GENERAL DESCRIPTION

In the spring of 2011, a group of UO professors obtained permission to offer a set of classes exclusively to high school students. (For ease of reference, this memo will describe the classes collectively as “the UOCHSS Program.”) We recognize that the local schools are under tremendous pressure due to budget cuts. We realize that Oregon’s school calendar is the second shortest in nation. We have devised a set of courses that local high school students can attend on furlough days and other days when their schools are not in session. We intend to offer rigorous courses of the same sort that undergraduates would take, but we will offer these courses on a smaller scale. No professor receives payment or course relief from the UO for teaching in the UOCHSS Program. We are proud that one of the UOCHSS instructors, Chris Doe, won the 4J School District’s “Champion in Education” Award in 2012.

INSTRUCTORS

- Neil Bania, UO Department of Planning, Public Policy and Management
- Jane Cramer, UO Department of Political Science
- Chris Doe, UO Department of Biology
- Michael Dreiling, UO Department of Sociology
- Marina Guenza, UO Department of Chemistry
- Emilie Hooft, UO Department of Geology
- Nicholas Kohler, UO Department of Geography
- Laura Leete, UO Department of Planning, Public Policy and Management
- Tom Lininger, UO School of Law
- Andrew Marcus, UO Department of Chemistry
- Jeff Measelle, UO Department of Psychology
- Hillary Nadeau, UO School of Education
- Clinton Sandvick, UO Department of History

COURSE SCHEDULE THROUGH WINTER/SPRING 2015

- Environmental Science (still in planning stages)
- Principles of Physics (still in planning stages)

FALL 2014

- Advanced Political Theory (Jane Cramer and Tom Lininger)
- Debate (Staff from UO Debate Program, Tom Lininger, and Jeff Measelle)
- Human Geography (Nicholas Kohler and Tom Lininger)

WINTER/SPRING 2014

- Advanced Topics in Chemistry 1 (Guenza and Marcus)
- Earth Science (Doe, Hooft and Lininger)
- Intro to Political Science (Cramer and Lininger)

FALL 2013

- Psychology and Health (Measelle)
- Introduction to Empirical Economic Analysis (Bania and Leete)

WINTER/SPRING 2013

- Advanced Topics in Chemistry 1 (Guenza and Marcus)
- Modern U.S. History (Dreiling and Lininger)

FALL 2012

- Macroeconomics (Bania and Leete)
- Civil War and Reconstruction (Lininger and Sandvick)

SUMMER 2012

- Advanced Political Theory (Cramer and Lininger)
- Founding of the United States (Lininger and Sandvick)
CRITERIA FOR COURSE SELECTION

Four criteria guide the selection of courses for the UOCHSS curriculum. First, we need to make sure that a volunteer instructor is available to cover each subject. Second, we prefer subjects that are accessible to a wide range of kids in local high schools. Third, we emphasize subjects that are relevant to AP tests. Fourth, we favor subjects that align with the priorities of grantors who can help us to purchase textbooks for needy kids.

DETAILED DESCRIPTIONS OF COURSES

On the following pages, you will find detailed information about the courses offered by the UOCHSS Program through the winter term of 2014. Please note that the descriptions, and particularly the schedules, are subject to change.

Advanced Political Theory—Fall 2014

Title: PS 199: Sp St Adv Poli Theory
Credits: 4
Instructors: Jane Cramer and Tom Lininger
Grading options: Graded or Pass/No Pass

Description: This class is the second part of a two-term sequence that introduces students to the discipline of political science in the context of U.S. government. The first part was Introduction to Political Science, taught last term by Professors Cramer and Lininger. Students are welcome in Advanced Political Theory if they have not taken Introduction to Political Science, but those students should read the first part of our textbook in advance of the summer session. Students who passed Introduction to Political Science will have priority in enrolling for Advanced Political Theory, but they will not fill all the available slots. The summer class will examine the following topics: voting, campaigns and elections; the distinctive functions of the three branches in the federal government; civil rights and civil liberties; the budget and economic policies; social safety nets; and foreign policy and national defense. While this class is not officially an AP class, the syllabus will be similar to one half of the course description for AP U.S. Government, available at www.apcentral.collegeboard.com.

Schedule (40 hours of classes plus two-hour final exam): This schedule is based on assumptions about the likely gaps in the 4J calendar; changes may be necessary when 4J finalizes its 2014-15 calendar.

Monday, August 18, 10:00 a.m. to noon
Wednesday, August 20, 10:00 a.m. to noon
Friday, August 22, 10:00 a.m. to noon
Tuesday, August 26, 9:00 a.m. to 11:00 a.m.
Thursday, August 28, 9:00 a.m. to 11:00 a.m.
Tuesday, September 2, 3:30 p.m. to 5:30 p.m.
Sunday, September 7, 3:30 p.m. to 5:30 p.m.
Sunday, September 14, 3:30 p.m. to 5:30 p.m.
Sunday, September 21, 3:30 p.m. to 5:30 p.m.
Sunday, September 28, 3:30 p.m. to 5:30 p.m.
Sunday, October 5, 3:30 p.m. to 5:30 p.m.
Thursday, October 9, 3:30 p.m. to 5:30 p.m.
Friday, October 10, 1:00 p.m. to 3:00 p.m.
Sunday, October 19, 3:30 p.m. to 5:30 p.m.
Sunday, October 26, 3:30 p.m. to 5:30 p.m.
Sunday, November 2, 3:30 p.m. to 5:30 p.m.
Tuesday, November 11, 3:30 to 5:30 p.m.
Sunday, November 16, 3:30 p.m. to 5:30 p.m.
Sunday, November 23, 3:30 p.m. to 5:30 p.m.
Wednesday, November 26, 1:00 p.m. to 3:00 p.m.
Monday, December 1, 1:00 p.m. to 3:00 p.m.—final exam

If the 4J District adds furlough days, Sunday sessions will move to those days.
**UOCHSS PROGRAM 4 Human Geography—Fall 2014**

**Title:** GEOG 199: Sp St Human Geog

**Credits:** 4

**Instructors:** Nicholas Kohler and Tom Lininger

**Grading options:** Graded or Pass/No Pass

**Description:** The goal of this course is to provide students with an introduction to human contribution to the geographical diversity of the earth. The course offers an overview of the basic demographic, cultural, economic, and political patterns that have shaped the modern world, as well as the ways in which humans have used and transformed their environments. Specific topics addressed include colonialism and global power dynamics, urban growth and economic change, human migration and settlement, globalization and its environmental impacts, territory and geopolitical conflict, and the role of space, place, and identity in shaping geographical diversity. Students will learn to do the following: interpret maps and analyze geospatial data; understand and explain the implications of associations and networks among phenomena in places; recognize and interpret the relationships among patterns and processes at different scales of analysis; and characterize and analyze changing interconnections among places. While this class is not officially an AP class, the syllabus will be similar to the course description for AP Human Geography, available at www.apcentral.collegeboard.com.

**Schedule** (40 hours of classes plus two-hour final exam): This schedule is based on assumptions about the likely gaps in the 4J calendar; changes may be necessary when 4J finalizes its 2014-15 calendar.

- Tuesday, August 19, 10:00 a.m. to noon
- Thursday, August 21, 10:00 a.m. to noon
- Monday, August 25, 10:00 a.m. to noon
- Wednesday, August 27, 10:00 a.m. to noon
- Friday, August 29, 10:00 a.m. to noon
- Tuesday, September 2, 9:00 a.m. to 11:00 a.m.
- Sunday, September 7, 1:00 p.m. to 3:00 p.m.
- Sunday, September 14, 1:00 p.m. to 3:00 p.m.
- Sunday, September 21, 1:00 p.m. to 3:00 p.m.
- Sunday, September 28, 1:00 p.m. to 3:00 p.m.
- Sunday, October 5, 1:00 p.m. to 3:00 p.m.
- Thursday, October 9, 1:00 p.m. to 3:00 p.m.
- Friday, October 10, 10:00 a.m. to noon
- Sunday, October 19, 1:00 p.m. to 3:00 p.m.
- Sunday, October 26, 1:00 p.m. to 3:00 p.m.
- Tuesday, November 11, 9:00 a.m. to 11:00 a.m.
- Sunday, November 16, 1:00 p.m. to 3:00 p.m.
- Sunday, November 23, 1:00 p.m. to 3:00 p.m.
- Wednesday, November 26, 10:00 a.m. to noon
- Monday, December 1, 10:00 a.m. to noon—final exam

If the 4J School District adds furlough days, Sunday sessions will move to those days.

**UOCHSS PROGRAM 5 Debate—Fall 2014**

**Title:** HC 199H: Sp St Debate

**Credits:** 2

**Instructors:** Staff from UO Debate Program, Tom Lininger, and Jeff Measelle

**Grading options:** Graded or Pass/No Pass

**Description:** The 4J School District no longer provides any funding for instruction or coaching in debate. Some local high schools rely on volunteers to lead their debate programs, and some high schools do not have debate programs at all. The purpose of this course is to provide an opportunity for high school students to learn about the different OSAA debate formats and to practice their advocacy skills. The class will meet daily before first period begins at local high schools. Each session will be 40 minutes long. Students need only attend a total of 30 sessions (an average of three per week) during the period from September 3 though December 1. Students may pick the sessions that interest them the most and that align with their schedules. Each Monday's class will be a discussion of strategy and substantive issues relevant to parliamentary debate; these sessions will cover one category of current events per week. Each Tuesday's class will be a discussion of strategies and substantive arguments in policy debate. Each Wednesday's class will be a practice session for policy debate. Each Thursday's class will be a discussion of strategy and substantive issues in public forum debate and/or Lincoln-Douglas (LD) debate. Each Friday's class will be a practice session for parliamentary debate, public forum debate, and LD debate. Students will also have an
opportunity to judge middle school debate rounds at Roosevelt Middle School in Eugene on Wednesday mornings or at Hamlin Middle School in Springfield on Wednesday afternoons. Jeff Measelle will be the on-site instructor at Roosevelt and Tom Lininger will be the onsite instructor at Hamlin. Students who wish to judge rounds at Roosevelt and Hamlin will need to attend a brief training program. Students may apply up to 10 judging sessions toward their required total of 30 sessions; in other words, at least 20 sessions must be on the UO campus. This class is open to beginning and advanced debaters. Students from any high school in Eugene or Springfield may attend this class. The class will meet on the UO campus in a building that is just a few blocks from South Eugene High School. Students from other high schools may leave earlier than 8:20 a.m. if necessary to get to their high schools on time.

**Schedule** (20 hours of classes) Students must attend a total of 30 sessions; each session is 40 minutes long.

- Sessions will begin on Wednesday, September 3, and end on Monday, December 1.
- Students may choose which sessions to attend each week (averaging three a week.)
  - Mondays, 7:40 a.m. to 8:20 a.m.: Strategy, substantive issues for parli debaters
  - Tuesdays, 7:40 a.m. to 8:20 a.m: Strategy, substantive issues for policy debaters
  - Wednesdays, 8:20 a.m. to 9:00 a.m.: Practice rounds for policy debaters
  - Wednesdays, 8:00 a.m. to 8:40 a.m.: Judging at Roosevelt Middle School in Eugene
  - Wednesdays, 3:30 to 4:10 p.m.: Judging at Hamlin Middle School in Springfield
  - Thursdays, 7:40 a.m. to 8:20 a.m.: Strategy, issues for public forum and LD debaters
  - Fridays, 7:40 a.m. to 8:20 a.m.: Practice rounds for parli, public forum, and LD debaters

There may be a practice tournament in the fall; each round will count as one session.

**UOCHSS PROGRAM 6 Advanced Topics in Chemistry 2—Winter/Spring 2014**

**Title:** CHEM 199: Sp St Adv Top Chem 2  
**Credits:** 4  
**Instructor:** Marina Guenza and Andrew Marcus  
**Grading options:** Graded or Pass/No Pass

**Description:** Chemistry is the study of matter and the changes that it undergoes. It is a science that is central to our understanding of the natural world and it serves as a foundation for all other scientific disciplines. Students in this course will gain factual knowledge about the terminology and language of chemistry as well as an understanding of the underlying reasons why chemical processes occur. There are no prerequisites, although some prior familiarity with chemistry is necessary. This course is the second part of a two-part sequence that began in the winter/spring term of 2013 with Advanced Topics in Chemistry 1, but students are welcome to enroll in part 2 of the sequence even if they did not enroll in part 1. While the two-part Chemistry sequence in the UOCHSS Program is not officially an AP class, the coverage of the two UOCHSS Chemistry courses approximately tracks the course description for AP Chemistry, available at www.apcentral.collegeboard.com.

**UOCHSS PROGRAM 7 Earth Science—Winter/Spring 2014**

**Title:** ENVS 199: Sp St Earth Science  
**Credits:** 4  
**Instructors:** Chris Doe, Emilie Hooft and Tom Cramer  
**Grading options:** Graded or Pass/No Pass

**Description:** This course will focus on earth systems and resources, as well as other scientific and policy-related topics relating to the protection of the environment. While this course is not officially an AP course, the syllabus will cover some of the topics highlighted in the course description for AP Environmental Science, available at www.apcentral.collegeboard.com.

**UOCHSS PROGRAM 8 Intro to Political Science—Winter/Spring 2014**

**Title:** PS 199: Sp St Intro Poli Sci  
**Credits:** 3  
**Instructor:** Jane Cramer and Tom Lininger  
**Grading options:** Graded or Pass/No Pass

**Description:** This course is the first part of a two-course sequence that provides an introductory look at the United States and its national system of government. We will first explore the constitutional underpinnings of the United States, paying particular attention to the historical context of the founding and the most notable provisions of the U.S. Constitution, including federalism, checks and balances, the separation of powers, the right to free expression, and the general framework for democratic governance. We will then discuss political beliefs and behaviors in the United States, with emphasis on the following topics: beliefs that citizens hold about their government and its leaders; processes by which citizens learn about politics; the nature, sources, and consequences of public opinion; the ways in which citizens vote and otherwise participate in political life; and factors that influence citizens to differ from one another in their political beliefs and behaviors. Finally, we will consider the role played by parties, interest groups, and the mass media. Students who take this course will have the option of taking a
follow-up course in the summer term, Advanced Political Theory. That course will examine the institutions of national government, the process of formulating public policy, and the protection of civil rights and civil liberties. While neither of the two courses is officially an AP class, the syllabus for the two-course sequence will track the course description for AP U.S. Government and Politics, available at www.apcentral.collegeboard.com.

**Psychology and Health—Fall 2013**

**Title:** Psy 199: Sp St Psych and Health  
**Credits:** 4  
**Instructor:** Jeff Measelle  
**Grading options:** Graded or Pass/No Pass

**Description:** This course will introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will learn about the ethics and methods psychologists use in their science and practice. A significant portion of this course will address topics taught in a typical high school health course, but students should consult with their high school registrars to determine if this course will count toward the health requirements in local school districts. While this course is not officially an AP course, the syllabus will be similar to the course description for AP Psychology, available at www.apcentral.collegeboard.com.

Note that some of the above-listed meeting times could change when local school districts announce their fall schedules. There is a strong likelihood of furlough days in the fall term, in which case we will shift some class meetings from Sundays to weekdays.

**Introduction to Empirical Economic Analysis—Fall 2013**

**Title:** EC 199: Sp St Intro Empirical  
**Credits:** 3  
**Instructor:** Laura Leete  
**Grading options:** Graded or Pass/No Pass

**Description:** This course will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will learn about four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. The instructor will illustrate these concepts with examples involving economic analysis. While this class is not officially an AP class, the syllabus will be similar to the course description for AP Statistics, available at www.apcentral.collegeboard.com.

Note that some of the above-listed meeting times could change when local school districts announce their fall schedules. There is a strong likelihood of furlough days in the fall term, in which case we will shift some class meetings from Sundays to weekdays.

**Advanced Topics in Chemistry 1—Winter/Spring 2013**

**Title:** CH 199: Sp St Adv Top Chem 1  
**Credits:** 4  
**Instructor:** Marina Guenza and Andrew Marcus  
**Grading options:** Graded or Pass/No Pass

**Description:** Chemistry is the study of matter and the changes that it undergoes. It is a science that is central to our understanding of the natural world and it serves as a foundation for all other scientific disciplines. Students in this course will gain factual knowledge about the terminology and language of chemistry as well as an understanding of the underlying reasons why chemical processes occur. There are no prerequisites, but some prior familiarity with chemistry is necessary. This course is the first part of a two-part sequence that will culminate in the winter/spring term of 2014 with Advanced Topics in Chemistry 2. While the two-part Chemistry sequence in the UOCHSS program is not officially an AP class, the coverage of the two UOCHSS Chemistry courses approximately tracks the course description for AP Chemistry, available at www.apcentral.collegeboard.com.

**Modern U.S. History—Winter/Spring 2013**

**Title:** HIST 199: Sp St Modern US Hist  
**Credits:** 4  
**Instructor:** Michael Dreiling and Tom Lininger  
**Grading options:** Graded or Pass/No Pass

**Description:** This class is the third part of a three-term survey of U.S. History. The class will cover the time period from 1900 to the present. Students will read a textbook along with some primary materials. There are no prerequisites for this class, but some familiarity with U.S. history
is necessary. Students who took *Founding of the United States* in the summer of 2012 or *Civil War and Reconstruction* in the fall of 2012 do not have any special priority to take Modern U.S. History, because each is a stand-alone class. While the U.S. history survey in the UOCHSS program is not officially an AP class, the coverage of the UOCHSS history courses approximately tracks the course description for AP U.S. History, available at www.apcentral.collegeboard.com.

**Macroeconomics—Fall 2012**  
**Title:** EC 199: Sp St Macroeconomics  
**Credits:** 4  
**Instructor:** Neil Bania  
**Grading options:** Graded or Pass/No Pass  

**Description:** This class examines the aggregate (macro) performance of a market economy composed of many independent decision-makers—namely households, firms and governments. It explores how we measure overall performance of the economy and the problems that may arise in a market economy, such as inflation and unemployment. It then examines the role of monetary policy in the economy, particularly through the Federal Reserve Bank, by its effect on interest rates, inflation and economic growth, and the role of fiscal policy (for example, government taxation and spending) on macroeconomic performance. Finally, the course examines international economic links between nations, including the role of exchange rates. Students should come away from the class with the ability to understand the economic phenomena we read and hear about every day, as well as a better ability to judge the economic merits of various proposals by policymakers. While this class is not officially an AP class, the syllabus will be similar to the course description for AP Microeconomics, available at www.apcentral.collegeboard.com.

**Civil War and Reconstruction—Fall 2012**  
**Title:** HIST 199: Sp St Civ War Reconst  
**Credits:** 4  
**Instructor:** To be determined  
**Grading options:** Graded or Pass/No Pass  

**Description:** This class is the second part of a three-term survey of U.S. History. The class will cover the time period from Jacksonian Democracy to the Gilded Age, with special emphasis on the Civil War and Reconstruction. Students will read a textbook along with some primary materials. There are no prerequisites for this class, but some familiarity with 19th century U.S. history is necessary. Students who took *Founding of the United States* in the summer of 2012 do not have any special priority to take *Civil War and Reconstruction*, because each is a stand-alone class. While this class is not officially an AP class, the syllabus will be similar to the middle part of the course description for AP U.S. History, available at www.apcentral.collegeboard.com.

**Founding of the United States—Summer 2012**  
**Title:** HIST 199: Sp St Founding of U.S.  
**Credits:** 3  
**Instructor:** Clinton Sandvick  
**Grading options:** Graded or Pass/No Pass  

**Description:** This class is the first part of a three-term survey of U.S. History. The class will cover the time period from the Pre-Columbian Era to Jacksonian Democracy and the early stages of the secessionist movement. Students will read a textbook along with some primary materials. We'll pay particular attention to processes that led to the creation of federal institutions in the United States. There are no prerequisites for this class, but some familiarity with early U.S. history is necessary. While this class is not officially an AP class, the syllabus will be similar to the first part of the course description for AP U.S. History, available at www.apcentral.collegeboard.com.

**Advanced Political Theory—Summer 2012**  
**Title:** PS 199: Sp St Advanced Theory  
**Credits:** 3  
**Instructor:** Jane Cramer  
**Grading options:** Graded or Pass/No Pass  

**Description:** This class is the second part of a two-term sequence that introduces students to the discipline of political science in the context of U.S. government. The first part was *Introduction to Political Science*, taught last term by Professor Cramer. Students are welcome in *Advanced Political Theory* if they have not taken *Introduction to Political Science*, but those students should read the first part of our textbook in advance of the summer session. Students who passed *Introduction to Political Science* will have priority in enrolling for *Advanced Political*
Theory, but they will not fill all the available slots. The summer class will examine the following topics: voting, campaigns and elections; the distinctive functions of the three branches in the federal government; civil rights and civil liberties; the budget and economic policies; social safety nets; and foreign policy and national defense. While this class is not officially an AP class, the syllabus will be similar to one half of the course description for AP U.S. Government, available at www.apcentral.collegeboard.com.

**Introduction to Political Science—Winter/Spring 2012**

**Title:** PS 199: Sp St Intro to Poli Sci  
**Credits:** 3  
**Instructor:** Jane Cramer  
**Grading options:** Graded or Pass/No Pass

**Description:** This course is the first part of a two-course sequence that provides an introductory look at the United States and its national system of government. We will first explore the constitutional underpinnings of the United States, paying particular attention to the historical context of the founding and the most notable provisions of the U.S. Constitution, including federalism, checks and balances, the separation of powers, the right to free expression, and the general framework for democratic governance. We will then discuss political beliefs and behaviors in the United States, with emphasis on the following topics: beliefs that citizens hold about their government and its leaders; processes by which citizens learn about politics; the nature, sources, and consequences of public opinion; the ways in which citizens vote and otherwise participate in political life; and factors that influence citizens to differ from one another in their political beliefs and behaviors. Finally, we will consider the role played by parties, interest groups, and the mass media. Students who take this course will have the option of taking a follow-up course in the summer term, *Advanced Political Theory.* That course will examine the institutions of national government, the process of formulating public policy, and the protection of civil rights and civil liberties. While neither of the two courses is officially an AP class, the syllabus for the two-course sequence will track the course description for AP U.S. Government and Politics, available www.apcentral.collegeboard.com.

**Complex Ecosystems—Winter/Spring 2012**

**Title:** ENVS 199: Sp St Complex Ecosyst  
**Credits:** 3  
**Instructor:** Chris Doe (with assistance from Hillary Nadeau)  
**Grading options:** Graded or Pass/No Pass

**Description:** This course is the second part of a two-course sequence exploring various aspects of environmental science. During the second term, we will address the following subjects, among others: Earth systems and resources (including geological and atmospheric systems, global water resources and use, and soil dynamics); the living world (including ecosystem structure, energy flow, ecosystem diversity, natural ecosystem change, and natural ecosystem cycles); population (including population ecology, human population dynamics, and impacts of population growth); and land and water use (including agriculture, forestry, mining, fishing, urban land development, transportation infrastructure, sustainable land-use strategies, and global economics bearing on land and water use). Both courses may offer opportunities for laboratory work and field trips. While neither of the two courses is officially an AP class, the syllabus for the two-course sequence will track the course description for AP Environmental Science, available at www.apcentral.collegeboard.com.

**Microeconomics—Fall 2011**

**Title:** EC 199: Sp St Microeconomics  
**Credits:** 4  
**Instructor:** Laura Leete  
**Grading options:** Graded or Pass/No Pass

**Description:** This class will examine how agents—consumers, firms and governments make decisions when facing scarce resources (such as time and money), and how those decisions affect market outcomes, such as prices, output and how a society uses its resources. Using demand and supply analysis, students will learn how markets coordinate the activities of agents, and how markets and agents respond to changes in underlying factors. The latter part of the course will explore situations in which markets can fail, including imperfect competition among firms (for example, monopoly), activities that generate costs or benefits that are external to the immediate market transaction (for example, pollution), and examples of desired goods that no private firm would want to provide (for example, national defense). Students should come away from the class with the ability to understand the economic phenomena we read and hear about every day, as well as a better ability to judge the economic merits of various proposals by policymakers. While this class is not officially an AP class, the syllabus will be similar to the course description for AP Microeconomics, available at www.apcentral.collegeboard.com.
Environmental Science—Fall 2011

Title: ENVS 199: Sp St Envtl Science
Credits: 3
Instructor: Chris Doe (with assistance from Hillary Nadeau)
Grading options: Graded or Pass/No Pass

Description: This course is the first part of a two-course sequence exploring various aspects of environmental science. During the fall term, we will address the following subjects, among others: Earth systems and resources (including geological and atmospheric systems, global water resources and use, and soil dynamics); the living world (including ecosystem structure, energy flow, ecosystem diversity, natural ecosystem change, and natural ecosystem cycles); population (including population ecology, human population dynamics, and impacts of population growth); and land and water use (including agriculture, forestry, mining, fishing, urban land development, transportation infrastructure, sustainable land-use strategies, and global economics bearing on land and water use). Students who take this course in the fall term will have the option of taking a follow-up course in the spring term, Complex Ecosystems. While neither of the two courses is officially an AP class, the syllabus for the two-course sequence will closely track the course description for AP Environmental Science, available at www.apcentral.collegeboard.com.

SUNSET

The UOCHSS Program will continue through end of the 2014-15 academic year, but there is no guarantee that the program will continue beyond that time. The central administrators at the UO will review the UOCHSS Program at the end of the 2014-15 academic year and will determine how to proceed after that time. This program addresses an unprecedented funding crisis in the local schools, and the program requires an unusual commitment of time and resources by several professors and departments at the UO. It remains to be seen whether circumstances in 2015 will justify the continuation of the UOCHSS Program.

CONTACTING THE UOCHSS ADMINISTRATOR

If you have any questions concerning the UOCHSS Program, please contact Tom Lininger at the UO School of Law (541-346-3662 or lininger@uoregon.edu). Please do not contact any of the course instructors until you have officially registered for a course.

ELIGIBILITY

All high school students living in Lane County—including students in public and private schools, as well as home-schooled students—are eligible to enroll in the UOCHSS Program. Students must have maintained at least a 3.0 grade point average over the prior two years to qualify for the UOCHSS Program. Home-schooled students must demonstrate that their achievement level has been equivalent to at least a 3.0 grade point average.

ENROLLMENT CAP

Enrollment in each course will be limited to 22 students. This enrollment cap is necessary due to the size of the classrooms that the UOCHSS Program is able to use.

GRADED VS. PASS/NO PASS

Students can take a course for a grade or on a pass/no pass basis. Students must make this decision before the start of the course, and students cannot change this decision after the course has begun. In the event that a lottery is necessary for any course, the UOCHSS Administrator will conduct separate lotteries for graded and pass/no pass slots in that course. The expectation is that each lottery will yield half the students in the course. Applicants may only enter one lottery for each course. The availability of pass/no pass slots is important to embolden applicants who might otherwise finding college courses daunting, especially applicants whose parents did not attend college.

APPLICATION PROCEDURE

Students who wish to enroll in the UOCHSS Program must send an e-mail to Tom Lininger at lininger@uoregon.edu. The e-mail must include the following information:

1. The applicant's name, grade level, and school;
2. The name, phone number and e-mail address of the applicant's parent or guardian;
3. The course or courses in which the applicant wishes to enroll;
4. Whether the applicant has maintained a 3.0 grade point average for the past two years;
5. Whether the applicant intends to enroll on a graded or pass/no pass basis.

If the number of applicants exceeds the available spaces in a course, the UOCHSS Administrator will conduct a lottery to determine enrollment. Each lottery will occur within one week of the application deadline for each term. The UOCHSS Administrator will notify all applicants of the lottery's outcome. The UOCHSS Administrator will maintain a wait list for each course.
Upon admission of an applicant, the UOCHSS Administrator will provide notice about the procedure for official registration. Each admitted student will be responsible for completing all the necessary paperwork and paying all the necessary UO fees.

**LOTTERY**

If a lottery is necessary for any course, the UOCHSS Administrator will conduct the lottery under the supervision of Sherie Etges, registrar of the UO School of Law. The UOCHSS Administrator will print out the e-mails received from all applicants. The e-mails will be sorted by age group and grading preference, and then shuffled within each category. The UOCHSS Administrator will conduct a drawing to fill the 11 graded slots in each course, giving priority to seniors, then juniors, then sophomores, then freshmen, then all other applicants. (In other words, there will be separate drawings for each age group until all the graded slots are filled.) Within each age group, the Administrator will select an applicant from every high school—or a home-schooled applicant—in that age group before selecting another applicant from that same high school or another home-schooled applicant; the purpose of this requirement is to guarantee that the class rosters will include diverse representation from the various schools in Lane County. After selecting applicants for the 11 graded slots, the UOCHSS Administrator will conduct a drawing to fill the 11 pass/no pass slots in each course, giving priority to seniors, then juniors, then sophomores, then freshmen, then all other applicants in accordance with the above-listed procedures.

**CHILDREN OF UOCHSS FACULTY**

Children of UOCHSS instructors may enroll in any course irrespective of enrollment caps. This right of enrollment applies for a 12-month period after the instructor has taught in the UOCHSS Program. However, if a UOCHSS instructor serves as the instructor of record in two courses during the same academic year, then the children of that instructor will have a right of enrollment for a two-year period beginning with the year in which the instructor taught two courses. The inclusion of an UOCHSS instructor’s child in a class will not reduce the total number of spots available to other children, which will always be 22. UOCHSS instructors will need to pay the normal tuition rate.

**BOOKS**

Students will be responsible for buying their own textbooks. Tuition does not cover the cost of books. To the maximum extent possible, the UOCHSS instructors will assign books that other UO professors assign to undergraduates. As a result, students in the UOCHSS Program will likely be able to buy used copies of these books at the UO Bookstore. Families may also find good deals on the Internet. Allow several days for delivery.

**COST**

UO Academic Extension has set tuition for these classes at the unusually low rate of $60 per class. The low tuition is possible because professors are donating their services and Academic Extension is donating administrative support. At present, UOCHSS does not have the means to help needy families with the cost of tuition. The grant from the Wayne Morse Center will help with the cost of textbooks, which are usually higher than the cost of tuition.

**COLLEGE CREDIT**

Students who take courses in the UOCHSS Program will receive college credit. However, this coursework will not count toward the University of Oregon’s group or the required courses for a major. For more information about group requirements, visit this website: http://registrar.uoregon.edu/bachelors_degree_requirements.

**ADVANCED PLACEMENT TESTS**

Courses taught in the UOCHSS are not AP courses, because college courses cannot be AP courses. (For a high school course, the AP designation indicates that the course is akin to a college course and that students who complete the course deserve college credit; this designation would not make sense for a course at UO.) Even though the UOCHSS courses are not AP courses, they track the syllabi for AP courses so that students who enroll in the UOCHSS Program may choose to take the relevant AP tests. The local school districts offer these tests in May. The UOCHSS Program does not play any role in administering AP exams.

**CAN STUDENTS RECEIVE HIGH SCHOOL CREDIT FOR UOCHSS COURSES?**

Every UOCHSS student should check with the registrar at his or her high school to determine how, if at all, the school will award credit for courses taken at the UO. Apparently South Eugene High School awards one credit for every four UO credits, but it is not necessarily true that all local high schools use the same conversion rate for credits earned at the UO.

**CAN UOCHSS STUDENTS TAKE OTHER COURSES AT UO?**

A student’s enrollment in the UOCHSS Program does not affect that student’s eligibility to take other UO courses outside the UOCHSS Program.
IS THE UOCHSS PROGRAM AFFILIATED WITH DUCK LINK?

In the past, high school students who enroll at the UO have generally done so through Duck Link: http://admissions.uoregon.edu/counselors/prebac. The UOCHSS Program differs from Ducklink in many respects. Ducklink requires a contribution from the student's school district to the UO, but the UOCHSS Program does not require any such contribution. Registration through Ducklink is conditional upon the exhaustion of relevant course offerings in the applicant's high school; there is no such requirement in the UOCHSS Program.

Students who enroll in the UOCHSS Program may separately take courses through Duck Link. Students who simultaneously enroll in UOCHSS courses and Duck Link courses should be careful to make sure that the schedules for their courses do not conflict. Additionally, students enrolled in DuckLink and UOCHSS Program courses will need to observe Duck Link and Community Education Program (CEP) protocols that limit non-admitted students to 8 credits per academic term (fall, winter, and spring). If a student is enrolled in 8 credits of UOCHSS Program courses, then they will not be eligible to register for any additional credits during that term. If a student is interested in taking more than 8 credits per term, they can contact the Office of Admissions about applying to the prebaccalaureate program.

THANKS TO SPONSORS AND FRIENDS OF UOCHSS PROGRAM

The UOCHSS Program would not be possible without the generous support of many administrators and staff at the UO. David Frank, dean of the Robert D. Clark Honors College, graciously agreed to provide a home for this program. UO Registrar Sue Eveland provided valuable guidance at the early stages of planning. Margaret Hallock, director of the Wayne Morse Center for Law and Politics, helped the UOCHSS Program to obtain a grant in order to purchase textbooks for kids who are eligible to receive free and reduced lunch at their schools. Curt Lind, Sandra Gladney, Sonya Faust and Stephanie Marple at the UO Academic Extension have been extremely helpful in setting up the logistics of UOCHSS Program, in simplifying the enrollment process, and in setting tuition at an affordable rate. Dean Michael Bullis and Assistant Dean Margaret Mahoney at the UO College of Education gave several insightful tips concerning logistics and publicity. Senior Vice Provost Russell Tomlin vetted the proposal thoroughly and involved a number of colleagues throughout the UO campus in making suggestions for improvements. Vice Provost Doug Blandy reviewed the program at the end of the first sunset period in the spring of 2013 and authorized renewal for another two years.

WHAT IS UO ACADEMIC EXTENSION?

The courses listed in this memo are made possible by support from Academic Extension at the University of Oregon. UO Academic Extension provides exceptional credit and noncredit educational opportunities to people seeking university-level instruction and enrichment beyond the traditional campus experience.