



EASTERN OREGON
UNIVERSITY

**Early College Initiatives (ECI)
Dual Credit/On Campus/Online
Enrollment Handbook for High
School Students and Mountaineer
Academic Plans (MAPs)**

Updated 8/2/2022

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Mission: The Early College Initiatives (ECI) office and staff navigate paths for regional high school students to achieve early college credits. With the creation of Mountaineer Academic Plans and other support initiatives for students taking early college credits, Eastern will have a seamless transition to degree completion.

Vision: The Early College Initiatives (ECI) office helps districts and students navigate toward degree completion by building bridges, empowering students who previously were not exposed to a college going culture, and ensure diverse and equitable support.

Values:

Integrity: We uphold the foundation of professionalism, honesty, respect, and sincerity in all of our interactions with local high schools, EOU faculty and staff.

Interdependence: We cultivate vibrant connections and relationships to enhance opportunity and success locally within rural communities across Oregon. By listening to ideas across the region and throughout the EOU community, we establish long lasting relationships that can move high school initiatives forward and sustain them through ever changing fiscal realities and community needs.

Innovation: In alignment with EOU's value of discovery, the Early College Initiatives (ECI) office will invest in a future with innovation, vision and creativity. Through analysis of past efforts with a lens for equity, change and forward thinking, the office will move early college initiatives into the future.

CONTACT US!

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Program Overview:

The Dual Credit program at Eastern Oregon University allows high school students to earn high school and college credits simultaneously. Through the Sponsored Dual Credit model, the university and the school districts who partner with Eastern Oregon University participate in courses that meet both high school and collegiate learning objectives.

Sponsored Dual Credit classes are offered at high schools. Students interested in participating in these programs must meet standards determined by the high school appropriate for each course. To enroll in these classes, students must complete the application and registration steps, and be prepared to pay tuition and fees for the courses unless they are covered by the high school through expanded options or other scholarships. Students may also be required to purchase course textbooks if not provided by the school.

Interested students should contact their high school counselors, teachers, or principals, or contact the Early College Initiative's (ECI) office. Students must meet eligibility requirements set by their high school to ensure that they receive high school credit for particular courses.

Definition of Terms

Sponsored Dual Credit: This is a dual/concurrent enrollment program that requires students to demonstrate collegiate level proficiency in all courses. The expectation is that students will meet all outcomes of the college course at the same level of performance demonstrated by a regular admitted college student taking that same course. College proficiency outcomes are established, aligned, and normed through collaboration by college professors and authorized high school instructors through the course. Eastern also offers high school students the opportunity to take classes on the EOU campus or online.

Eligible courses:


In accordance with the state of Oregon requirements, Eastern Oregon University offers regular college credit courses in General Education or program requirements for dual credit high school students. If a student's school district approves these college courses for dual credit, high school students meeting Eastern Oregon

University requirements may enroll in these courses and may receive both university and high school credit simultaneously.

On-Line and On-Campus Courses

High school students can also enroll in EOU online or on campus courses. These are generally NOT dual/concurrent enrollment courses unless the student has made a special arrangement with their high school. Online courses require students to be self-disciplined and technologically skilled. It is the student's responsibility to receive approval to take on-line and on campus classes through the Early College Initiative's office and to inform the high school of progress in these courses.

Student Eligibility

1. High school students should have completed their sophomore year unless participating in the Success 101 courses typically as a freshman.
2. Non-admit students (which is how a high school student will be classified) are limited to 8 credits or less in Fall, Winter and Spring terms. Students may obtain special approval from the Early College Initiative's office to register for more than 8 credits in a term. Students can take more than 8 credits in Summer term without approval.
3. Sponsored Dual Credit courses do not require placement tests (ACCUPLACER).  However, there may be other non-ECI courses a student might take at the university where the placement test is required.
4. Prospective high school students must complete the High School Early College Access Application and provide a completed Parent Financial Responsibility form.
5. High school students taking ECI sponsored dual credit courses will be treated as college students. It is expected that high school students taking ECI courses will conduct themselves as college students. A collegiate classroom environment is expected. The level of maturity of the high school student should be one of the criteria for approval by the high school. (See Student Handbook: <https://www.eou.edu/student-affairs/student-handbook/>).
6. The awarding of high school credit for graduation is at the discretion and approval of each school district.

Course Overview

Assessment of Student Academic Performance

Students enrolled in dual/concurrent credit courses are subject to the same assessments of student academic achievement as all other EOU students. The performance of Dual/concurrent credit students in any course must be assessed by the same summative measures used for on-campus students in the same courses, such as final common exams, capstone projects, portfolios, or other performance measures. Dual/concurrent credit students must also participate in assessments of

general education competencies and, if appropriate, assessment of competencies in an academic major, in the same way that these assessments are implemented for all EOU students.

Instructor Approval Procedure for Early College Initiative Sponsored Dual Credit

Professional Learning Communities (PLCs) are a blend of high school and university faculty who are charged with the development and assessment of curricular proficiencies in the Early College Initiative's model. These PLCs meet regularly to work on proficiency development and at scheduled times, meet to assess the proficiency work of the students.

To be eligible/"authorized" to teach sponsored dual credit courses through EOU, high school teachers must meet several requirements:

- Be approved by their high school administration and the EOU PLC leader and Dean of the specific college.
- Have taught in the discipline or related subject area for at least three years.
- Have a master's degree, preferably in their teaching discipline-verification required. Or;
 - Completed at least 20 graduate level credits in their content area.
Or;
 - Completed at least 45 graduate credits in both education and their respective content area.
- Attend an Early College Initiative's training session in their discipline conducted by the appropriate Professional Learning Community (PLC) faculty leader)
- Become an active member of the PLC; i.e. attend all meetings and trainings throughout the year.
- Be willing to allow university faculty to assess their performance.

Once approved, the teacher must become AUTHORIZED by attending initial PLC training and all subsequent PLC meetings typically held quarterly. Review of attendance through the Early College Initiative's office will be reviewed for each teacher annually with PLC faculty lead.

Grading

The university shall ensure that dual/concurrent credit courses and the corresponding courses offered at the main campus of the college are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class. EOU courses offered as dual/concurrent credit, regardless of where they are taught, follow the same syllabus requirements, course outline, grading procedure and other instructional and evaluative policies and procedures. Course calendar may be adjusted due to the university term calendar and the high school semester calendar.

Letter grades are given in accordance with policies printed in the college catalog. Students will have access to the EOU policy for grade appeals. Grade reports are accessible online through the student's EOU Webster account. Students are given login information to access their EOU Portal system to view their academic history or order official transcripts.

Sponsored dual credit students may drop/withdraw from one or all courses during the term prior to the designated term withdrawal deadline ([see academic calendar deadlines](#)). It is the student's responsibility to communicate with their instructor prior to withdrawing, verifying the proper withdrawal procedure. Each school district retains the right to drop a student from the sponsored dual credit class if such student is not following school/university procedures.

Instructions for Entering Grades in Webster

Step 1: Login to your My EOU Portal system and access our Mountie Pass

Step 2: Use your unique EOU username and password to log in. (Contact the Early College Initiative's office or the EOU IT help desk if you need assistance logging in.)

Step 3: Select Mountie Hub on the main app page. (If you do not see it on your frequents page look at the Company: Eastern Oregon University page.)

Step 4: Select Faculty & Advisor Services button

Step 5: Select Faculty Services button

Step 6: Select Faculty Grade Entry

Step 7: Select a Term (If you are teaching the course in the 1st semester then you will be selecting Winter. If you are teaching the course 2nd semester you will be selected Spring.) Push Submit.

Step 8. Select your CRN: There should only be one unless you are teaching multiple dual credit courses. Push Submit

Step 9: You can now add grades to your students. (Remember to pay attention to letter grade ranges in your syllabus to determine your final grades. If a student is given a D or F in a course you will need to add the last day the student was in attendance for it to be a final grade.) Remember to push submit.

Step 10: *Incomplete Grades***** If you enter an I-grade please remember to click Submit after entering Extension Date. If you do not click Submit the I-grade will not be recorded.

Transferability of Credit

Early College Initiative sponsored dual credit courses are recorded through the EOU Registrar's office as with all EOU students. Grade reports are not automatically issued to students. Each student can access their academic history and order official transcripts, when needed, through their own EOU portal account.

EOU accepts sponsored dual credit courses as equivalent to their on-campus counterparts as a matter of principle. EOU accepts in transfer dual/concurrent credit courses completed at other accredited colleges and universities without limit.

Dual/Concurrent credit courses from EOU transfer to all public colleges and universities in Oregon. It is important to check with colleges and universities that you plan to attend to determine in advance their policies for accepting dual credit courses. Many students have found that dual credit courses may also transfer to out-of-state colleges and universities, both public and private; however; EOU can only guarantee dual/concurrent credit transfer to Oregon institutions.

Courses currently offered as part of Early College Initiatives through Eastern Oregon University

Biology 101 (3 credits) SMI Gen Education Credit

Integrated study of biology for the non-major, including a discussion of the nature of science, evolution, cell biology, genetics, physiology and ecology of plants and animals, including man.

Pre-requisite: Math 70 or equivalent

Biology 102 (3 credits) SMI Gen Education Credit

Integrated study of biology for the non-major, including a discussion of the nature of science, evolution, cell biology, genetics, physiology and ecology of plants and animals, including man.

Pre-requisite: Math 70 or equivalent, Biology 101 with C- or better

Biology 103 (3 credits) SMI Gen Education Credit

Integrated study of biology for the non-major, including a discussion of the nature of science, evolution, cell biology, genetics, physiology and ecology of plants and animals, including man.

Pre-requisite: Biology 101 and Biology 102 with C- or better

Biology 104-LAB (1 credit) SMI Gen Education Credit

Survey of biological laboratory topics for the non-major student.

Pre-requisite: Biology 102 with C- or better

Chemistry 101-Intro to Chemistry (4 credits) SMI Gen Education Credit

Service and general education course covering basic principles of general chemistry. Designed for students without previous chemistry experience. Lab required.

Prerequisite: MATH 095 (or equivalent, may be taken concurrently).

Chemistry 102 Intro to Chemistry (4 credits) SMI Gen Education Credit

Service and general education course covering basic principles of general chemistry. Designed for students without previous chemistry experience. Lab required.

Communications 112-Public Speaking (3 credits) GTW- Gen Education Credit

Theory of and practice in techniques of informing and presenting information to an audience, emphasizing the use of visual aids. Topics include informative, persuasive, extemporaneous and group speeches

Community Health 250-Personal Health and Wellness (3 credits)

The course explores current personal health issues. Topics include family health, mental health, stress management, and human sexuality. Special emphasis is placed on preventative practices.

Community Health 298-Lifetime Fitness (3 credits)

An overview of the major components of wellness. Special emphasis is placed on needs and interests of college students approached from a social, emotional, physiological, and preventative basis that include diet, exercise, stress management, and substance abuse.

Health and Human Performance 131-Professional Careers/Foundations (2 credits)

Overview of career opportunities and success skills in physical activity and health. The class focuses on topics such as professional writing, academic literature, pedagogy, technical knowledge, and national certification exams. Fitness tests are also conducted for each student.

Computer Science 161 Foundations of CS I (4 credits)

This course introduces basic data representation, branching and iteration, memory management, computer architecture, and the analysis and design of problem solutions.

Computer Science 162 Foundations of CS II (4 credits)

This course introduces basic data representation, branching and iteration, memory management, computer architecture, and the analysis and design of problem solutions.

Humanities 103- Success 101 (2 credits)

Students will learn to analyze themselves and perspectives of their future to better develop their identity with regard to their definition of success while identifying interests and aptitudes and the impact of those on education and career planning.

Humanities 110- Success 201 (2 credits)

This course will expand the self-exploration and allow students to further develop real world application skills. Activities include developing a career portfolio to take into the job market, career investigation to develop a path forward beyond high school (identifying specific strategies and steps), as well as practical skills in writing, budgeting, and emotional intelligence. Students will demonstrate essential, professional skills through research presentations, interactions with the public, and emotional intelligence in themselves.

Spanish 107- 1st year Spanish (4 credits) AEH Gen Education Credit

Beginning Spanish with an emphasis on oral proficiency. Students learn the basic structure of the language by engaging in communication-oriented activities relevant to daily life.

Spanish 108- 1st year Spanish (4 credits) AEH Gen Education Credit

Beginning Spanish with an emphasis on oral proficiency. Students learn the basic structure of the language by engaging in communication-oriented activities relevant to daily life.

Spanish 109- 1st year Spanish (4 credits) AEH Gen Education Credit

Beginning Spanish with an emphasis on oral proficiency. Students learn the basic structure of the language by engaging in communication-oriented activities relevant to daily life.

Education 115- Intro to Education Oregon Teacher Pathways (4 credits)

The purpose of this yearlong, pre-collegiate course is to offer high school juniors and seniors the opportunity to explore the field of teaching and investigate educational inequalities. Participants will critically examine topics related to schools and communities at the local, state, and national levels through the analysis of current issues affecting the academic performance of cultural, ethnic, and linguistic minority students. The exploration of multiple perspectives will provide students with the opportunity to study ethnic and cultural diversity in U.S. schools and increase self-awareness regarding the impact of teachers on student success. Further, the course aims to introduce students to the field of teaching and provide them with the foundational information necessary to pursue higher education. Course participants will conduct research, explore current events, and complete a practicum working with elementary students. This course may be repeated for up for 8 credits.

Prerequisite: continuous enrollment in the high school OTP course during Fall and Winter terms.

Education 129- Early Childhood Education (5 credits)

Designed to introduce the students to the field of early childhood education and the career opportunities available. The course will cover the history, current trends, and issues in early childhood education.

COURSE APPROVAL PROCESS:

Courses offered as part of the Early College Initiatives Sponsored Dual Credit model originate as a part of the Professional Learning Communities (PLC) that govern course content and student assessment practices. Only courses that are already a part of the EOU system (catalog) can be considered for inclusion.

Step One- A course is selected by the ECI or Dean's offices as seen as a need for an additional dual credit option.

Step Two- The faculty of the associated course are contacted and a meeting is arranged to discuss whether the faculty in this discipline is willing to authorize teachers in the school districts and receive the Dean's approval to offer the course for dual credit as part of the competency-based pathways (CBP) model.

Step Three-If Approved, then that content of that course would generally necessitate the creation of a new PLC group. This would require contacting schools to inform them of this availability, scheduling an initial meeting, and holding the meeting.

Step Four- Interested high school educators would submit their resume for approval

Step Five - Once approved, the high school instructor attends the PLC meeting and receives comprehensive professional development training to enable them to teach the course.

Step Six - Both student and instructor outcomes are assessed to determine if competency was achieved. Student outcome data are assessed and instructor performance through the PLC annual assessment meeting.

Information for Teachers

Professional Learning Communities (PLCs) are a blend of high school and collegiate educators who are charged with the development and assessment of curricular proficiencies in the Early College Initiatives model. These PLCs meet regularly to work on proficiency development and at scheduled times meet to assess the proficiency work of the students.

To be eligible/ “authorized” to teach credit by proficiency courses through Early College Initiatives, high school teachers must meet several requirements:

1. Be approved by high school administration and EOU.
2. Have taught in the discipline or related subject area for at least three years.
3. Have a master’s degree, preferably in teaching discipline—verification required.
4. Attend an Early College Initiatives training session in discipline conducted by the appropriate ECI Professional Learning Community (PLC)
5. Become an active member of the PLC; i.e. attend all meetings and trainings throughout the year.
6. Renew authorization annually, and be willing to allow university faculty to assess performance

Professional Learning Communities (PLCs)

Early College Initiatives Professional Learning Communities (PLCs) are designed to foster the development of opportunities for early college credit. PLC leaders and groups have met to create proficiency assessments. Most of these groups are set to have training sessions to be delivered throughout the year with an emphasis of two meetings; one in the Fall and one in the Spring. Schools and teachers wishing to participate in offering a sponsored dual credit opportunity MUST attend the appropriate training session. Contact the Early College Initiatives Office for information about PLC meeting and dates.

Eastern Promise Instructor Authorization Criteria

1. Taught successfully in the discipline or related subject area for three years and have a subject endorsement that aligns with the competency-based pathways (CBP) model.
2. Have graduate coursework in the discipline:
 - a. Master’s degree and undergraduate course work in subject area
 - b. or Completed at least 20 quarter graduate credit in subject area
 - c. or Completed at least a total of 45 quarter graduate credits in education and subject area.
 - d. AND have been approved by the PLC leader as meeting qualifications to teach an introductory college level course
3. Attend the (Mandatory) as well as all PLC meetings.

Early College Initiatives Leader PLC Leader List:

Biology

Dr. Laura Mahrt- EOU lmahrt@eou.edu

Communications

Dr. Ben Mann-EOU bwmann@eou.edu

Chemistry

Colby Heideman - EOU cheideman@eou.edu

Computer Science

Steve Sheehy - EOU ssheehy@eou.edu

Spanish

Jill Gibian - EOU jgibian@eou.edu

Success 101 & 201

TBA

Early Child Education

Rae Ette Newman - EOU rnewman@eou.edu

Oregon Teacher Pathway

Tawyna Lubbes-EOU tlubbes@eou.edu

Health and Human Performance

Brenna Hines- EOU brenna.hines@eou.edu

Community Health

Kelly McNeil-EOU krice@eou.edu

Student Support

EOU dual/concurrent credit students are provided access to on-campus and online support services while taking coursework directly from the university through EOU faculty. These services include advising, library services, learning support (tutoring) services, and access to student activities.

Learner Support

1. Regular academic policies applicable to courses taught at the university's main campus or online also apply to dual/concurrent courses. These policies could include appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc.
2. Students in dual credit courses are eligible to utilize the same or comparable support services that are afforded university students on the main campus. The university is responsible for ensuring timely and efficient access to such services. (e.g., academic advising, and tutoring), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.
3. Disability services may be provided to students with disabilities and special needs to qualified students. Students requesting reasonable accommodations under the ADA must provide information to the Disability Services Coordinator from appropriately trained professionals, such as physicians, educational diagnosticians, licensed psychologists, psychiatrists, or other qualified professionals. Determining whether students are disabled as defined by the ADA and therefore entitled to reasonable accommodations is based on the documentation submitted. Documentation becomes part of the student's education records and is protected under the Family Educational Rights and Privacy Act (FERPA).

Academic Integrity

All academic policies applicable to courses taught on EOU campuses shall apply to dual/concurrent credit high school students as outlined in the EOU policies and catalog. As part of the educational process, students will assume responsibility for maintaining academic integrity: all work presented must be that of the individual student alone and unassisted unless specified otherwise in the instructions for assignments. The university PLC lead professor reserves the right to withhold credit for assignments if there is any question regarding the originality of the work performed by a student. In such cases, the professor may require the work to be redone or withhold the opportunity to earn credit for the assignment in question. Penalties for cheating and plagiarism include awarding a grade of F in the course to a student identified as cheating or plagiarizing work.

Family Education Right to Privacy Act (FERPA):

FERPA prohibits EOU from giving parents access to student information without consent of the student. Students give records access through the Proxy Portal in Mountie Hub. Once that access has been given EOU may release student information

to individuals who have been given access by the student. This is true regardless of the student's age, or whether the student is a legal dependent of the parent, or whether the parent pays the student's tuition and school expenses.

*****FERPA does not allow us to give information such as grades or GPA over the phone or via e-mail, even to the student*****

FAMILY EMERGENCY SITUATIONS

During the 8:00-5:00, Monday through Friday work week, if a parent, guardian, or other family member needs assistance in contacting an Eastern Oregon University student in an emergency, they should contact the Registrar's Office at 541-962-3607. The Registrar's Office will work with the student affairs office to contact the student and relay the information. For assistance after 5:00 PM, contact the La Grande police department at (541) 963-1017 or dial 911.

PUBLIC HEALTH OR SAFETY EMERGENCIES

Disclosure of information from education records is allowed under the Eastern Oregon University Student Records Policy and FERPA in connection with a health or safety emergency if the information is necessary to protect the health or safety of the student or others. Factors the University considers in determining whether to make the disclosure include:

- The seriousness of the threat to health or safety;
- the need for the information to meet the emergency
- whether the individual(s) to whom the information is released is in a position to deal with the situation; and

For more information please access the registrar's page.

www.eou.edu/registrar/recordsprivacypolicyferpa/

Information for Parents & Students

Early College Initiatives (ECI) will provide increased access for high school students interested in earning college credits. Classes are delivered in the school by high school teachers, online directly from faculty and on campus directly from faculty. ECI also can satisfy high school course requirements, similar to the dual credit taken. Each high school will need to be contacted to see what courses are available for dual credit and requirement satisfaction.

Dual Credit/Concurrent or Dual Enrollment Online & On campus offerings

Eastern Oregon University's goal is to increase the number of students, focusing specifically on eastern Oregon residents, who attend and graduate from college. EOU is committed to providing early college learning opportunities on high school campuses and through on campus and online offerings.

Dual credit and concurrent enrollment will provide discounted tuition rates to high school students who are attending regional high schools located throughout Oregon and partnering regions.

Dual enrollment is defined as the awarding of secondary and post-secondary credit concurrently for a course offered in a high school during regular school hours. To receive dual credit, EOU will authorize credit overlay for approved classes taught by qualified instructors at regional high schools.

Student Checklist

Our student checklist outlines dual credit/concurrent enrollment procedures and requirements. EOU also provides a dual enrollment MAP template to students providing possible dual credit and concurrent sequencing. High school students will follow the high school sequencing. Dual credit courses at EOU are open to high school students who meet the requirements. Private school, charter school, and home school students are also eligible to take courses.

The following steps must be completed by each student prior to registering for courses:

1. Submit Early College High School Application- Students must submit an application EACH YEAR!
2. Return a Financial Responsibility Form to the Early College Initiatives office.
3. Set up/activate EOU portal (Students will receive an email with a link to set up/activate their EOU portal.
4. Registration-Dual/Concurrent students are required to register for classes on their own through the EOU portal/HUB account. Students are responsible for paying the tuition by the deadline noted on their bill. Payment may be made by mail or online via the student portal in Mountie HUB. Some districts pay for student tuition. Check with your district office.
5. Books and supplies- Students are responsible for purchasing ALL books and supplies prior to the first day of class. Required resources may be found on the syllabus of each course or at the bookstore <https://www.eou.edu/bookstore/>. If your school is providing the book then you do not need to purchase an additional book. **It is very important to make sure you are prepared with all the books. Do not wait to have the correct textbook on DAY ONE!**

Tuition 2022/2023 Year

On Campus \$75.00 per credit

Online \$75.00 per credit

High School Dual Credit taken from you high school directly \$40.00 per credit

Over multiple courses this can be a savings of thousands of dollars and can help you earn enough credits to be going into your sophomore year when you come to Eastern. **Check with your high school to see if a portion or all of your early college credits can be paid for.**

Participating Schools

The following schools are currently participating in Early College Initiatives coursework.

Adrian High School

Arlington High School

Baker High School

Baker Web Academy

Burns High School

Centennial High School

Cove High School

Crook County High School

David Douglas High School

Echo High School

Elgin High School

Grant Union High School

Gresham High School

Griswold High School

Heppner High School

Hermiston, High School

Hood River Valley High School

Imbler High School
Irrigon High School
Jordan Valley High School
Joseph Charter High School
La Grande High School
McLoughlin High School
Morrow County Online
Nixyaawii Community School
North Powder High School
Nyssa High School
Ontario High School
Pendleton High School
Pine Eagle High School
Prairie High School
Reynold High School
Riverside High School
Sam Barlow High School
Southern Trinity Joint Unified School District, CA
Springs Charter School District, CA
Stanfield High School
Ukiah High School
Umatilla High School
Union High School
Vale High School
Wallowa High School
Weston McEwen High School

ECI TEAM



Kathleen Brown

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Mountaineer Academic Program (MAPs)

MAPs are design to help students navigate through dual credit options at the high school and movement into specific fields without loss of credits when entering EOU.

EOU Mountaineer Advantage Program

Health and Human Performance MAP

High School 2.0 courses or dual credit from EOU or Community College:

- CH 250 (HS Diploma Additional Credits 5.0)
- HHP 131 (HS Diploma Additional Credits 5.0)
- MATH 111 (Community College)
- Spanish 107, 108, 109 * **AEH** Gen Ed (HS Diploma requirements 2nd Language)
- CH 298 Lifetime Fitness (HS Diploma Additional Credits 5.0)
- WR 121 (Community College) **GTW** Gen Ed

All courses do not need to be taken but make sure you have taken the courses that will be needed for prerequisites to future coursework. *Currently available for dual credit at participating high schools.

EOU coursework taken on campus or online directly while still in High School!

- CH 225 General Nutrition
 - PSY 201 Psychology 201 **SSC** Gen Ed
 - ANTH 201 Intro Archaeology **SSC** Gen Ed
- UP to 45 Credits towards your Degree**
- Up to \$12,500 Savings on the first year of college tuition.**

EOU Major Checklist 100-200 Courses

- BIO 231/231L Human Anatomy w/Lab **SMI** Gen
- BIO 232/232L Human Anatomy w/Lab **SMI** Gen
- BIO 233/233L Human Anatomy w/Lab **SMI** Gen
- HHP 131 Professional Careers & Foundations
- CH 225 General Nutrition
- CH 250 Personal Health & Wellness
- CH 298 Lifetime Fitness
- PSY 231 Human Sexuality **SSC** Gen Ed

Satisfies General Education Requirements.

- SPAN 107 Satisfies **AEH** Gen Education Credit
- SPAN 108 Satisfies **AEH** Gen Education Credit
- SPAN 109 Satisfies **AEH** Gen Education Credit
- WR 121 Satisfies College Level Writing Req. Gen Ed **GTW**
- MATH 111 College Level Math Requirement

Complete all Institutional Graduation Requirements (Including University Writing Requirement, Diversity Requirement, General Education Requirement, etc.) as provided at <http://www.eou.edu/registrar>.



Health and Human Performance concentrations

1. **What does HS Diploma requirement mean?** The Essential Skills that students should be developing throughout grades K-12. The requirements come from the state of Oregon and your district may have additional requirements.
2. **What is a pre-requisite?** A pre-requisite needs to be taken and passed before the class stated can be attempted.
3. **On Campus or Online?** If you see on campus on the MAP you will be able to take the course on the EOU campus. If you see online, no matter where you are you will be able to take the course online specifically from Eastern Oregon University.
4. **The middle list of courses; how are they different?** The middle courses are courses that you can take directly at our campus or online from EOU. This will allow a student to take classes while still in high school so they still have as much of the home and school support they are used to with additional academic supports from Eastern.
5. **When I see OR what does it mean?** Make sure that you pay attention to the **OR** if you see it. That means you have some choices to make. You will not need to take both courses or both locations. Complete which one fits your goals best.
6. **Major Checklist 100-200?** While you most likely will still need other general education requirements, this will give you an idea of what is expected in your specific major.
7. **What is a UWR?** If you see the letters UWR it is a University Writing Requirement. Each field has them in their major. Plan on a lot of writing in the course.
8. **What does satisfies SMI or AEH Gen Education Credit mean?** The General Education Core (GEC) provides opportunities for students to become reflective, responsible citizens who see multiple points of view. The 60 credit GEC curriculum serves the diverse student body of Eastern Oregon University by helping students to integrate into university life and challenging them to become critical, creative thinkers and engaged, knowledgeable citizens, open to new ways of looking at the world. The SMI, SSC, AEH, APC, and GTW are categories in the general education expectations. If you see them on your MAP that means that the course would count toward a General Education class that you already need no matter what major you are choosing.
9. **What is a college level requirement?** Each student is required to pass first-year writing courses. This course is WR 121 at EOU. College level math can be through multiple 100 and 200 level courses such as MATH 105, MATH 111, (for educators MATH 211, 212, 213) or Stats 243 or (243a and 243b for online). Pay attention to what your major needs you to complete.

<https://www.eou.edu/hhp/community-health/>