

Institutional Graduation Requirements



INSTITUTIONAL GRADUATION REQUIREMENTS

Beginning Fall 2004, all newly admitted students (freshman, transfer, and readmitted students) will be required to complete the new General Education Curriculum described in number 7 below.

The University's graduation requirements reflect our belief that an undergraduate education should provide both breadth and depth and that all educated individuals should possess certain skills, especially the ability to express themselves in writing, in speaking, and in the language of mathematics. The general education curriculum rests on the assumption that every educated person should have some acquaintance with certain traditional areas of human knowledge and experience and be able to synthesize and contextualize this knowledge within their own lives. The mission of the general education program at Eastern Oregon University is to challenge students to become critical, creative thinkers and engaged, knowledgeable citizens, open to new ways of looking at the world.

Students will accomplish this through successfully completing courses in Communication and Critical Thinking and General Knowledge, and through other experiences in Reflections and Perspectives. The study within general education matches course objectives with the stated outcomes of the general education program.

Students must complete all institutional graduation requirements for the baccalaureate degree as listed below:

1. Complete a minimum of 180 credit hours.
2. Earn an Eastern GPA of at least 2.000 and a composite GPA of 2.000 for all college work taken up until the time that the degree is conferred. A transfer GPA and the Eastern GPA

are combined at the time of graduation.

3. Complete a minimum of 60 credit hours of upper division course work (300-400 level courses).
4. Complete all requirements in the major area, including at least 35 credit hours, 25 of which must be in 300 or 400 level courses in the major area. Of these credits a minimum of 20 must be from EOU of which 10 must be upper division.
5. Complete a minimum of forty-five (45) credit hours supervised by Eastern Oregon University Faculty. Thirty (30) of the forty-five (45) credit hours must be upper division.
6. Students may choose to earn a Bachelor of Science degree or a Bachelor of Arts degree for most major programs. The requirements for each are listed below:

A. For the Bachelor of Science Degree:

-Demonstrate the application of mathematics at the college level. Means for satisfying this requirement are described in each major, but will be limited to any mathematics or statistics course that has a prerequisite of Intermediate Algebra or higher (e.g., EOU's Math 095 Algebraic Foundations) and is a minimum of three credits. In addition the required course must be passed with a "C-" or better.

-A maximum of 90 hours in one discipline may be applied to the Bachelor of Science degree.

B. For the Bachelor of Arts Degree:

-Demonstrate proficiency in a foreign language through any one of the following means:

- a. twenty-four credit hours of a single foreign language.
- b. completion of a second-year foreign language course sequence.
- c. completion of any upper-division course which has a two-year language prerequisite.
- d. equivalency certification by the appropriate foreign language faculty.
- e. foreign students educated in a language other than English will be considered as meeting the B.A. foreign

language requirement. Other students with ability in a language in addition to English will be considered under d. above.

f. students educated in a language other than English cannot receive credit for that language at the first or second year level through challenge or CLEP exams. Students should consult with the appropriate modern language faculty for evaluation and placement.

g. a maximum of 90 hours in one discipline may be applied to the Bachelor of Arts degree.

7. Complete the General Education Curriculum.

(The EOU Core Curriculum, formerly referred to as General Education Curriculum, is in the process of being updated and revised at the time of this catalog printing. Please see the Undergraduate Studies Web site, www.eou.edu/undergrad, for the latest information.)

Complete a minimum of 15 credits in Communication and Critical Thinking, and 45 credits in General Knowledge for a total of 60 credit hours. General Knowledge contains five categories, and students must complete minimum of seven credits, in at least two classes (excluding labs) in each category. No more than twelve credits in each category may count toward the General Education requirement. No one-credit waivers will be given in any category.

Students may choose the S/U grading option for the general education courses. All courses must be successfully completed with a grade of C- or better.

All courses used to fulfill the general education requirement must be approved by the Educational Policy and Curriculum Committee to ensure that General Education Outcomes, as distinct from the discipline-specific outcomes, have been identified and means of assessment are in place.

The curriculum has these major elements:

I. Communication and Critical Thinking (15 Credits)

Demonstrate fulfillment of each of the three outcomes in the "Communication and Critical Thinking" area by completing courses approved for meeting particular required outcomes. The required outcome areas are: Communication, Critical Thinking, and Quantitative Reasoning. A minimum of three approved courses must be completed with a minimum of one credit in each of the areas. Approved courses will demonstrate that they meet some or all of the following outcomes. No one-credits waivers will be given in any category.

A. Communication (CO)

Be able to communicate effectively by means of active listening, public speaking, collaborating, analytical reading and academic writing in the diverse situations encountered as educated citizens; be able to adjust presentations according to subject, occasion, audience, and purpose; be able to communicate effectively using appropriate symbolic technological systems.

ANTH 344 Selling the News (2)

GERM 333 Aural and Reading Composition (3)

GERM 334 Composition and Conversation (5)

HUM 112 Intro to American Language and Culture (4)

MA 260 / WR 210 Foundations of Mass Media (4)

POLS 340 Politics & Media (5)

SOC 344 Selling the News (2)

SPCH 112 Public Speaking (3)

WR 121 Expository Prose Writing (4)

WR 222 Argumentation (3)

WR 320 Professional Writing (3)

B. Critical Thinking and Problem Solving (CP)

Be able to demonstrate various strategies for generating effective arguments, gathering sources, analyzing information, evaluating claims and data, problem solving, and synthesizing material; be able to demonstrate systematic thinking within the guidelines of a specific discipline.

ANTH 345 Media, Politics & Propaganda (5)

AREC 250 Intro Environ Econ (3)

AREC 351 Natural Resource Economics & Policy (3)

CHEM 101 Introduction to Chemistry (4)

CHEM 102 Introduction to Chemistry (4)

CHEM 103 Introduction to Chemistry (4)

CHEM 206 Qualitative Analysis (5)

CORE 101 Integrated Studies Seminar (3)

CORE 102 Gateway Seminar (3)

ENGL 206 Applied Literary Criticism (3)

ENGL 446 Critical Theory (4)

GEND 350 Pornography, Gender & State (5)

HUM 207 First Year Seminar (3)

LIB 127 Information Access (3)

LIB 307 Electronic Information Techniques (2)

MUS 111 Music Theory (3)

MUS 113 Music Theory (3)

PHIL 203 Critical Thinking (5)

PSY 335 Prin of Cognitive Psych (5)

SCI 101 Scientific Method (4)

SCI 102 Work and Energy (4)

SCI 103 Matter (4)

SOC 345 Media, Politics & Propaganda (5)

SOC 350 Pornography, Gender & State (5)

SSCI 110 First Year Experience Sem:Adventures In Literacy (3)

STAT 311 Principles of Statistics (2)

STAT 312 Principles of Statistics (2)

STAT 315 Principles of Statistics (4)

C. Quantitative Reasoning (QR)

Be able to use mathematical abilities to solve problems and interpret quantitative information; be able to communicate such analysis effectively through speaking, writing, and the use of graphics.

MATH 105 Loans and Lotteries (3)

MATH 212 Foundation Elem Math II (4)

MATH 213 Foundation Elem Math III (4)

MATH 241 Survey Calculus (4)

MATH 251 / 252 Calculus (4)

PSY 327 Statistics and Experimental Design (5)

STAT 327 Statistics and Experimental Design (5)

II. General Knowledge: Disciplinary Breadth (45 Credits)

Beyond the area of Communication and Critical Thinking, all

students will meet General Education Outcomes through a distribution of courses. These liberally educated individuals will exhibit familiarity with a wide range of methodological and disciplinary perspectives. In order to ensure such disciplinary breadth, students will complete a minimum of seven credits, in at least two classes (excluding labs) from each of five different intellectual perspectives. No more than twelve credits in each category may count toward the General Education requirement. No one-credit waivers will be given in any category. In some cases, students will be able to meet outcomes through specially designed upper division General Education Interdisciplinary courses, seminars, or sequences.

Category One -

Study of Aesthetics and Humanities (AH)

A liberally educated person should be familiar with the methodology, practice, and controversies regarding interpretation of texts (in the most general sense). Students will choose from specifically designed coursework in a variety of disciplines. Upon completion of course work in this category, students should be able to identify and distinguish between genres and cultures, delineate and analyze aesthetic features of cultural artifacts and make sound aesthetic judgments, read critically, differentiate fields of inquiry within the humanities, discuss historical context, integrate knowledge through humanistic inquiry, and express themselves effectively.

- ART 101** Foundations of Visual Literacy (5)
- ART 204** Art History I (3)
- ART 205** Art History II (3)
- ART 206** Art History III (3)
- ENGL 104** Introduction to Literature (4)
- ENGL 107** World Literature I (3)
- ENGL 108** World Literature II (4)
- ENGL 109** World Literature III (3)
- ENGL 195** Enjoying Film (4)
- ENGL 199** World Cinema (4)
- ENGL 201** Shakespeare (4)
- ENGL 205** Writers of British Isles (4)
- ENGL 239** Genres (4)
- ENGL 254** Writers of America (4)
- ENGL 257** Literature/Film of the American West (4)
- ENGL 323** Forbidden Goddesses (4)
- ENGL 395** Gender in Film and Literature (4)
- GEND 323** Forbidden Goddesses (4)
- GEND 330** US Minority Women Writers (5)
- GEND 340** History of Women and the Family in the Pre-Industrial Era (5)
- GEND 341** History of Women and the Women's Movement in the Modern Era (5)
- GEND 395** Gender in Film and Literature (4)
- GERM 341/HUM 341** German Culture & Civilization (3)
- GERM 344/HUM 344** Introduction to German Literature (3)
- GERM 348 / HUM 348** German Film (3)
- HIST 340** History of Women & Family in Pre-Industrial Era (5)
- HIST 341** History of Women & Women's Movement in the Modern Era (5)
- MODL 328** French Culture and Civilization (3)
- MUS 201** Language & Literature of Music (3)
- MUS 203** Jazz: American Music (3)
- PHIL 101** Self, World, God (5)
- PHIL 102** Ethics, Politics, and Law (5)

- PHIL 301** History of Philosophy (5)
- PHIL 320** Philosophy of Religion (5)
- PHIL 341** Philosophical Issues in Science (2)
- PHIL 420** Philosophy of Law (5)
- SPAN 344** Introduction to Literature of Spain (3)

Category Two - Study of Human Behavior (HB)

A liberally educated person should be familiar with the methodology, practice, and controversies regarding the academic study of human behavior, both individual and within groups. Students will choose from specifically designed coursework in variety of disciplines. Upon completion of course work in this category, students should be able to employ basic terminology and concepts of the specific discipline(s) or sub-discipline(s) studied, analyze and interpret data, analyze and evaluate primary and secondary sources, identify resources for continued research, characterize competing sub-paradigms within the social sciences, identify key figures and events, critique social and economic institutions and analyze their historical context, argue effectively based on available evidence and in a way reflective of the modes of research and argumentation in a specific discipline studied.

- ANS 315** Contentious Social Issues in Animal Agriculture (3)
- ANTH 101** Cultural Anthropology (5)
- ANTH 201** Physical Anthropology (5)
- ANTH 320** Human Adaptation (2)
- ANTH 330** Ethnology of Hunters & Gatherers (2)
- ANTH 340** Frauds, Myths & Mysteries (2)
- ANTH 350** Primate Populations (2)
- ANTH 360** Intro Archaeology & Prehistory (5)
- ANTH 370** Environment & Society (5)
- ANTH 420** Encountering the Other (2)
- AREC 253** Historical Dev US Environment & Natural Resource Law (4)
- BA 220** Gender, Work & Society (5)
- ECON 115** Economics of Consumer & Social Issues (5)
- ECON 201** Principles of Microeconomics (5)
- ECON 202** Principles of Macroeconomics (5)
- ECON 334** Market and Society (5)
- ECON 350** Public Policy (3)
- ECON 470** History of Economic Thought (5)
- GEND 201** Gender Basics (5)
- GEND 220** Gender, Work & Society (5)
- GEND 301** Perspectives on Gender (5)
- GEND 360** Gender and Power (5)
- GERM 346** The Nobel Legacy (3)
- HIST 101** Traditional Civilization (5)
- HIST 102** World Civilization (5)
- HIST 201** United States History before 1877 (5)
- HIST 202** United States History since 1877 (5)
- HUM 346** The Nobel Legacy (3)
- POLS 101** American National Government (5)
- POLS 221** International Relations (5)
- POLS 350** Public Policy (3)
- POLS 360** Gender and Power (5)
- PSY 110** Gateway to Psychology (3)
- PSY 201** General Psychology (5)
- PSY 202** General Psychology (5)
- PSY 231** Human Sexuality (3)
- PSY 311** Lifespan Development (5)
- SOC 204** General Sociology - Introduction (5)

- SOC 205** General Sociology - Problems (5)
- SOC 360** Gender and Power (5)
- SOC 370** Environment & Society (5)

Category Three - Study of the Natural World (NW)

A liberally educated person should be familiar with the methodology, practice, and controversies regarding the academic study of the natural world. Students will choose from specifically designed course work in variety of disciplines. Upon completion of course work in this category, students should be able to employ scientific methods in the laboratory or in fieldwork as defined by the specific discipline(s) or sub-discipline(s) the student has studied, analyze and evaluate data based on discipline-defined criteria, observe accurately, integrate knowledge and data with the fundamental concepts of the specific discipline(s) or sub-discipline(s) the student has studied, and report results effectively both orally and in writing.

- ANS 121** Introduction to Animal Science (3)
- BIOL 101** Introduction to Biology (3)
- BIOL 102** Introduction to Biology (3)
- BIOL 103** Introduction to Biology (3)
- BIOL 104** Introduction to Biology Laboratory (1)
- BIOL 211** Principles of Biology (5)
- BIOL 212** Principles of Biology (5)
- BIOL 213** Principles of Biology (5)
- BIOL 343** The Future of Genetics (2)
- BIOL 390** Darwin and Evolution (5)
- BOT 201** Plant Biology (5)
- BOT 202** Plant Biology (5)
- BOT 203** Plant Biology (5)
- CHEM 204** General Chemistry (5)
- CHEM 205** General Chemistry (5)
- F 111** Introduction to Forestry (3)
- GEOG 106** Physical Geography (5)
- GEOL 101** Introduction to Geological Science (3)
- GEOL 102** Environmental Geology (3)
- GEOL 103** Geological Oceanography (3)
- GEOL 104** Lab (1)
- GEOL 201** Geology (5)
- GEOL 202** Geology (5)
- GEOL 203** Historical Geology (5)
- PHYS 201** General Physics (5)
- PHYS 202** General Physics (5)
- PHYS 203** General Physics (5)
- PHYS 231** Physics of Music (3)
- PHYS 221/222/223** General Physics (5 each)
- PSY 242** The Mind (5)
- PSY 310** Stress and Disease (2)
- PSY 357** Evolution and Behavior (5)
- RNG 341** Rangeland Ecology & Management (3)

Category Four - Study of the Arts and Creative Process (AC)

A liberally educated person should be familiar with the process of artistic creation and the academic study of the arts. Students will choose from specifically designed course work in a variety of disciplines. Upon completion of course work in this category, students should be able to demonstrate technique -- the building of a repertoire of strategies and approaches to a creative project, which necessitates a clear intention re-

flected in choice of materials, modes, and tools; employ basic terminology and concepts of the specific discipline(s) or sub-discipline(s) the student has studied; synthesize knowledge and practice -- highlighted in a performance, presentation, or project; demonstrate conceptual understanding of the creative process of risk-taking, multiple attempts (drafting and re-drafting, practice and rehearsal), re-conceptualization, discovery, experimentation, of the connection between form and personal expression; enact the interplay of subjectivity, self-reflexiveness, and aesthetic judgment; demonstrate alternative ways of thinking: an understanding of iconography, of metaphor and metaphorical thinking, of personal vision; employ dialogical thinking so that competing and even conflicting points of view are represented; access the affective domain in or through creative endeavor; converse intelligently about the academic study of the arts and artistic creation; express understanding of a lifelong commitment to artistic endeavor and creativity in all aspects of life, for the purpose of meaningful self-expression and the cultivation of aesthetic awareness.

- ART 120** Design 1 (5)
- ART 129** Draw & Design Fund (5)
- ART 130** Drawing 1 (5)
- ART 227** Graphics (3)
- ART 230** Drawing II (3)
- ART 243** Relief Printmaking (3)
- ART 250** Beginning Jewelry (3)
- ART 260** Ceramics (3)
- ART 261** Beg Photography (3)
- ART 280** Beginning Painting (3)
- ART 281** Beginning Painting II (3)
- ART 290** Beginning Sculpture (3)
- ART 291** Beginning Sculpture (3)
- ART 335** Collage as Refuge (2)
- ART 362** Symbolism In Photography (3)
- MUP 171/271/371** Piano Performance (1 each)
- MUP 175** Cello/Bass/Violin/Viola/Fiddle (1)
- MUP 275** Cello/Bass/Violin/Viola (1)
- MUP 375** Cello/Bass/Violin/Viola (1)
- MUS 101** Elements of Music (3)
- MUS 140** Electronic Music I (2)
- MUS 195/196/395/396** Music Ensemble (1)
- THEA 212** Introduction to Theatre: Production (3)
- THEA 214** Introduction to Theatre: Dramatic Literature (3)
- THEA 250** Acting 1 (4)
- THEA 251** Acting 2 (4)
- THEA 252** Acting 3 (4)
- THEA 261** Theatre History (3)
- THEA 262** Theatre History (3)
- THEA 263** Theatre History (3)
- THEA 264** Technical Theatre: Set Design (3)
- THEA 265** Technical Theatre: Lighting (3)
- THEA 267** Makeup (3)
- THEA 315** Creative Drama (3)
- THEA 324** Scene Design (3)
- THEA 325** Advanced Scene Design (3)
- THEA 334** Lighting Design (3)
- THEA 344** Costume Design (3)
- THEA 350** Acting 4 (3)
- THEA 360** Theatrical Playwriting (3)
- WR 131** Exploratory Writing (4)
- WR 241** Intro Imaginative Writing (3)

Category Five -

Study of Logic, Language, and Culture (LC)

A liberally educated person should be familiar with a range of social, cultural, intellectual, and personal perspectives and disciplinary approaches to comparing differing modes of thought, including the purely abstract and symbolic, as well as cultures, social mores, and competing notions of the self. Students will choose from specifically designed course work in variety of disciplines. Upon completion of course work in this category, students should be able to demonstrate knowledge from among the following: understanding of logical and mathematical systems, awareness of cultures other than the student's own, analysis of common communication barriers, analysis of language as a reflection of culture and history, or use of language effectively and fluently to explore differences among points of view. Whenever possible students are encouraged to study a foreign language and demonstrate functional ability in that language by means of listening, speaking, reading, and writing and to continue their exploration of international subjects through upper division study of a foreign culture, study abroad, working with or tutoring international students, participating in university sponsored international sojourns, or working in a bilingual setting.

- ANTH 430** Medical Anthropology (2)
- ANTH 460** Women in Poor Countries (5)
- ENGL 315** Intro Applied Linguistics (4)
- ENGL 316** Approaches to Grammar (4)
- GEOG 105** Cultural Geography (5)
- GERM 101** 1st Year German (5)
- GERM 102** 1st Year German (5)
- GERM 103** 1st Year German (5)
- GERM 201** 2nd Year German (4)
- GERM 202** 2nd Year German (4)
- GERM 203** 2nd Year German (4)
- HUM 113** Topics in American Language and Culture (4)
- HUM 114** Global Perspectives on American Language and Culture (4)
- MODL 101, 102, 103** 1st Year French (4)
- MODL 201, 202, 203** 2nd Year French (4)
- MUS 202** World Music (3)
- MUS 304** Down in the Boondocks (2)
- PHIL 321** Buddhism (5)
- PHIL 322** Islam (5)
- PHIL 323** Yoga Philosophy (2)
- PSY 330** Emotion (5)
- SOC 460** Women in Poor Countries (5)
- SPAN 107** 1st Year Spanish (4)
- SPAN 108** 1st Year Spanish (4)
- SPAN 109** 1st Year Spanish (4)
- SPAN 111** 1st Year Intensive Spanish (6)
- SPAN 112** 1st Year Intensive Spanish (6)
- SPAN 207** 2nd Year Spanish (4)
- SPAN 208** 2nd Year Spanish (4)
- SPAN 209** 2nd Year Spanish (4)
- SPAN 321** Advanced Grammar for the Bilingual (3)
- SPAN 338** Culture and Civilization of Spain (3)
- SPCH 111** Interpersonal Communication (3)

**III. Reflections and Perspectives
(no credit hour requirement)**

These outcomes are central to a liberal arts education. They

are cultivated wherever possible across the curriculum. The specific means of implementing these outcomes will be determined in the future. Their complete fulfillment is expected to build upon earlier general education requirements; consequently, the faculty will consider during the next academic year how to implement and assess these outcomes.

IV. First Year Interdisciplinary Courses:

A unique feature of the first year student experience will be the opportunity for students to choose interdisciplinary courses that will combine more than one discipline or field of study. These courses will allow students to explore a diverse range of subjects within one class and provide them with new ways to explore learning.

8. Complete the University Writing Requirement

Eastern Oregon University is strongly committed to the view that writing aids in learning and that writing skills are key to professional success. The University Writing Requirement (UWR) requires that students receive attention to writing throughout their studies and that students demonstrate their mastery of discipline-specific writing. To this end, all students entering in Fall 2004 must complete the following:

- First-year writing courses required by placement,
- One lower-division UWR writing-intensive course identified by each major, and
- Two upper-division UWR writing-intensive courses as identified by each major.

Outcomes for lower-division UWR Writing Intensive Courses:

- Students will produce at least 3,000 words (including drafts, in-class writing, informal papers, and polished papers); 1,000 words of this total should be in polished papers which students have revised after receiving feedback and criticism.
- Students will be introduced to the discourse forms appropriate to the discipline the course represents.
- Students will write at least one paper integrating information from at least one source, employing the appropriate documentation style for the discipline represented by the course.
- Students will draft, revise, and edit their formal written work.
- Students will seek assistance from a Writing Tutor in the Writing Lab when needed and when referred by the instructor.

Outcomes for Upper Division UWR Writing Intensive Courses:

- Students will produce at least 5,000 words (including drafts, in-class writing, informal papers, and polished papers); 2,000 words of this total should be in polished papers which students have revised after receiving feedback and criticism.

- Students will practice the forms of writing and reflect upon the nature of the writing used by graduates and professionals in the discipline the course represents.

- Students will write at least one paper integrating information from more than one source, employing the appropriate documentation style for the discipline represented by the course.

- Students will draft, revise, and edit their formal written work.

- Students will seek assistance from a Writing Tutor in the Writing Lab when needed and when referred by the instructor.

Students must complete all UWR writing intensive courses with a C- or better, and UWR writing intensive courses must allocate at least 30% of the overall grade to formal writing assignments, with at least 25% of the overall grade based on evaluation of individually written papers that have been revised after feedback.

UWR writing intensive courses will address punctuation, grammar, and disciplinary documentation style, but they are primarily intended to be discipline courses which use writing tasks to help students learn the material and learn how to write effectively in the discipline.

9. Capstone Experience in the Major.

Students must complete a capstone experience in their major fields. These courses are identified in the course description sections of this catalog.

10. Follow these credit limits.

Credits toward graduation may include the following:

A. Up to 12 credit hours in physical education activity courses, up to 12 credit hours of music activity courses (performance ensemble, MUS 194, 195, 196, 394, 395, 396) and up to 12 credit hours of INTACT courses may be applied toward degree requirements. Music majors may exceed the MUS limitation.

B. A maximum of 45 credit hours of practicum coursework numbered 209 or 409 may be applied toward the 180 credit hour degree requirement

C. Up to 120 credit hours of lower division transfer coursework may be applied toward the degree requirement.

11. Graduation Application.

Degree candidates may apply for graduation as early as one year in advance by submitting an application for graduation to the Registrar's Office. The deadline for submitting an application for graduation is the second Friday of the term prior to their expected graduation date.

Example: If planning on graduating in Spring term, the graduation application must be submitted to the Registrar's Office by the second Friday of Winter term.

This deadline is for the benefit of students. If any changes or additions need to be made on the application, students will have time to complete coursework. Students not meeting this deadline must meet with the Registrar.

The graduation application goes through three final checks before the student receives an official approval letter and signed copy of the application from the Registrar's Office. Because there may be changes from what the student and adviser agreed upon, only the signed copy of the Application for Graduation is the official document and lists all required courses necessary for graduation.

June Commencement Participation

Students who graduate Fall, Winter or Spring term of the current academic year are invited to participate in the Spring Commencement ceremony. Students who are graduating Summer term may participate in the Spring ceremony if they are within 12 hours of completing their degree and show proof of pre-registration for those hours.

HONORS BACCALAUREATE DEGREE

Pursuit of an Honors Baccalaureate degree at Eastern is a special privilege reserved for the most highly motivated of campus citizens, all of whom have a grade point average of at least 3.25 at the time of admission into and throughout participation in the program. This requirement will be firmly enforced. Any student with the proper grades may submit the honors contracts upon completion of at least 44 credits. The Honors Student may be any individual possessing sufficient motivation to nominate him or herself; faculty do not nominate students to the program. All students are encouraged to consider the prospect of earning an Honors Baccalaureate degree. Background information such as high-school grade point average or other university admissions criteria are not pertinent to admission into the Honors Program.

This program is built upon student initiative. All responsibility for filling out the contracts, submitting them properly, and fulfilling them, rests with the student. Please note that no faculty member is required to endorse an honors project. A faculty signature signifies the professor's promise and official commitment to the student in his or her efforts to complete the program. Faculty endorsement also indicates the professor's faith in the student that he or she is worthy of the program. Any student considering undertaking this challenge will be certain to spend ample time seeking out a variety of opinions and ideas from his or her faculty well in advance of submitting the contracts. A comfortable relationship built upon good communication between student and professor is essential for successful initiation and completion of the honors projects.

In his article, "Exploring Values, Issues, and Controversies," **Richard Cummings** quotes:

"Ours is not a mission to sequester a few cynical intellectuals in some self-imposed prison of ivory; instead, ours is a pleasant duty to humility and an idealistic responsibility to equality. Honors learning is a celebration of the honor to be alive, the honor to be aware..."

He further states:

“Successful honors programs are dominated neither by the faculty nor by the students, but their relationship becomes a synergistic one in which effective outlets are established for them to express their concerns about, and appreciation for, each other.”

Honors Contract information

The student will submit all of the honors contracts, with endorsing faculty members' signatures, before being identified as an Honors Student.

Required components for completion of the Honors Baccalaureate degree, in addition to all regular degree requirements:

- 3 academic projects
- Campus leadership
- Community service learning

One pre-professional conference presentation/participation, such as the Spring Symposium (no contract required, although proof of participation must be submitted)

A total of 5 contracts outlining the above components are to be submitted.

An academic honors project should:

- cover material in greater depth than in regular class assignments
- challenge the student in more sophisticated and complex ways than regular class projects
- require of the student the greater share of responsibility for learning and discovery
- provide the student with unusual opportunities to explore the subject matter in exciting ways

The Honors Student will complete three contracts for three academic projects, which are to be submitted in the format most appropriate to the discipline and subject matter (art, research paper, experiment, performance, multi-project, etc.). Each project is to be different (two may not be combined into one) each may be completed as a supplement to regular class work, or they all may be individualized projects, which is strongly encouraged, but not required, for at least two of the items below.

The three academic project contracts comprise each of the following:

1. An expanded project based on an upper-division course's content. For example, a student may write a 25-page paper for a course requiring a 15-page paper of all enrolled. Extra course credits will not be awarded for this extra honors effort.
2. A unique project in the student's field of specialization. Field research is strongly encouraged. If the discipline is not

a research-oriented area, then a unique project not normally carried out in Eastern's regular offerings is recommended, to be conceptualized by the student, in consultation with faculty. The Honors Student may receive upper-division credits for this, to be determined by endorsing faculty.

3. An interdisciplinary project, incorporating the student's major field and one other discipline. The Honors Student may receive upper-division credits for this, to be determined by the endorsing faculty.

The campus leadership component requires:

- Substantial involvement in any aspect of campus service which demonstrates individual initiative on the part of the student. (For example, a regular tutoring assignment through the Learning Center does not fulfill this requirement, even if it is performed for no pay. However, a tutoring assignment combined with the production of a supplement to course materials, such as a collection of original study aids to be kept on hand for future use, or a tutoring assignment combined with the offering of extra sessions that demonstrate a commitment and effort beyond that which is normally expected of tutors, will fulfill this requirement. Tutoring is by no means the only area of campus leadership that is applicable toward this requirement for completion of the Honors Program. Initiation of any new event, program or service for the university, and especially for the students, is strongly encouraged. Possibilities are endless, from offering an INTACT class, to bringing an interesting speaker to EOU through the Lectures Committee. Creative, constructive thinking is key.)
- Endorsing teaching or administrative faculty will determine with the student how much time and/or labor constitutes "substantial" effort.

The community service learning project requires:

- That the student seek out (independently or with the help of the Cornerstones Office) a service opportunity, preferably not directly related to his or her major, in the community beyond the EOU campus. This is not an internship; it is engagement in service to others.
- At least 40 hours of unpaid service of any nature appropriate to the agency.
- Two brief papers (or projects in other formats to be approved in advance with the Cornerstones office), including a "prelection," and a final "reflection" linking the service experience with the academic experience.

(This requirement may be fulfilled in conjunction with enrollment in SSCI 207 Community Service Learning, although the hours of service for this requirement are greater than those required for SSCI 207, and the two 2-5 page papers/projects must be submitted independently of all written work done for the SSCI course).

How do I enter this program?

Please follow these steps:

1. Set appointments and circulate among the faculty and administrators who will be your sponsors for the projects listed on the enclosed contracts. Discuss thoroughly your specific plans and your reasons for engaging in this challenge.

2. Fill out the contracts with as much information as is available at this time. Note that the academic projects do not require a detailed description until the term and year of completion. It is understood that changes in plans may arise.

3. Compose a formal cover letter for your contracts, introducing yourself to the Honors Committee, explaining why the Honors Program is right for you, based on the information provided in this packet. Share any relevant information about yourself. (1 page, max.)

4. Submit the cover letter and all contracts, together (even if full information is not yet in place for some of the projects), to:

Honors Program
Inlow Hall 113
Eastern Oregon University

5. As you fulfill the contracts, provide written updates, abstracts or other proof of timely progress to the address listed above.

6. Please keep in touch with the Honors Program, updating any changes in e-mail or other contact information.

HONR 201 - Honors Orientation Seminar Credits: 3.00