southeast Asia	
INTL	445	Development and Social Change in Sub-Saharan Africa	
ITAL	150	Cultural Legacies of Italy	>1: A&L
ITAL	152	Desire and Resistance: Italian Cinema	>1: A&L
ITAL	301	Cultura e lingua: l'Italia contemporanea	>1: A&L
ITAL	303	Cultura e lingua: societa, economia, politica	>1: A&L
ITAL	305	Cultura e lingua: arte, musica, i mass media	>1: A&L
JDST	340	Israelis and Palestinians	>2: SSC
JPN	250	Manga Millennium	>1: A&L
JPN	305	Introduction to Japanese Literature	>1: A&L
JPN	306	Introduction to Japanese Literature	>1: A&L
JPN	307	Introduction to Japanese Literature	>1: A&L
JPN	315	Introduction to Japanese Linguistics	>1: A&L
JPN	425	Modern Japanese Literature: [Topic]	
JPN	437	Classical Japanese Literary Language	
JPN	471	The Japanese Cinema	
KRN	151	Introduction to Korean Cinema	>1: A&L
KRN	309	Languages and Cultural Formation in Korea	>1: A&L
KRN	315	Introduction to Korean Linguistics	>1: A&L
KRN	360	Contemporary Korean Film	>1: A&L
KRN	361	Korean Popular Culture and Transnationalism	>1: A&L
LAS	200	Introduction to Latin American Studies	
LAS	211	Latin American Humanities: [Topic]	
LAS	212	Latin American Social Sciences: [Topic]	
LING	211	Languages of the World	>2: SSC
LING	295	Language, Culture, and Society	>2: SSC
LING	331	African Languages: Identity, Ethnicity, History	
MUS	358	Music in World Cultures	>1: A&L
MUS	365	Regional Ethnomusicology: [Topic]	
MUS	451	Introduction to Ethnomusicology	
MUS	452	Musical Instruments of the World	
MUS	453	Folk Music of the Balkans	
MUS	454	Music of India	
MUS	458	Celtic Music	
MUS	459	African Music	
PHIL	213	Asian Philosophy	>1: A&L
PHIL	342	Introduction to Latin American Philosophy	>1: A&L
PHIL	309	Global Justice	>2: SSC
PORT	150	Lusofonia: The Portuguese-Speaking World	>1: A&L
PORT	301	Cultura e Lingua: Expressoes Artisticas	>1: A&L
PS	337	The Politics of Development	>2: SSC
PS	342	Politics of China	
PS	345	Southeast Asian Politics	>2: SSC
PS	377	Gods and Governments	
PS	388	Mafia and Corruption in Russia	
PS	463	Government and Politics of Latin America	
PS	330	Governments and Politics in Latin America	>2: SSC
REES	315	Politics of Language	>2: SSC
REL	101	World Religions: Asian Traditions	>1: A&L
REL	305	Hinduism: Myth and Tradition	>1: A&L
REL	335	Introduction to the Qur'an	>1: A&L

INTERNATIONAL CULTURES (IC)

REL	302	Chinese Religions	>2: SSC
REL	303	Japanese Religions	>2: SSC
REL	304	Religions of India	>2: SSC
REL	440	Readings in Buddhist Scriptures	
RUSS	204	Introduction to Russian Literature	>1: A&L
RUSS	205	Introduction to Russian Literature	>1: A&L
RUSS	206	Introduction to Russian Literature	>1: A&L
RUSS	240	Russian Culture	>1: A&L
RUSS	331	Russian Short Story	>1: A&L
RUSS	334	Dostoevsky	>1: A&L
RUSS	335	Tolstoy	>1: A&L
RUSS	340	Russian Women in Literature	>1: A&L
RUSS	351	Russian Literature and Film	>1: A&L
RUSS	444	Slavic Linguistics: [Topic]	
SCAN	220M	From Kierkegaard to Kafka	>1: A&L
SCAN	251	Text and Interpretation	>1: A&L
SCAN	259	Vikings through the Icelandic Sagas	>1: A&L
SCAN	315	Nordic Cinema	>1: A&L
SCAN	316	History of Cinema	>1: A&L
SCAN	340	Emergence of Nordic Cultures and Society	>1: A&L
SCAN	341	Revisions of the Scandinavian Dream	>1: A&L
SCAN	343	Norse Mythology	>1: A&L
SCAN	354	Genres in Scandinavian Literature	>1: A&L
SCAN	317	Directors, Movements, and Manifestos	
SCAN	344	Medieval Hero and Monster	
SOC	303	World Population and Social Structure	>2: SSC
SOC	450	Sociology of Developing Areas	
SPAN	150	Cultures of the Spanish-Speaking World	>1: A&L
SPAN	305	Cultura y lengua: cambios sociales	>1: A&L
SPAN	341	Hispanic Cultures through Literature I	>1: A&L
SPAN	342	Hispanic Cultures through Literature II	>1: A&L
SPAN	343	Hispanic Cultures through Literature III	>1: A&L
SPAN	344	Hispanic Cultures through Literature IV	>1: A&L
SPAN	238	Spanish Around the World	>2: SSC
SPAN	450	Colonial Latin American Literature: [Topic]	
SPAN	480	19th-Century Spanish American Literature: [Topic]	
SPAN	490	20th-Century Latin American Literature: [Topic]	
SWAH	302	Contemporary Swahili Literature	>1: A&L
SWAH	303	Language and Culture: Swahili Nation	>1: A&L
WGS	351	Introduction to Global Feminisms	>2: SSC

APPENDIX M: HELPFUL HINTS FOR ADVISING CLARK HONORS COLLEGE STUDENTS

Clark Honors College (CHC) students fulfill the UO General Education requirements through the CHC curriculum. See the Blue Pages of the Student Orientation Handbook for much of this information. All Honors Colleges courses are designated “HC” and are listed on the CHC website: honors.uoregon.edu/view/course_descriptions. Instead of the “group satisfying” and WR courses included in the UO General-Education requirements, CHC students complete the curriculum below, taking no separate WR courses.

CURRICULUM

Honors College Requirement

HC 199H Special Studies (1 credit)

Clark Honors Introductory Program (CHIP) is the topic, offered only in the fall and required of incoming freshmen; transfer and visiting students may also choose to take the CHIP course. See the Fall 2015 class schedule for CHIP group descriptions. Note there are two residential CHIPs in the Global Scholars Residence Hall.

History and Literature Requirements (5 courses)

HC 221H	Honors College Literature	(fall only)	(4 credits)
HC 222H	Honors College Literature	(winter only)	(4 credits)
HC 231H	Honors College History	(fall only)	(4 credits)
HC 232H	Honors College History	(winter only)	(4 credits)
HC 223H or HC 233H	Honors College Literature or History	(spring only)	(4 credits)

Science and Mathematics Requirements (4 courses)

HC 207H or HC 209H (4 credits)

Effective Fall 2015 – HC 207H or HC 209H is required for all incoming students except science majors and some minors (see below). Course completion required before graduation.

- » *Exempt Science Majors from New Science Requirement:* Biology, Marine Biology, Biochemistry, Chemistry, Geology, Physics, Computer and Information Science, General Science, Psychology, Human Physiology, Environmental Science, Environmental Studies
- » *Exempt Minors from New Science Requirement:* Biology, Biochemistry, Chemistry, Computer and Information Science, Geological Sciences, Physics, Psychology. Note – Computer Information Technology (CIT), a minor in CIS, is NOT exempt.

One Course in Quantitative Reasoning or Mathematics* (4 credits)

Two additional approved Science or Mathematics courses* (8 credits)

*See approved courses on page A-31. Web-based courses do not fulfill this requirement.

Second Language Requirements

Demonstrate second-language proficiency equivalent to completion of second college year in second language (except some BS majors with more than 90 credits on the approved list).

Satisfy all requirements in university department, program, or school that offers a major leading to a BA or BS. The second language 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 Majors, Degrees and Contexts Waiving Second-Language Requirements list). No case exists in which Clark Honors College language requirements replace departmental language requirements.

- » *Majors, Degrees, and Contexts Waiving Second-Language Requirement:* Accounting, Biology, Business Administration, Biochemistry, Chemistry, Computer and Information Science, Environmental Science, Environmental Studies, General Science, Geological Sciences, Human Physiology, Marine Biology, Material and Product Studies, Music (only in cases in which the second language is not a requirement for the student’s chosen degree), Physics, Product Design, Bachelor of Architecture, Bachelor of Interior Architecture, Bachelor of Landscape Architecture, Students pursuing bachelor of fine arts degrees who choose to satisfy the BS mathematics or computer and information sciences proficiency requirement.

Multicultural Courses (2 courses)

Identical to the university requirement, and may be satisfied with courses taken inside or outside the Honors College with appropriate multicultural designations.

Colloquium (5 courses)

Advanced special topics courses at the 400-level. Courses distributed in humanities, social sciences, and natural sciences.

OTHER NOTES

- CHC students are encoded with an HC major for registration purposes.
- Students may direct all specific questions about the honors college curriculum to their assigned CHC Faculty Advisors.
- CHC students may pursue any undergraduate major or any combination of majors at UO. Average time to graduation is identical to the university's rate: 4.3 years.
- If a student chooses not to complete CHC requirements, UO General Education requirements must be fulfilled for graduation. CHC courses completed are counted toward these requirements.
- Depending on courses and test scores, students may use AP or IB credits toward honors college math, science, multicultural, and second language requirements, applicable major requirements, or university electives. AP and IB credits do not count toward Clark Honors College 200-level courses, including HC 207H, HC 209H, and the literature and history courses.
- To avoid duplicating coursework, CHC students enroll in no FIGs except the Honors Science–Human Genome, or Global Oregon FIGs.

APPENDIX N: SCIENCE COURSES OUTSIDE OF “HC” COURSES – SATISFY HONORS COLLEGE SCIENCE REQUIREMENT 2015-16

Anthropology				Chemistry				Human Physiology			
Lab	Non-Lab	Course	Title	Lab	Non-Lab	Course	Title	Lab	Non-Lab	Course	Title
X		ANTH 145	Principles of Archaeology		X	CH 111	Introduction to Chemical Principles		X	HPHY 101	Exercise as Medicine
X		ANTH 170	Intro Human Origins		X	CH 113	The Chemistry of Sustainability		X	HPHY 102	Exercise and Wellness across the Life Span
X		ANTH 171	Intro Monkeys/Apes		X	CH 114	Green Product Design		X	HPHY 103	Exercise and Performance
	X	ANTH 173	Evol Human Sexuality		X	CH 140M	Science/Policy/Bio		X	HPHY 104	Understand Human Disease
X		ANTH 175	Evolutionary Medicine		X	CH 157M	Information, QM, and DNA		X	HPHY 105	Principles of Nutrition
X		ANTH 176	Intro Forensic Anthro		X	CH 221	General Chemistry		X	HPHY 111	The Science of Sex
	X	ANTH 260	Domestic Animals	X		CH 221 + 227/237	General Chemistry with Lab	Landscape Architecture			
X		ANTH 270	Introduction to Biological Anthropology		X	CH 222	General Chemistry	Lab	Non-Lab	Course	Title
	X	ANTH 332	Human Attraction and Mating Strategies	X		CH 222 + 228/238	General Chemistry with Lab	X		LA 441	Principles of Applied Ecology
X		ANTH 340	Fund Archaeology		X	CH 223	General Chemistry	Physics			
	X	ANTH 341	Food Origins	X		CH 223 + 229/239	General Chemistry with Lab	Lab	Non-Lab	Course	Title
X		ANTH 361	Human Evolution		X	CH 224	Honors General Chemistry		X	PHYS 101	Essentials of Physics
X		ANTH 362	Human Bio Var	X		CH 224 + 227/237	Honors General Chemistry with Lab		X	PHYS 102	Essentials of Physics
	X	ANTH 369	Human Growth and Development		X	CH 225	Honors General Chemistry		X	PHYS 152	Physics of Sound and Music
	X	ANTH 375	Primates Eco Comm	X		CH 225 + 228/238	Honors General Chemistry with Lab		X	PHYS 153	Physics of Light, Color, & Vision
	X	ANTH 376	Genomes and Anthropology		X	CH 226	Honors Gen Chem		X	PHYS 155	Physics behind the Internet
Architecture				X		229/239	Honors Gen Chem/Lab		X	PHYS 156M	Scientific Revolutions
Lab	Non-Lab	Course	Title	Environmental Science							
X		ARCH 491	Envi Control Sys I	Lab	Non-Lab	Course	Title		X	PHYS 157M	Information, QM, and DNA
X		ARCH 492	Envi Control Sys II		X	ENVS 202	Introduction to Environmental Studies: Natural Sciences		X	PHYS 161	Phys of Energy and Environmental Solar and Other Renewable Energies
Astronomy				Geography							
Lab	Non-Lab	Course	Title	Lab	Non-Lab	Course	Title		X	PHYS 163	Nanoscience and Society
	X	ASTR 121	The Solar System		X	GEOG 141	The Natural Environment		X	PHYS 171	Physics of Life
	X	ASTR 122	Birth/Death Stars		X	GEOG 321	Climatology	X		PHYS 201+ 204	General Physics
	X	ASTR 123	Galaxies/Expand Univ	X		GEOG 322	Geomorphology	X		PHYS 201+ ARCH 491	
Biology				X		GEOG 323	Biogeography		X	PHYS 202	General Physics
Lab	Non-Lab	Course	Title		X	GEOG 360	Watershed Science and Policy	X		PHYS 202 + 205	
X		BI 121	Intro Human Phys		X	GEOG 361	Global Envir Change	X		PHYS 202 + ARCH 492	
	X	BI 122	Intro Human Gene	Geological Sciences							
X		BI 123	Biology of Cancer	Lab	Non-Lab	Course	Title	X		PHYS 203 + 206	General Physics
	X	BI 130	Intro Eco	X		GEOLOG 101	Dynamic Interior		X	PHYS 251	Foundations of Physics
	X	BI 131	Intro Evol	X		GEOLOG 102	Enviro Geol/Landform	X		PHYS 251 + 290	
	X	BI 132	Intro Animal Behav	X		GEOLOG 103	The Evolving Earth		X	PHYS 252	Foundations of Physics
	X	BI 140M	Science/Policy/Bio		X	GEOLOG 110	People, Rocks, and Fire	X		PHYS 252 + 290	
	X	BI 150	The Ocean Planet		X	GEOLOG 137	Mountains and Glaciers		X	PHYS 253	Foundations of Physics
X		BI 211	Gen Bio I: Cells		X	GEOLOG 156M	Scientific Revolutions	X		PHYS 253 + 290	
X		BI 212	Gen Bio II: Organisms	X		GEOLOG 201	Earth's Int Heat		X	PHYS 301	Physics of Nature
X		BI 213	Gen Bio III: Populations	X		GEOLOG 202	Earth Surface/Enviro		X	PHYS 361	Modern Science and Culture
X		BI 214	Gen Bio IV: Mechanisms	X		GEOLOG 203	Evolution of the Earth	Psychology			
X		BI 281H	Honors Biology I: Cells, Biochem, Physio		X	GEOLOG 213	Geology of National Parks	Lab	Non-Lab	Course	Title
X		BI 282H	Hon Bio II: Genetics and Mol Bio		X	GEOLOG 304	The Fossil Record		X	PSY 304	Biopsychology
X		BI 283H	Hon Bio III: Evol, Div, & Eco		X	GEOLOG 305	Dinosaurs		X	PSY 348	Music and the Brain
X		BI 306	Pollination Biology		X	GEOLOG 306	Volcanoes and Earthquakes	Math Courses			
X		BI 307	Forest Biology		X	GEOLOG 307	Oceanography	Math 1XXT			
	X	BI 357	Marine Biology		X	GEOLOG 308	Geol Oregon/Pacific NW	Math 105 and above			
	X	BI 370	Ecology		X	GEOLOG 310	Earth Resources/ Enviro	CIS 105, 110, 111, 115, and 122 and above			
	X	BI 372	Field Biology		X	GEOLOG 353	Geologic Hazards	DSC 330 Business Statistics			
	X	BI 380	Evolution					PPPM 413 Quant Methods			
X		BI 412	Coastal Biology					PSY 302, PSY 412			
								SOC 312, SOC 412, SOC 413			

INDEX

- A
- Academic
- Advising ii, 22–23, 53, A-7
 - Difficulty 36
 - Dishonesty A-16
 - Distress 32
 - Major 2
 - Opportunities 46
 - Record 43–44
 - Requirements committee 17
 - Resources 37
 - Standing, warning, probation, disqualification 20
 - Support services A-17
- Accessible Education Center 41–42
- ACT/SAT 4, A-8
- Score concordance A-15
- Admission 48
- Pre-education 37
- Advanced Placement (AP) credit A-8–A-9
- Advising
- Academic ii, 22–23, 53, A-7
 - Difficulty 36
 - Calendar A-2
 - Career Center 53
 - Clark Honors College 48, A-28–A-29
 - Definition iii
 - First-year students 22–24
 - International students 30–31
 - LARA communication approach 35
 - Mental health issues 33–34, 36
 - Online resources A-7
 - Parents and families 34–35
 - Peer A-16
 - SAT 23
 - Students in distress 32–33
 - Syllabus 31, A1
 - Transfer students 25
 - Using technology 32
- AEIS 4–5, 30, A-17
- American sign language 11
- Application
- Undergraduate degree 3
- Associate of Arts Oregon Transfer (AAOT) 13–14, 25, 27
- Completion after UO matriculation 27
- Audit
- Classes 19
 - Degree 15, 22, 25–26, 28, 32, A-17
- B
- Bachelor's degree 5
- Application for degree 3
 - Arts 5, 9
 - Concurrent 15–16
 - Second 15–17
- Banner system 32, A-7
- Business/Accounting transfer seminar 30
- C
- Calculation of UO GPA 19
- Calendar A-2
- Career
- Development classes 45
 - Exploration A-17
 - Fairs 53
 - Goals 25
 - Planning 53
- Center(s)
- Accessible education 41–42
 - Career 25, 53, A-17
 - Multicultural Academic Excellence 40–41, A-18
 - University Counseling and Testing 33
 - University of Oregon Student Veterans 54
 - University Teaching and Learning 25, 31, 42–43, A-18
 - Yamada Language 11
- Certificate
- Enrollment status for 3
- Clark Honor's College 47–48
- Advising 48, A-28–A-29
 - Group requirements 14
 - Science requirement A-30
 - Transferring 14
- Class schedules A-7
- Classroom scheduling A-17
- College Level Examination Program (CLEP) 2, A-13
- Tests A-17
- College Scholars 48–49, A-17
- Freshman Colloquia 49
- Committees
- Academic Requirements 17
 - Scholastic Review 17
 - Tuition Refund 18
- Community Education 43
- Computer Information Science 7–8, 16
- Concurrent Baccalaureate Degrees 15–16
- Contested grades 19
- Credit(s) 23
- AP/IB 2, 48, A-8
 - By examination 2, A-8, A-14
 - Deductions 9
 - Distribution 1
 - Electives 24–25
 - Graduate eligibility 17
 - Health Sciences and Technology 2
 - Limitations and special regulations 2
 - Limit 43
 - Loss 17
 - Mathematics transfer 7
 - Maximum transferable 25
 - Minimum to graduate 1
 - Professional Technical, physical education, dance and music 2
- 2
- Repeat courses for 2
 - Reservation of graduate A-6
 - Study abroad equivalencies 52
 - Transfer 2, 26
 - UO requirements 16
 - Upper division 14
- Course(s)
- AEIS 5, 30
 - Below 100-level 3
 - Career development 45
 - CIS 7–9
 - College Scholars 49
 - Distance education 44
 - Drop policy 18
 - Enrollment 43
 - General education 23
 - Group satisfying and multicultural A-19–A-27
 - Library 44
 - Marine biology 51
 - Mathematics 7–8
 - Non-native speaker 4
 - One-course restrictions 13
 - Pre-education core 37
 - Repeat for credit 2
 - Requirements 44
- Self

Support Study	44, A-6	Clark Honors College	14
TLC	25, 43	Satisfying and multicultural courses	A-19–A-27
Writing placement	3	Student support	54
Correspondence study	2		
Curriculum	47		
D			
Deans list	50		
Degree(s)			
Application	3		
Audit	15, 22, 25–26, 28, 32, A-17		
Bachelor of Arts requirements	9, 16		
Bachelor of Science requirements	6, 16		
Concurrent	15–16		
Bachelor's requirements	1, 21		
Second Bachelor's	15–17		
Departmental honors	50		
Department home pages	A-7		
Dishonesty	A-16		
Distance education	44		
Double			
Dipping	13		
Majors	15		
Drop course refund policy	18		
Dual enrollment program	30, A-17		
DuckConnect	53		
DuckWeb	A-7		
E			
Education studies	37		
Electives	24–25		
English			
as a second language	10		
Requirement	30		
Employee reporting responsibilities	A-5		
Enrollment	43, 44		
Evaluation report	28-29		
Exceptions	17		
Exemptions			
Writing requirement	4		
F			
Family and Human Services	38		
Fees and tuition	A-6		
FERPA	35, A-3–A-4		
Field experience	2		
First-year			
Interest Groups (FIGS)	23, 46–47, A-17		
Programs	46		
Seminars	47, A-17		
Students	22–25		
Funding for study and internship abroad	52		
G			
General education courses	23		
Global Internships	52		
Go Intern!	53		
GPA calculation	19		
Grading	18–20, A-17		
Graduate studies			
Master's of Education (Med)	38		
Graduation			
Deadline to submit records	3		
Satisfactory work	2		
Grade First Aid blog	32, A-7		
GradWeb	3		
Group(s)			
First-year interest (FIGS)	23, 46–47, A-17		
Requirements	11, 13–14, 23, 29, A-19–A-27		
		Health professions program	39, 42
		Honors and Societies	50
		I	
		Incomplete removal	19
		International	
		Baccalaureate (IB) higher level exam	A-10–A-12
		Students	30–31, A-18
		Student and Scholar services	31, 40
		Internships	A-17
		IntroDUCKtion	30, 35
		J	
		Journalism transfer seminar	30
		Junior scholars	50
		L	
		Language	10–12
		Other	11
		Second	9, 23, 26
		LARA communication approach	35
		Latin honors	50
		Liberal arts	47
		Library courses	44
		M	
		Major(s)	
		Academic	2
		Clark Honors College	48
		Dance	2
		Double	15–16
		Marine biology	50–51
		Music	2
		Pre-education	37
		Second	14
		Marks	18–19
		Mathematics	6–8
		Requirement	16, 23
		Tutoring	9
		McNair Scholars Program	43
		Mental health issues	33–34, 36
		Minors	14
		Multicultural	
		Academic Excellence Center	40–41
		Requirement	14, 23
		Students	A-18
		N	
		National Student Exchange (NSE)	51
		Networking events	53
		Non-native speaker	4
		Nontraditional student	55, A-18
		O	
		Office(s)	
		Academic Advising	ii, 13, 17–18, 25
		Admissions	30, 43, A-13
		AEIS	30
		Affirmative Action and Equal Opportunity	55
		Dean of Students	33
		Registrar	ii, 13–14, 17–19, 22, 28, 48
		Veterans Affairs	54
		One-course restrictions	13
		On-campus recruitment (OCR)	53
		Oregon Institute of Marine Biology	51

Oregon transfer module	27	Study and internship abroad	52
Orientation sessions	23	University	1
P		Admission	26
PACS and Pins	23	Upper-division	14
Parents and families	34–36	Reservation of graduate credit	A-6
Pass/No Pass option	18	Residency	A-18
PathwayOregon	32, 43, A-18	Resources	
Peer advising	A-16	Academic	37
Petition requests	17–18	Advisors	A-7
Phi Beta Kappa	50	All students	42
Placement		Grade First Aid Blog	32, A-7
Advanced	A-8	Guide	A-17
Language	10–12	International Student and Scholar services	31, 40
Chinese, Japanese, and Korean	10	NACADA Clearinghouse	31
Mathematics	6	Nontraditional student support	55, A-18
Testing	A-18	Online	32, A-7
Writing course	3	Parent and family helpline	36
Planning	22, 24	PathwayOregon	32, 43, A-18
Career	53	Specific student populations	42, A-18
Policy		Study and internship abroad funding	52
Credit by examination	A-14	University Counseling and Testing	33
Drop	18	Restrictions	
Enrollment	44	Group requirements	13
Grading options	18	One course	13
Incomplete removal	19	S	
Student record privacy	A-3–A-4	Sample syllabus	A-1
Preparatory Programs		SAT	23
Education studies	37	Scholastic review committee	17
Family and human services	38	Second	
Health professions	39, 42	Bachelor's degree	15–17
Pre-engineering	39	Language	9, 23, 26
Pre-law	39	Majors or minors	14
Prerequisites		Self study courses	11
CIS	8	Self-support	44, A-6
Mathematics	8	Seminars	47
Program(s)		Business/Accounting transfer	30
Certificate enrollment status	3	Journalism transfer	30
College Scholars	49	Services	
Dual enrollment	30, A-17	Career planning	53
Health professions	39, 42	International student and scholar	31, 40
McNair Scholars	43	Student athletes	42
Study abroad	52	Student	53–54
Undergraduate Support	43	Student(s)	
R		Advisory board	54
Record(s)		Athlete services	42
Deadline for submission to graduate	3	First-year advising	22–25
Registration	A-18	In distress	32–33
Regression	2–3, 9	International	30–31, A-18
Religious holiday observance	55	LGBTQ	A-18
Reporting	A-5	Mental health issues	33–34
Requirements		Multicultural	A-18
AEIS	5, 30	Nontraditional	A-18
Bachelor of Arts	9, 16	PathwayOregon	A-18
Bachelor's degree	1, 21	With disabilities	A-18
Bachelor of Science	6, 16	Subject codes	13
CIS	16	Support	
Committee	17	Group	54
Credit	16	Services (SSS, TRiO)	42–43
English	30	Services	53–54
Group	11, 13–14, 23, 29	Study abroad	52, A-18
Major	23	Transfer	25–28
Mathematics	16, 23	Veterans Center	54
Multicultural	14, 23	T	
NSE	51	Test score reports	A-13–A-14
Science, Clark Honors College	A-30	Thesis	48
Second		TLC courses	25, 43
Language	17, 26	Transcripts	25, A-6
Majors or minors	14	Transfer	25–28

AAOT	13–14, 25, 27
Credit	2, 26
Evaluation report	28–29
From Clark Honors College	14
Mathematics credit	7
Portland State University	27
Reserved graduate credit	A-6
Seminars	30
Student information	28
Washington State Community colleges agreement	28
Transferology website	28
Tuition and fees	44
Tuition Refund Committee	18
U	
Undeclared major	23
Undergraduate	
Application for degree	3
Support Program (USP)	43
University	
Admission	26
Catalog	23, 31–32, A-7
Requirements	1
Student Veterans Center	54
Teaching and Learning Center	25, 42–43, A-18
Upper division credit	14
V	
Veterans	54
Visa regulations	31
W	
Website(s)	
Academic advising	A-7
Banner system	A-7
Department home pages	A-7
Grade First Aid blog	A-7
International student and scholar services	31
NACADA Clearing House of Academic Advising Resources	
31	
Office of Academic Advising on YouTube	A-7
Transferology	28
UO catalog	A-7
UO registrar	28, 34, A-7
University Counseling and Testing	33
Week of Welcome	30
Workshop(s)	53
Writing course	
Descriptions	4
Exemptions	4
Placement	3
Waivers	4
Written English	3
Y	
Yamada Language Center	11