

# M.A. in Environmental Arts and Humanities Graduate Student Guide

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# General Contact Information

## A. Program-specific contacts

Jacob Darwin Hamblin  
Professor of History  
Director, Environmental Arts and Humanities  
Office: 330B Ballard Extension Hall  
541-737-3503

Contact Jacob Hamblin regarding academic questions, scheduling classes for GTA and GRA assignments, and course overrides.

Carly Lettero  
Program Manager, Environmental Arts and Humanities  
Office: 330C Ballard Extension Hall  
541-737-6198

Contact Carly Lettero regarding administrative questions and reimbursements for pre-approved travel.

## B. Program website address

The Environmental Arts and Humanities website is:

<https://liberalarts.oregonstate.edu/centers-and-initiatives/environmental-arts-and-humanities-initiative>

## C. Graduate School

What is the [Graduate School](#)?

- The Graduate School at OSU assures quality and consistent interpretation of Graduate Council policies related to graduate education across all programs. The [OSU Catalog](#) is the official source for information regarding OSU graduate education policy and procedures. It is the student's responsibility to refer to the catalog for this information.
- The Graduate School supports students throughout the academic [lifecycle](#), from admissions to degree completion.
- The Graduate Schools offers an array of [professional development opportunities](#) specific to the success of graduate students. Topics covered in these offerings include: research and ethics, teaching and facilitation, writing and communication,

leadership and management, career skills, grad life and wellness. Please visit the Graduate School links to browse our student success offerings.

#### **D. University Emergency Contacts**

OSU is dedicated to providing a safe and secure learning and living environment for its community members. [The Department of Public Safety](#) provides resources, information, emergency phone numbers, and protocols for maintaining personal safety. Sign up for [OSU Alerts](#) to get timely messages delivered right to your phone or inbox regarding university closures and other emergency situations.

#### **E. Academic and Support Resources**

OSU offers a wide array of academic and support resources designed to meet graduate student needs. Some of the more commonly used resources are included below. For a more complete list, please visit the Graduate School's [Student Resources web page](#). Note that some services are campus-specific. See also [OSU-Cascades Campus Life](#) and [Ecampus Student Services for services specifically provided to graduate students pursuing degrees or certificates via those specific venues](#).

[Campus Safety](#) – Emergency phone numbers, university alerts

[Career Development Center](#) – Resume/CV, networking, job search strategies

[Childcare and Family Resources](#) – University child care centers, child care assistance

[Counseling and Psychological Services \(CAPS\)](#) – Individual and group counseling

[Cultural Resource Centers](#) – Cultural based community centers, social support

[Disability Access Services \(DAS\)](#) – Academic accommodations

[Equal Opportunity and Access \(EOA\)](#) – Employment accommodations, discrimination or bias response

[Financing your education](#) – Funding options and information, graduate awards

[Graduate Student Success Center \(GSSC\)](#) – Lounge, study space, printing, reservable meeting rooms

[Graduate Writing Center](#) – Writing workshops, groups, and 1:1 writing coaching

[Health Insurance](#) – Plans for graduate students and graduate employees

[Human Services Resource Center \(HSRC\)](#) – Food pantry, housing and food stamp assistance

[Institutional Review Board \(IRB\)](#) – Review for human subjects research

[Office of International Services \(OIS\)](#) – Visa and immigration advising

[Ombuds Conflict Management Services](#) – Informal, impartial conflict resolution advising

[Recreational Sports](#) – Dixon Recreation Center, intramural sports

[Statistics Consulting Service](#) – Graduate student research statistical advising  
[Student Health Services \(SHS\)](#) – Clinic and pharmacy  
[Student Multimedia Services \(SMS\)](#) – Poster printing, equipment and laptop loans  
[Transportation Alternatives](#) – Bike, bus, SafeRide  
[Transportation and Parking Services \(TAPS\)](#) – Parking permits, maps  
[Valley Library](#) – Reference and research assistance, study spaces, research tools

## Program Information and Policies

### A. Overview/background of program

By creating new alliances between the arts, humanities, and the environmental sciences, the Environmental Arts and Humanities Initiative offers educational, research, and outreach programs that will help humankind make the difficult turn toward a more sustainable life on Earth. Our times present challenges that are unprecedented in their complexity, danger, and scale. At the same time, they present correspondingly important opportunities. Meeting these challenges and opportunities will require new ideas and new forms of intellectual and cultural leadership based on a scientific understanding of Earth's environmental and ecological systems, and grounded in a deep understanding of the sources of human wisdom and values. Neither the sciences nor the humanities can meet the challenges alone. Together, we have a chance.

#### **What are environmental arts and humanities?**

The arts and humanities (philosophy, history, religious studies, literature, music, theater, etc.) are conceptual discourses that work in the world of creative imagination, conceptual analysis, and historical and moral reasoning. In contrast, the sciences, natural resource sciences, and social sciences (zoology, chemistry, fisheries, sociology, anthropology, etc.) are empirical discourses that work in the world of experimental and observational data, models, and the scientific method. The M.A. in Environmental Arts and Humanities teaches arts/humanities-based skills and understandings of the natural environment and creates a fruitful transdisciplinary discourse among environmental arts and humanities and the sciences. The M.A. in Environmental Arts and Humanities empowers students to build transdisciplinary knowledge and understanding that can be the foundation of new forms of cultural and ecological thriving on a chaotic, increasingly crowded planet.

#### **What is the M.A. in environmental arts and humanities?**

The degree program is designed for students with undergraduate degrees in the arts/humanities or the environmental/natural resource sciences and a deep interest in

broadening their education to include arts/humanities-based perspectives and skills. In its foundation courses, the M.A. will provide students a reciprocal understanding of the working methods of environmental science and environmental arts/humanities. Then it invites students to focus on one of three graduate areas of concentration: *environmental imagination* (arts, communication, creative writing, moral imagination), *environmental action* (community leadership, movement building, media power, cultural diversity, social justice, the history of structural change), or *environmental thinking* (moral reasoning, critical thinking about environmental issues, conceptual analysis of complex problems, reasoning with facts and values). Students in the M.A. program will learn these skills in the context of work in a particular area of concern, work that will include courses, collaborative field experience, and the thesis or project.

### **What is the goal of the M.A. in environmental arts and humanities?**

Broadly understood, the goal of the M.A. is to provide students with a degree program about the cultural, moral, historical, spiritual, creative, and communication dimensions of environmental issues. The program builds upon, and adds to, the collaborative nature of faculty and student engagement across several disciplines at OSU. M.A students will graduate prepared for good, wise work in such positions as environmental NGOs, government and land agencies, advocacy groups, corporations, green business, journalism, conservation and stewardship, formal and informal education, and other environmental positions that require strong, creative communication and reasoning skill sets and humanistic understanding.

## **B. Learning outcomes/competencies**

Students with an MA in Environmental Arts and Humanities will meet the following university and program learning outcomes:

### **University learning outcomes**

- Conduct research or produce some other form of creative work
- Demonstrate mastery of subject material
- Conduct scholarly or professional activities in an ethical manner

### **Program learning outcomes**

- **All Students:** Demonstrate a deep understanding of the diverse cultural, moral, historical, aesthetic, and spiritual dimensions of environmental decisions
- **Students Enrolled in the Environmental Imagination Graduate Area of Concentration:** Demonstrate an understanding of creative imagination by envisioning and building the new cultural mores and institutions that a changing world requires.

- **Students Enrolled in the Environmental Action Graduate Area of Concentration:** Demonstrate the skills and understandings needed to become an effective advisor and leader of environmental action.
- **Students Enrolled in the Environmental Thinking Graduate Area of Concentration:** Demonstrate strong reasoning skills and make a useful contribution to a complicated, multi-valued environmental discourse.

### C. Degree options (if applicable)

Students can pursue a MA or Graduate minor in Environmental Arts and Humanities.

### D. Requirements for degree

Students will be required to complete a minimum of 56 credit hours for graduation (Table 1). A sample schedule for the projected 2-year program is included here for your reference (Table 2). The Environmental Arts and Humanities Foundation and Core classes will provide students with a common background in environmental arts and humanities and will encourage the formation of a collaborative academic community. The other coursework (Graduate Area of Concentration and Engagement) will allow students to shape a program that serves their academic and professional goals.

**Table 1.** Program course requirements for the MA in Environmental Arts and Humanities.

Category	Credit Range	
Environmental Arts and Humanities Foundation	14	20
Environmental Arts and Humanities Core	10	12
Graduate Area of Concentration	12	16
Engagement	12	12
<b>Total</b>	<b>48</b>	<b>60</b>

#### I. Environmental Arts and Humanities Foundation Courses

All students are required (Req) or encouraged (Enc) to complete the following classes.

1. **EAH 506: Environmental Arts and Humanities Field Course (Req).** The Environmental Arts and Humanities Field Course is an intensive week of study for incoming students. Living together in a field station in ancient forests, students will explore the dynamic relationships between the arts, humanities, and sciences, the history and theory of environmental humanities, the role of environmental humanities in addressing environmental crises, and the moral urgency of action. Students will also begin to explore potential thesis or project

- ideas. The course will offer a chance for students to form a collaborative academic community. (3 credits, before Fall)
2. **EAH 511: Perspectives in Environmental Arts and Humanities (Req).** Through lectures and discussions, students will be introduced to various methods of inquiry in the arts and humanities. Students will become proficient in a method of inquiry that complements their research interests and/or career goals. (4 credits)
  3. **EAH 512 (sometimes offered as HSTS 599): Environmental Science in Context (Req).** Students will gain a working understanding of the scientific method, theory, and analysis, including how to interpret and evaluate risk assessment, statistics-based arguments, and graphs. Students will also gain an understanding of the history and role of the sciences in environmental discourses. (4 credits)
  4. **EAH 508: Professional Development (Enc).** Students will attend weekly lectures by professionals, researchers, and scholars in environmental arts and humanities fields. Each guest lecturer will focus on an environmental arts and humanities topic, using a method of humanities inquiry. Students will have the opportunity to network with professionals and will be introduced to possible research topics, projects, fieldwork or internships, and career paths. (1 credit, each term = 6 credits)
  5. **EAH 507: Seminar on Thesis or Project Proposal Writing (Req in year one.).** Students will receive guidance and feedback as they develop their thesis or project proposal including their topic, method of inquiry, plan for fieldwork or internship, timeline, and budget. They will then present their proposal to their colleagues and committee. Final year students will assist in feedback and present their work formally (3 credits, each Spring)

## II. Environmental Arts and Humanities Core

Students are required to take three classes in Environmental Arts and Humanities Core courses (9-12 credits due to course credit variability). This coursework will provide students with an interdisciplinary understanding of environmental arts and humanities from diverse points of view. Students must complete three classes from the following list:

- ANTH 577: Ecological Anthropology (4)
- ENG 582: Studies in American Literature, Culture, and the Environment (4)
- HST 581: Environmental History of the United States (4)
- PHL 540: Environmental Ethics (3)
- REL 543: Worldviews and Environmental Values (3)
- SOC 580: Environmental Sociology (4)
- WR 562: Environmental Writing (4)

## III. Concentrations

Graduate Areas of Concentration will provide students with in-depth understandings and skills in one of three areas: 1) Environmental Imagination, 2) Environmental Action, and 3) Environmental Thinking. Students will be required to select one Graduate area of concentration and complete a minimum of twelve credits in that area. The learning goals for each Graduate area of concentration and the related coursework are described below. Students are required to take four courses in their area of concentration (12-16 credits due to course credit variability).

A single course cannot count toward Core requirements AND Graduate Area of Concentration requirements. Please note that these courses may entail prerequisites of their own. Consult the OSU course catalogue for more information.

Academic units will often offer special topics courses under the number 599, on subjects related to Environmental Arts and Humanities. These may count toward graduate area of concentration requirements upon approval by the MA program director.

### 1. Environmental Imagination

The primary learning goal is to empower students' creative imagination with a set of understandings and skills that will help them envision and build the new cultural mores and institutions that a changing world requires. These include:

- **Arts and the environment.** *Given that the arts are a powerful expression of cultural values and worldviews, what does the story of art tell us about the rich array of cultural understandings of the natural world? How can the arts invite new ways of thinking about the fundamental questions of humanity: What is the world? Who are we, we humans? And how ought we to live? How can the arts encourage a public discourse about what is of lasting value?*
- **Communicating about the environment and environmental science.** *What are honest and effective ways to communicate scientific information to the general public? How are various media most effectively employed to inform civic discourse? How can scientists and communicators work most effectively together?*
- **Creative writing about the environment.** *How has writing about nature changed over time, and how has it changed and challenged cultural ways of perceiving nature? How can one write powerfully in the variety of forms of the nature essay, poem, and story? What is the necessary new literature of resilience and renewal? How can literature imagine the future?*
- **Moral imagination.** *What can we learn from imagining ourselves in another's place? What is the role of moral imagination in fostering empathy and compassion? How can moral imagination evolve and grow in art and literature? How do we engage in dialogue in situations of moral ambiguity, contested values, and diverse points of view?*

### Environmental Imagination Courses



- ART 546: Documentary Photography (3)
- ART 556: Portfolio-Photography/Video Art (4)
- ART 562: Directions and Issues in Contemporary Art (3)
- ART 569: Methods and Theory of Art History
- ENG 582: Studies in American Literature, Culture, and the Environment (4)
- ENG 545: Studies in Nonfiction (4)
- ENG 575: Studies in Criticism (4)
- ENG 580: Studies in Literature, Culture, and Society (4)
- FES 593: Environmental Interpretation (4)
- PHL 539: Philosophy of Nature (3)
- PHL 562: Aesthetics of the Natural World (3)
- SED 535: Communicating Ocean Sciences to Informal Audiences
- SED 583: Sociocultural Dimensions of Free-Choice Learning
- WR 548: Magazine Article Writing (4)
- WR 525: Advanced Scientific and Technical Writing (4)
- WR 562: Environmental Writing (4)
- XXX 599: [An approved special topics course] (3-4)

## 2. Environmental Action

The primary learning goal is to empower students with understanding and skills that will make them effective advisors and leaders of environmental action. These include:

- **Cultural diversity and environmental justice.** *How do people from various histories and cultures understand their relation to the natural world? How should principles of justice, equity, and human rights shape environmental decisions? How can decisions be made collaboratively, inclusively, and fairly across cultural differences? How can a diversity of ideas and perspectives build community resilience?*
- **The history and structure of cultural change.** *How do paradigmatic and structural changes occur? How can that knowledge inform strategies for building movements and creating cultural change? What are the roles of science, art, music, religion, popular media, etc. in social change?*
- **Community leadership.** *What is a good life? What is a resilient community? How can emerging ideas about participatory democracy shape progress toward shared goals? What are the elements of effective leadership? What are the most effective means to reach democratic decisions in a community setting?*

### Environmental Action Coursework

- AEC 532: Environmental Law (4)
- ANTH 577: Ecological Anthropology (4)
- ANTH 586: Anthropology of Food (4)

- COMM 550: Communication and the Practice of Science (3)
- ED 590: Social Justice in Education (3)
- ES 544: Native American Law: Tribes, Treaties, and the U.S. (4)
- ES 560: Ethnicity and Social Justice (3)
- ES 564: Food and Ethnic Identity (3)
- FES 585: Consensus and Natural Resources (3)
- FOR 563: Environmental Policy and Law Interactions
- FW 522: Introduction to Ocean Law
- FW 549: History of Fisheries Science (3)
- FW/HSTS 570: Ecology and History: Landscapes of the Columbia Basin (3)
- GEOG 511: History and Philosophy of Geography
- GEOG 512: Social Ecological Systems
- GEOG 530: Resilience-Based Natural Resource Management
- HDFS 547: Families and Poverty
- HST 516: Food in World History
- HST 581: Environmental History of the United States (4)
- HSTS 537: History of Animals in Science (4)
- HSTS 514: History of Twentieth-century Science
- PSY 592: Conservation Psychology (4)
- SOC 585: Consensus and Natural Resources (3)
- WGSS 540: Women and Natural Resources (3)
- WGSS 550: Ecofeminism (3)
- WGSS 583: Race, Gender, and Health Justice (4)
- WR 585: Contemporary Rhetorical Theory (4)
- XXX 599: [An approved special topics course] (3-4)

### 3. Environmental Thinking

The primary learning goal is to empower students with strong reasoning skills that will enable them to make useful contributions to a complicated, multi-valued environmental discourse. These skills include:

- **Practical moral reasoning about facts and values.** *How does one formulate reasoned arguments about moral issues? What are the processes of deliberative choice by which we use facts and values to reach wise decisions?*
- **Critical thinking about environmental issues.** *How does one evaluate competing arguments in society's "collaborative effort in search of truth" in a context where public discourse about environmental issues is complicated, noisy, well-funded, highly contentious, and sometimes violent? How does one bring sound arguments and cogent, compelling reasons to the marketplace of ideas?*
- **Religious and spiritual traditions and environmental issues.** *How do humanity's widely varied worldviews frame environmental issues and obligations? How do they shape public discourse?*

- **Conceptual analysis of complex problems.** *What are useful and systematic approaches to problems that are multi-disciplinary, multi-valued, and laced with uncertainty?*

### **Environmental Thinking Courses**

- ANTH 581: Natural Resources and Community Values (4)
- ECON 439/539: Public Policy Analysis (4)
- ENSC 520: Environmental Analysis (3)
- ES 548: Native American Philosophies (3)
- FES 593: Environmental Interpretation (4)
- FES 551: History and Cultural Aspects of Recreation (4)
- FW 537: Psychology of Environmental Decisions (3)
- HSTS 515: Theories of Evolution and Foundations of Modern Biology (4)
- HSTS 521: Technology and Change (4)
- PHL 539: Philosophy of Nature (3)
- PHL 540: Environmental Ethics (3)
- PHL 541: Classical Moral Theories (3)
- PHL 542: Contemporary Moral Theories (3)
- REL 534: Spirituality and the Environment: Green Yoga (4)
- REL 543: Worldviews and Environmental Values (3)
- SNR 522: Basic Beliefs and Ethics in Natural Resources (3)
- XXX 599: [An approved special topics course] (3-4)

## **IV. Engagement**

Engagement credits allow students, with the guidance of their committee, to pursue their area of interest in depth and to create a final thesis or project that combines practical experience and scholarly insight. At its best, the student's Engagement work will provide a new, useful way to address an urgent environmental challenge. **Students are required to complete 12 Engagement credits.**

Students are required to develop a plan for their Engagement credits with their committee by the end of Year One. The plan must bring the Engaged Fieldwork and the Thesis/Project into a well-considered and fruitful synergy. Engagement credits can be on any topic or subject pertaining to Environmental Arts and Humanities, as agreed upon by the student's committee. There are no limitations or preferences for a particular theoretical or methodological approach, as long as the approaches are within the purview of Environmental Arts and Humanities.

Engagement credits are of two kinds: Fieldwork and Thesis/Project credits.

1. **EAH 510: Work and Field Experience** (minimum 4 credits, up to 8 credits):  
Fieldwork credits give students hands-on experience in their field of inquiry. Fieldwork may be completed in the US or internationally and may include, but is

not limited to, internships, research, collaboration with scientists and/or humanities scholars, and applied projects.

2. **EAH 503: Thesis** (minimum 4 credits, up to 8 credits; for students writing a thesis) **OR EAH 501: Research** (up to 8 credits; for students doing a non-thesis project): Students may choose to complete either a thesis or a project. The student's work will be overseen by her or his major professor—graduate faculty with significant expertise in the area of the student's thesis or project topic. Other committee members' roles will be determined by the committee as a whole on a case-by-case basis. For example, if a student chooses the thesis option, a committee member might oversee one essay while the major professor oversees the other essay and the framing introduction. By the end of Year One students will have submitted a written Thesis or Project Proposal to their committee for feedback and they will have agreed on the structure of the thesis or project.

All students will be required to make a final thesis or project presentation and defend the work to the committee, as determined by the student's committee. Students must submit a draft of their thesis or project to their committee for review six weeks prior to their presentation and oral examination.

Successful theses and projects will:

- Make a relevant, significant, and novel contribution to an environmental issue of importance to the future.
- Create synergies between the humanities and environmental sciences.
- Model excellent work at the junction of the environmental arts, humanities, and sciences.
- Illustrate an in-depth understanding of a specific issue, topic, or question.
- Demonstrate an understanding of diverse cultural approaches.
- Illustrate an awareness of the theoretical issues and arguments raised and discussed in the literature on the subject.
- Be equivalent in content, sophistication, and expertise to a publishable paper in a respected journal, popular press, or relevant outlet.

**Thesis Options:** Students can develop a written thesis of appropriate length and format as agreed upon by their committee. Theses can include, but are not limited to 1) a sustained argument broken into closely related chapters or sections, or 2) a number of articles (e.g., magazine articles, scholarly articles) that develop arguments on distinct but related topics with a framing introduction that addresses their relationship.

**Project Option:** Student's projects can take any form with the approval of the student's committee. Examples include developing a community program, making a documentary film, and creating multi-media or art exhibits.

The following examples of Engagement Credits are provided to illustrate how Fieldwork and Thesis/Project credits can work together to strengthen a student's program of study:

**Environmental Imagination Area of Concentration:** A student might, for example, be interested in climate change and forest fires. After Year One, the student completes seven Fieldwork credits doing summer fieldwork with a science graduate student who is studying the effects of forest fires on the carbon-storing capacity of ponderosa pinelands. Dry, sooty work, indeed, but the campfire conversations are inspiring and the work provides material for the student's scholarly interests. After the fieldwork, the student completes seven Thesis credits and writes an article for a popular magazine such as *Discover*, a personal essay for publication, and the "broader impacts" portion of the next grant proposal.

**Environmental Action Area of Concentration:** A student might, for example, be interested in justice issues related to the epidemiology of climate change. At the end of Year One, the student completes three Project credits while studying theories of justice and, with a research scientist at OSU, building expertise on the effects of disease spread due to a warming planet. Then, during the Fall term of Year Two, the student registers for nine Fieldwork credits and does a residency in Florida and Louisiana. After the residency, the student registers for two more Project credits and creates an online tool that provides local policy-makers and advocates with easily accessed data and justice-based considerations useful for decisions about both climate change mitigation and adaptation projects.

**Environmental Thinking Area of Concentration:** A student might, for example, be interested in the public discourse about building energy infrastructure in developing nations. In the Fall term of Year Two, the student registers for nine Fieldwork credits and travels to three Liberian communities that are engaged in heated debates about the development of the country's energy infrastructure. The student goes to community meetings; spends time in the field with anthropologists; talks with community members, governmental, and non-governmental organization; and reads widely about energy. When the student returns, they register for five Project credits and designs and produces informational pamphlets, workshops, and/or films that analyze energy infrastructure arguments, achieving a moral and practical clarity that had eluded policy makers and non-profit leaders.

## V. Example Course Plan Worksheet

<b>Course Plan Worksheet (actual credits per course may vary)</b>		
<b>Term</b>	<b>Title</b>	<b>Credits</b>
Fall Year 1	EAH 506 Field Course	3
	EAH 512 Environmental Science in Context	4
	EAH 508 Professional Development	1
	Core Class (see approved list)	4
	<b>Subtotal</b>	<b>12</b>
Winter Year 1	EAH 511 Perspectives in Env Arts Hum	4
	EAH 508 Professional Development	1
	Core class (see approved list)	4
	Area of Concentration class (see list)	4
	<b>Subtotal</b>	<b>13</b>
Spring Year 1	EAH 507 Seminar on Thesis/Project	3
	EAH 508 Professional Development	1
	Core class (see approved list)	4
	Area of Concentration class (see list)	4
	GRAD 520 Responsible Conduct of Research	1
	<b>Subtotal</b>	<b>13</b>
Fall Year 2	Area of Concentration class (see list)	4
	EAH 508 Professional Development	1
	EAH 510 Engagement	4
	Elective	3
	<b>Subtotal</b>	<b>12</b>
Winter Year 2	Area of Concentration class (see list)	4
	EAH 508 Professional Development	1
	EAH 501 Research or 503 Thesis	4
	Elective	3
	<b>Subtotal</b>	<b>12</b>
Spring Year 2	EAH 508 Professional Development	1
	EAH 501 Research or 503 Thesis	4
	Elective	3
	EAH 507 Seminar on Thesis/Project	4
	<b>Subtotal</b>	<b>12</b>
	<b>Total Credits</b>	<b>74</b>

## E. Requirements for the final defense

All MA students must complete a final oral exam. You must have a minimum GPA of 3.00 on both your Program and cumulative graduate transcript to schedule the final oral examination. All course work with a grade of "I" appearing on the Program of Study must be completed prior to scheduling your final oral examination. You must schedule your exam with the Graduate School two weeks in advance to allow time to audit of your Program of Study. [Please refer to the OSU Graduate Catalog for more details on this requirement.](#)

## F. Proposed timeline to degree completion

Full-time students will be able to complete the MA degree in two years.

## G. Committee membership

Your graduate committee guides your course work and research and serves as your final examining committee. It is generally expected that all committee members or approved substitutes must be present for all formal meetings with the student (e.g. final oral exams). If you have a special case in which a committee member may need to participate remotely, you and your committee must assure that all the conditions listed below for remote participation are met. Your major professor serves as chair of these meetings.

You are required to build an interdisciplinary committee with a major professor, two committee members, and a Graduate Council Representative. Your interdisciplinary committee must include the following:

1. **Major Professor:** Your major professor is the committee member who serves as your primary academic advisor, your principal thesis advisor, and the general mentor for your academic program and your research. Your major professor must be an Environmental Arts and Humanities Affiliated Faculty member. You are responsible for selecting your major professor.
2. **Committee Members:** Your other committee members must be from a different field than your major professor and be able to oversee specific aspects of your thesis/project. Your committee members must be an approved Graduate Faculty member in his or her minor department/program.
3. **Graduate Council Representative:** You are required to include a Graduate Council Representative on your committee. The Graduate Council Representative (GCR) serves in the role of impartial committee member who advocates for the student and insures that all rules governing committee procedures are followed. They must

be present at your final defense of your thesis and are strongly encouraged to attend program meetings. You must select a GCR from the list generated by the [online GCR list generation tool](#). After you have identified a representative, you must return this list to the Graduate School, indicating the faculty member serving in the GCR role. Faculty can learn more about being a GCR on the [GCR guidelines page](#). Watch a video about how finding a GCR:  
[https://media.oregonstate.edu/media/t/0\\_yk2grxg0](https://media.oregonstate.edu/media/t/0_yk2grxg0)

#### Policy on non-OSU committee membership

Your [graduate committee](#) guides your course work and research and serves as your final examining committee. It is generally expected that all committee members or approved substitutes must be present for all formal meetings with the student (e.g. final oral exams). If you have a special case in which a committee member may need to participate remotely, you and your committee must assure that all the conditions for remote participation are met.

If the faculty member is not a member of the [Graduate Faculty](#) or is not approved for the role proposed, your major department/program will need to nominate the proposed member to act in those roles using the [Nomination to Graduate Faculty form](#). Committee structure is evaluated when your program of study is received by the Graduate School and when you schedule your formal examination(s).

#### H. Program/department specific funding opportunities

The Environmental Arts and Humanities program offers graduate research assistantships (GRA) and graduate teaching assistantships (GTA) to highly qualified applicants. Graduate assistantships are for nine months (during the academic year) and provide a tuition waiver, monthly stipend, and health insurance benefits.

##### **All graduate assistants are required to:**

- Perform the full duties of service as determined by Environmental Arts and Humanities
- Enroll in a minimum of 12 credit hours each term of their appointment during the academic year (9 credits during the summer). Audit registrations and enrollment in OSU Extended Campus courses may not be used to satisfy enrollment requirements for graduate assistant salary/stipend, tuition remission, or health insurance benefits.
- Make satisfactory progress toward an advanced degree.



**Decisions on GRA and GTA positions are separate from admissions decisions. To be considered for a GRA or GTA appointment:**

- 1. Indicate your interest on the OSU Application for Graduate Admission in the “Other Graduate Questions” section.** This step ensures that you will automatically be placed on the assistantship request list upon admission to graduate school.
- 2. In your application, include a brief statement (approximately 250-300 words) indicating your qualifications to act as an assistant to a professor in the classroom.** Duties typically include grading, and may include teaching. All GTAs are presumed to have competence in some area of the College of Liberal Arts, and this competence should be identified and discussed. For example, if you see yourself doing well as a GTA in History courses, explain why. If you see a better fit with courses in English literature, Philosophy, Ethnic Studies, or another field, explain why. In addition, if you have particular competence to be a GTA in courses in other participating Colleges (Forestry, Science, and Agricultural Sciences), you should discuss this, because there may be additional funding opportunities available.

#### **I. Required program/degree milestones**

Full-time students should meet the following degree milestones by the end of Year 1:

- Complete the Environmental Arts and Humanities Foundation courses.
- Submit a draft of your thesis/project proposal to your full committee.
- Submit a Program of Study to the Graduate School.

#### **J. Process for identifying or changing major professor**

Each student is responsible for identifying his or her major professor, getting the approval of the EAH Director, and communicating directly with the major professor. If a student needs to change a major professor, it is the student’s responsibility to communicate directly with the major professor and the EAH Director.

#### **K. Process for filing program specific grievances and petitions**

The Environmental Arts and Humanities program follows all of the procedures that the Graduate School has established for filing a grievance or petition. For more information, please visit the Graduate School website:

<https://gradschool.oregonstate.edu/progress/grievance-procedures>

For information about grievance procedures related graduate student employment, please visit the Coalition of Graduate Employees Contract Resource page:  
<http://hr.oregonstate.edu/policies-procedures/administrators/graduate-employee-cge-contract-resources>

#### **L. Deadlines related to Program of Study, Exam Paperwork, etc.**

##### **Before completing 18 credits of coursework:**

Develop a [Program of Study](#) *with your program*. This is your plan for completing your degree. Speak with your advisor, department chair, or departmental graduate coordinator for guidance on completing this requirement.

##### **At least 15 weeks before your Final Oral Examination:**

- Submit your approved [program of study](#) to the Graduate School
- Select a [Graduate Council Representative](#) (if required) for the Final Oral Examination

##### **At least 2 weeks before your Final Oral Examination:**

- Submit a [diploma application](#) \*except for spring, see below for commencement deadlines
- Use online form to schedule your [final oral examination](#).
- Distribute a defensible copy of your thesis to your committee.
- Deliver or [email pretext pages](#) of your thesis to the graduate school. [Get the pre-text pages template and thesis formatting guide](#).

##### **Within six weeks after your Exam or before the first day of the following term, whichever comes first:**

- Upload the final copy of your thesis (if required for your degree) to [ScholarsArchive](#) to avoid having to register for a [minimum of three graduate credits](#) the next term.

#### **M. Process for measuring and communicating a review of satisfactory progress**

By the end of Year 1, students will successfully complete EAH 507: Seminar on Thesis or Project Proposal Writing.

#### **N. Registration**

The OSU Schedule of Classes is available online and contains academic regulations and registration procedures that apply to all students in the university, as well as the final examination week schedule. The online [catalog](#) is the source for up-to-date changes for the current and immediately upcoming term. It is your responsibility to register for the

appropriate number of credits that may be required for any funding eligibility and/or to meet the requirements of the continuous enrollment policy. Problems arising from registration procedures, such as late registration, adding or withdrawing from courses after deadlines, or late changes from letter or S/U grading are resolved through the [petition for late change in registration](#) filed with the Graduate School. A late registration fee may be applied.

Students are responsible for staying current on registration requirements that may supersede the Graduate School requirements (i.e., international, financial aid, veteran's).

#### **O. Minimum Course Loads**

Course load requirements for graduate students are established by the Registrar and the Graduate School. You are considered a “full-time” graduate student if you are registered for 9–16 credits in a given academic term. You are considered a “part-time” graduate student if you have less than nine credits. If you are a degree-seeking student, you must be registered for a minimum of three graduate credits in any term you wish to be enrolled and access university resources, including the term of the final defense.

Students are responsible for staying current on course load requirements that may supersede the Graduate School requirements (i.e., international, financial aid, veteran's)

#### **P. Continuous Graduate Enrollment**

All graduate students enrolled in a degree program must register continuously for a minimum of 3 graduate credits each term (fall, winter, and spring terms) until all degree requirements are met, regardless of student's location. Students on approved leave are exempt from the continuous enrollment policy for the term(s) they are on leave.

Graduate students who use facilities or faculty/staff time during summer session are required to register for a minimum of 3 credits during the summer session. Students defending in the summer term are required to register for a minimum of 3 graduate credits.

Students may appeal the provisions of the continuous graduate enrollment policy if extraordinary circumstances arise by submitting a detailed request in writing to the Dean of the Graduate School. Scheduling difficulties related to the preliminary oral exam or the final oral exam are not considered an extraordinary circumstance.

Graduate assistantship eligibility requires enrollment levels that supersede those contained in this continuous enrollment policy. Various agencies and offices maintain their own registration requirements that also may exceed those specified by this continuous enrollment policy (e.g., those of the Veterans Administration, Immigration and Naturalization Service for international students, and those required for federal financial aid programs.) Therefore, it is the student's responsibility to register for the appropriate

number of credits that may be required for funding eligibility and/or compliance as outlined by specific agency regulations under which they are governed.

**NOTE:** Students who are pursuing a certificate only are not subject to the continuous enrollment policy.

#### **Q. Leave of Absence**

Leave of Absence status is available to eligible students who need to suspend their program of study for good cause. The time the student spends on approved leave will be included in any time limits prescribed by the university relevant to degree completion. Students on approved leave may not a) use any university facilities, b) make demands upon faculty time, c) receive a fellowship or financial aid, or d) take course work of any kind at Oregon State University. [Leave of Absence/Intent to Resume Graduate Study Forms](#) must be received by the Graduate School at least 15 working days prior to the first day of the term involved. Family Medical Leave (FML) may be granted at any point during a term. FML inquiries should be directed to [medical.leave@oregonstate.edu](mailto:medical.leave@oregonstate.edu). **NOTE:** Students who are pursuing a certificate only are not subject to the Leave of Absence Policy.

#### **R. Unauthorized Break in Registration**

Degree seeking graduate students who take an unauthorized break in registration relinquish graduate standing at the University.

To have graduate standing reinstated after an unauthorized break, students are required to reapply to their program (complete the online graduate admission application, pay the application fee, and may be required to register for three graduate credits for each term of unauthorized break in registration). It is advisable that students in this situation state that they are applying for readmission in the application packet. A reapplication does not ensure admittance to the program.

#### **S. Grievance Procedures**

All students desiring to appeal matters relating to their graduate degree should follow the Grievance Procedures for Graduate Students. These procedures are available at <http://gradschool.oregonstate.edu/progress/grievance-procedures>. Graduate assistants, whose terms and conditions of employment are prescribed by the [collective bargaining agreement](#) between OSU and the Coalition of Graduate Employees, American Federation of Teachers Local 6069, should also refer to that document and seek guidance from OSU's Office of Human Resources.

#### **T. Grade Requirements and Program of Study**

A grade-point average of 3.00 is required: 1) for all courses taken as a degree-seeking graduate student, and 2) for courses included in the graduate degree or graduate certificate

program of study. Grades below C (2.00) cannot be used on a graduate program of study. A grade-point average of 3.00 is required before the final oral or written exam may be undertaken. Enforced graduate-level prerequisite courses must be completed with a minimum grade of C. Programs may have more stringent grade requirements than those prescribed by the Graduate School.

## **U. Incomplete Grades**

An “I” (incomplete) grade is granted only at the discretion of the instructor. The [incomplete](#) that is filed by the instructor at the end of the term must include an alternate/default grade to which the incomplete grade defaults at the end of the specified time period. The time allocated to complete the required tasks for the course may be extended by petition to the University Academic Requirements Committee. You can obtain the form from the Registrar’s Office. It is the student’s responsibility to see that “I” grades are removed within the allotted time.

## **V. Student Conduct and Community Standards**

Graduate students enrolled at Oregon State University are expected to conform to basic regulations and policies developed to govern the behavior of students as members of the university community. The Office of Student Conduct and Community Standards (SCCS) is the central coordinating office for student conduct-related matters at Oregon State University.

Choosing to join the Oregon State University community obligates each member to a code of responsible behavior which is outlined in the [Student Conduct Code](#). The assumption upon which this Code is based is that all persons must treat one another with dignity and respect in order for scholarship to thrive.

Violations of the regulations subject a student to appropriate disciplinary action.

## **W. Academic Dishonesty**

Academic Dishonesty is defined as an act of deception in which a student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student’s own efforts or the efforts of another. It includes:

- CHEATING — use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
- FABRICATION — falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

- ASSISTING — helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
- TAMPERING — altering or interfering with evaluation instruments or documents
- PLAGIARISM — representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

## **X. Office of Equal Opportunity and Access**

The OSU Office of Equal Opportunity and Access defines sexual harassment as the following:

- Unwelcome\* sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:
- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
- Submission to or reject of such conduct by an individual is used as the basis for employment or education –related decisions affecting such an individual; or
- Such conduct is sufficiently severe or pervasive that it has the effect, intended or unintended, of unreasonably interfering with an individual's work or academic performance because it has created an intimidating, hostile, or offensive environment and would have such an effect on a reasonable person of that individual's status.

*\*Employee conduct directed towards a student – whether unwelcome or welcome – can constitute sexual harassment under OAR.*

There are two confidential resources to discuss reporting options: Center Against Rape and Domestic Violence (CARDV) provides 24/7 confidential crisis response at 541-754-0110 or 800-927-0197, and OSU Sexual Assault Support Services is available weekdays at 541-737-7604.

## **Y. Student Records**

Both federal and state laws permit Oregon State University staff to release directory information (e.g. name, address, degree program, birth date) to the general public without your consent. You can prohibit the release of directory information to the public by signing the Confidentiality Restriction form available from the Registrar's Office. It will not prohibit the release of directory information to entities of Oregon State University that have a "need to know" to accomplish their required tasks. It further will not prohibit Oregon State University departments from including your name on mailing lists for distribution of materials that are essential to your enrollment at Oregon State University.