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GRADUATE CATALOG

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Disability Services
Academic Resource Center
Western Colorado University
Gunnison, CO 81231
(970) 943-7056.

Academic Programs

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Creative Writing, Master of Arts

The Graduate Program in Creative Writing offers an M.A. and MFA in four concentrations: Genre Fiction, Screenwriting for Film and TV, Nature Writing, and Poetry. It also offers an M.A. in Publishing. Western's curricula differ from most other comparable programs by emphasizing intense training in craft, imitation of models as the basis of study, and formal exposure to the business side of the profession.

All degree programs in the Graduate Program in Creative Writing use a low-residency format that engages students in two ways:

1. on-campus intensive seminars and workshops for two weeks during either two or three consecutive summers (depending on the degree), and
2. a plan of non-residency study during either four or six full-time academic semesters (depending on the degree), during each of which students work one-to-one with writing faculty and members of their peer cohort of students.

All programs require a high degree of commitment and excellence from candidates, who must maintain a 3.000 course average to complete the program. A minimum grade of B- in each course is required. Summer residency courses within concentrations require students to prepare for the intensive by completing pre-assigned reading as well as preparing assignments to maximize the time for discussion during the course of studies on campus.

In the first and second summer residencies, candidates in both the M.A. and MFA degrees complete one credit each summer of CRWR 600 Summer Orientation which involves learning or updating online tools mastery, attending faculty and student readings, and meeting with professors and visiting faculty. MFA third-summer candidates earn one credit attending and participating in critiques and readings for cohorts attending their first and second summers. All students also complete 2-credit intensive workshop courses in their concentrations each summer they attend.

In their third full non-residency semester, all MFA candidates are required to take one 6-credit out-of-concentration course from the options in the course menu.

During the academic year, full-time students should expect to spend a minimum of 25-30 hours per week to complete writing assignments, for which professors will provide weekly feedback online. Students also participate regularly in online discussion boards and videoconference calls with other students and professors. Students earn 12 credits each semester for this work (six credits per course).

Program Information

Western's low-residency MA in Creative Writing focuses on both the craft of creative writing and, for those who wish to study it, the pedagogy for the teaching of creative writing. Students select one of five emphases: Genre Fiction, Screenwriting for Film and Television, Nature Writing, Poetry, or Publishing.

The two on-campus residencies occur during the month of July, and the program takes thirteen months to complete as a full-time student.

The low-residency component of the program involves two online semesters of coursework that use a combination of online writing submissions and critiques as well as regular discussions with professors and peers.

During each of the two required summer residencies on Western's Colorado campus, students network with their peers as well as attend student and faculty readings, workshops on craft and literature, and master classes with renowned visiting writers.

Each emphasis requires comprehensive examinations at the conclusion of coursework.

Total Credits for the MA in Creative Writing

Two summer residencies @3 hours/summer = 6 credits

Two academic semesters @12 hours/term = 24 credits

Total Credits: 30

Requirements for Full Admission to the MA in Creative Writing

Candidate must submit:

- An official transcript of the bachelor's degree from a regionally accredited college or university showing recommended 3.0 cumulative GPA or higher, including grades of B- or
- An 800- to 1,000-word personal statement describing writing experience and commitment to writing. This statement should include a self-assessment of qualifications for admission to Western's Graduate Program in Creative Writing for the chosen degree and concentration.
- A writing sample in the appropriate genre, double spaced and numbered, or properly formatted for the appropriate genre:
 - The Genre Fiction concentration sample should include 20 to 25 pages, ideally from a single work.
 - The Screenwriting concentration sample should include a complete scene or short.
 - The Nature Writing concentration sample should include 20 to 25 pages, in any genre or a mix of genres.
 - The Poetry concentration sample should include 10 to 15 pages of poetry.
 - The Publishing concentration sample should consist of a 3- to 5-page critical assessment of a story's suitability for publication (story to be provided to applicant during application process).
- Two letters of professional recommendation from those capable of assessing the applicant's preparation to succeed in graduate-level work. All letters must be originals submitted on letterhead, must be signed by the person giving the recommendation, and must be less than a year old.
- Payment of university application fee

Provisional Admission to the MA in Creative Writing

An applicant who does not meet the requirements for full admission to the Master of Arts in Creative Writing may be considered for provisional admission upon the recommendation of the program director and approval by the Dean of Graduate Studies. A provisionally admitted student will have a maximum of one calendar year to complete any pre-requisite academic coursework. The program director or Dean of Graduate Studies may set additional timeline requirements.

Program Concentrations

- Concentration in Genre Fiction (<https://catalog.western.edu/graduate/programs/creative-writing-ma/genre-fiction/>)
- Concentration in Nature Writing (<https://catalog.western.edu/graduate/programs/creative-writing-ma/nature-writing/>)
- Concentration in Poetry (<https://catalog.western.edu/graduate/programs/creative-writing-ma/poetry/>)
- Concentration in Publishing (<https://catalog.western.edu/graduate/programs/creative-writing-ma/publishing/>)
- Concentration in Screenwriting for Feature Film and Television (<https://catalog.western.edu/graduate/programs/creative-writing-ma/screenwriting/>)

Creative Writing, Master of Fine Arts

The Graduate Program in Creative Writing offers an M.A. and MFA in four concentrations: Genre Fiction, Screenwriting for Film and TV, Nature Writing, and Poetry. It also offers an M.A. in Publishing. Western's curricula differ from most other comparable programs by emphasizing intense training in craft, imitation of models as the basis of study, and formal exposure to the business side of the profession.

All degree programs in the Graduate Program in Creative Writing use a low-residency format that engages students in two ways:

1. on-campus intensive seminars and workshops for two weeks during either two or three consecutive summers (depending on the degree), and
2. a plan of non-residency study during either four or six full-time academic semesters (depending on the degree), during each of which students work one-to-one with writing faculty and members of their peer cohort of students.

All programs require a high degree of commitment and excellence from candidates, who must maintain a 3.000 course average to complete the program. A minimum grade of B- in each course is required. Summer residency courses within concentrations require students to prepare for the intensive by completing pre-assigned reading as well as preparing assignments to maximize the time for discussion during the course of studies on campus.

In the first and second summer residencies, candidates in both the M.A. and MFA degrees complete one credit each summer of CRWR 600 Summer Orientation which involves learning or updating online tools mastery, attending faculty and student readings, and meeting with professors and visiting faculty. MFA third-summer candidates earn one credit attending and participating in critiques and readings for cohorts attending their first and second summers. All students also complete 2-

credit intensive workshop courses in their concentrations each summer they attend.

In their third full non-residency semester, all MFA candidates are required to take one 6-credit out-of-concentration course from the options in the course menu.

During the academic year, full-time students should expect to spend a minimum of 25-30 hours per week to complete writing assignments, for which professors will provide weekly feedback online. Students also participate regularly in online discussion boards and videoconference calls with other students and professors. Students earn 12 credits each semester for this work (six credits per course).

Program Information

Western's low-residency MFA in Creative Writing offers a rigorous, terminal degree in the field. Pursuit of the MFA involves extensive creative work, development of critical skills, and study of the business side of being a writer. Students select one of four concentrations: Genre Fiction, Screenwriting for Film and Television, Nature Writing, or Poetry.

The three on-campus residencies occur during the month of July, and the program takes 25 months to complete as a full-time student.

The low-residency component of the program involves four online semesters of coursework that use a combination of online writing submissions and critiques as well as regular real-time discussions with professors and peers.

During each of the three required summer residencies on Western's Colorado campus, students network with their peers as well as attend student and faculty readings, workshops on craft and literature, and master classes with renowned visiting writers.

Total Credits for the MFA in Creative Writing

Two summer residencies @3 hours/summer = 6 credits

Third summer residency, with capstone = 4 credits

First two academic semesters @12 hours/term = 24 credits

Second two academic semesters @13 hours/term = 26 credits

Total Credits: 60

Requirements for Full Admission to the MFA in Creative Writing

Candidate must submit:

- An official transcript of the bachelor's degree from a regionally accredited college or university showing recommended 3.0 cumulative GPA or higher, including grades of B- or above in at least two (2) undergraduate or graduate courses in literary and/or film studies.
- An 800- to 1,000-word personal statement describing writing experience and commitment to writing. This statement should include a self-assessment of qualifications for admission to Western's Graduate Program in Creative Writing for the chosen degree and concentration.
- A writing sample in the appropriate genre, double spaced and numbered, or properly formatted for the appropriate genre:
 - The Genre Fiction concentration sample should include 20 to 25 pages, ideally from a single work.
 - The Screenwriting concentration sample should include a complete scene or short.

- The Nature Writing concentration sample should include 20 to 25 pages, in any genre or a mix of genres.
- The Poetry concentration sample should include 10 to 15 pages of poetry.
- The Publishing concentration sample should consist of a 3- to 5-page critical assessment of a story's suitability for publication (story to be provided to applicant during application process).
- Two letters of professional recommendation from those capable of assessing the applicant's preparation to succeed in graduate-level work. All letters must be originals submitted on letterhead, must be signed by the person giving the recommendation, and must be less than a year old.
- Payment of university application fee

Provisional Admission to the MFA in Creative Writing

An applicant who does not meet the requirements for full admission to the Master of Fine Arts in Creative Writing may be considered for provisional admission upon the recommendation of the program director and approval by the Dean of Graduate Studies. A provisionally admitted student will have a maximum of one calendar year to complete any pre-requisite academic coursework. The program director or Dean of Graduate Studies may set additional timeline requirements.

Program Requirements for All Concentrations

Western's low-residency MFA in Creative Writing offers a rigorous, terminal degree in the field, including intensive creative work, development of analytical and critical skills, and study of the business side. Students select one of four concentrations: Genre Fiction, Poetry with an Emphasis on Versecraft, or Screenwriting for Film and Television, and Nature Writing.

The three on-campus residencies occur the last two weeks of July, and the program takes 25 months to complete as a full-time student. The low-residency component of the program involves four online semesters of coursework that use a combination of online writing submissions and critiques as well as regular real-time discussions with professors and peers.

During each of the three required summer intensives on Western's Colorado campus, students network with their peers as well as attend student and faculty readings, workshops on craft and literature, and master classes. Each summer culminates in the national conference Writing the Rockies, which is required of students and open to the public.

Program Concentrations

- Concentration in Genre Fiction (<https://catalog.western.edu/graduate/programs/creative-writing-mfa/genre-fiction/>)
- Concentration in Nature Writing (<https://catalog.western.edu/graduate/programs/creative-writing-mfa/nature-writing/>)
- Concentration in Poetry (<https://catalog.western.edu/graduate/programs/creative-writing-mfa/poetry/>)
- Concentration in Screenwriting for Feature Film and Television (<https://catalog.western.edu/graduate/programs/creative-writing-mfa/screenwriting/>)

Gallery and Museum Management, Master of Art

The M.A. in Gallery and Museum Management (MGMM) is a professional terminal degree specifically focused on the content understanding, methods, and skills necessary for professions in arts and cultural heritage management. This includes art gallery, museum, and collections management, directorship, and sales. The program emphasizes the development of practical, managerial, and entrepreneurial approaches to the increasingly complex demands in the professional sector of exhibiting and collecting art and cultural heritage objects. The MGMM offers a "hybrid" lowresidency learning environment of on line courses, combined with residencies in both the program practicum on the Western campus and an arranged internship at an art gallery, cultural heritage site, or museum.

Program Goals

- Improving student understanding in the demanding professional world of gallery and museum management, including practical, managerial and entrepreneurial solutions.
- Developing students' capacity for inter-disciplinary critical thinking, innovation, and collaborative problem-solving with diverse stakeholders in the gallery and museum management sector.
- Enhancing career opportunities in arts and cultural heritage related disciplines.

Student Outcomes

Students will be able to:

- Integrate previous related academic studies, experience, and interests with the education and professional training of this degree program.
- Effectively support the realistic demands of art gallery and museum management, in both the artistic and the business dimensions of the field, in the for-profit and not-for-profit sectors.
- Be fully proficient as exhibition specialists for art and cultural heritage venues, including a wide variety of contemporary, historic, and antique art and material culture objects, in the for-profit and not-for-profit sectors.
- Plan, develop and execute gallery and exhibition design and layout, synthesizing and implementing knowledge of aesthetic and design principles, theory and best practices, CAD design tools, and relevant federal and state laws and regulations.
- Continue to develop knowledge and experience in areas of interest beyond graduation, implementing the program readings, tools, and educational materials.

Program Prerequisites

- A BA or BFA degree required before attending first semester in MGMM Program.
- Evidence of a program of studies (major or minor, or extensive course work – 9 or more courses) must be demonstrated in one of the following or related disciplines:
 - Studio Art
 - Art History
 - Marketing/Business/Entrepreneurship
 - Non-Profit Leadership
 - Culture Studies

- History
- Anthropology/Archaeology
- Gallery Management or Museum Studies

Criteria for Full Admission: a holistic package balancing academic excellence with experience in arts leadership encouraged. Admissions packages will include: Official transcript of conferred bachelor's degree from a regionally accredited college or university showing recommended 3.0 cumulative GPA or higher in relevant courses; An eight hundred-to-one thousand word personal statement describing the applicant's experience and career interests in the art, gallery, museum, and/or cultural heritage sector, and commitment to the arts or cultural heritage; a writing sample of eight-ten pages; and two recommendation letters from professors or supervisors in related fields.

Criteria for Provisional Admission: An applicant who does not meet the requirements for full admission to the MGMM program may be provisionally accepted or may be required to submit additional materials in order to be considered for provisional admission upon the recommendation of the program director and approval by the Dean of Graduate Studies. A provisionally admitted student will have a maximum of one calendar year to complete any pre-requisite academic coursework. The program director or Dean of Graduate Studies may set additional timeline requirements.

International Students: see Graduate Academic Catalog section, Criteria for International Admission.

Program Requirements

A minimum of 30 credits is required for completion of the MGMM degree. A final program portfolio of completed course and capstone projects is also required.

All students must complete the following courses and residencies:

Code	Title	Credits
Two Weeks Prior to Fall Semester Start Date		
MGMM 600	Orientation and Practicum	3
Fall Semester		
MGMM 601	Exhibition Principles I	3
MGMM 612	Business Principles I	3
MGMM 621	Curatorship Principles I	3
MGMM 631	Curating the Past	3
Spring Semester		
MGMM 602	Exhibition Principles II	3
MGMM 613	Business Principles II	3
MGMM 622	Curatorship Principles II	3
Summer Semester		
MGMM 691	Master's Project	3
MGMM 699	Program Internship	3
Total Credits		30

Course	Title	Credits
Year One		
Fall		
Two weeks prior to fall semester start date.		
MGMM 600	Orientation and Practicum	3

Regular Fall Semester

MGMM 601	Exhibition Principles I	3
MGMM 612	Business Principles I	3
MGMM 621	Curatorship Principles I	3
MGMM 631	Curating the Past	3
		Credits
Spring		15
MGMM 602	Exhibition Principles II	3
MGMM 613	Business Principles II	3
MGMM 622	Curatorship Principles II	3
		Credits
Summer		9
MGMM 691	Master's Project	3
MGMM 699	Program Internship	3
		Credits
		6
		Total
		30
		Credits

Ecology, Master of Science

Master of Science in Ecology with emphasis in Ecology and Conservation

The Ecology and Conservation emphasis prepares students for careers and advanced research in Ecology. This track broadly covers the fields of ecology and conservation, but is expected to facilitate student specialization in a range of topics, including, but not limited to: molecular ecology, population ecology, community ecology, landscape ecology, biogeochemistry, ecosystem ecology, restoration, conservation, modelling. Students may also work on any number of organisms or ecological processes (for example, invertebrates, plants, wildlife, fire, climate). The Ecology and Conservation emphasis will provide content and theoretical understanding of ecology and hands-on experience developing and conducting ecological research in a way that is unique to Western's liberal arts traditions. The program takes full advantage of the biogeographic setting of Colorado's western slope and beyond, and includes both the development of new scientific insight as well as the application of ecological knowledge towards broader social-ecological impacts. The Ecology and Conservation Emphasis is a 33-credit track that includes topical coursework in biology, research methods, and MS proposal development and thesis research. MS students in Ecology and Conservation must complete an MS Thesis. Upon the acceptance of MS proposals (BIOL 690), Ecology and Conservation students must be continuously enrolled for at least 1 credit of BIOL 695 until successful thesis defense.

Master of Science in Ecology with emphasis in Fisheries and Wildlife Management

The Fisheries and Wildlife Management emphasis prepares students for careers in the fields of fisheries, wildlife and their management. This emphasis focuses on the study of fisheries, wildlife and selected current topics in their management.

The Fisheries and Wildlife Management Emphasis will provide graduate-level content and theoretical, ecological understanding of fisheries and wildlife management with experience developing and conducting ecological research in a way that is unique to Western's liberal arts traditions. The program takes full advantage of the biogeographic setting of Colorado's western slope and beyond, and includes both the development of new scientific insight as well as the application of scientifically based knowledge towards broader social-economic-ecological-ethical impacts of fisheries and wildlife management. The Fisheries and Wildlife Management Emphasis is a 33-credit track that includes topical coursework in biology, management, research methods, and MS proposal development and thesis research. MS students in Fisheries and Wildlife Management must complete an MS Thesis. Upon the acceptance of MS proposals (BIOL 690), Fisheries and Wildlife Management students must be continuously enrolled for at least 1 credit of BIOL 696 until successful thesis defense.

Admissions Criteria

- Admissions packages will include: academic transcripts; a resume outlining related research, leadership, and volunteer experience; a statement of purpose describing the student's intellectual and professional interests in ecology; and three letters of recommendation from professors or supervisors in related fields.
- GRE scores submitted by the application deadline.
- Applicants are expected to have been in contact with a faculty advisor prior to submission of application.

Program Prerequisites:

- BA or BS degree in biology or related field with college courses in Statistics and upper-level Ecology with minimum grade of B, completed prior to the student's first fall in the program.

Program goals include:

- Improving student understanding of biology, particularly concepts in ecology, evolution, conservation, wildlife, and/or fisheries.
- Developing students' capacities for basic and applied research in ecology, including acquiring information, developing methods, conducting sampling and data analysis, demonstrating scientific communication, and advancing broader impacts.
- Advancing the role of science in society, through training ecologists prepared to elevate the ability of agencies, organizations, and communities to address ecological problems.
- Enhancing opportunities for careers and advanced research in ecology.

All Master of Science in Ecology emphases require the Core Ecology MS Courses.

Code	Title	Credits
Core Ecology MS Courses		
BIOL 606	Ecological Research Methods	3
BIOL 613	Advanced Ecological Analysis	3
BIOL 690	Ecology MS Proposal Development	3
BIOL 695	Ecology/ Conservation Thesis Research	3-9
Total Credits		12-18

Ecology and Conservation Emphasis (beyond required Core courses)

Code	Title	Credits
15-21 credits of the following electives to be chosen in consultation with thesis committee:		
BIOL 620	Ornithology	
BIOL 622	Mammalogy	
BIOL 627	Filed Entomology	
BIOL 630	Wildlife Ecology and Management	
BIOL 631	Wildlife Techniques Workshop	
BIOL 640	Conservation Biology	
BIOL 652	Botany	
BIOL 653	Rocky Mountain Flora	
BIOL 662	Evolution	
BIOL 667	Fisheries Biology and Management	
BIOL 676	AQUATIC ECOLOGY W/LAB	
BIOL 681	Forest Ecology	
BIOL 692	Independent Study	
BIOL 697	Special Topics in Ecology	
ENVS 608	Environmental Politics and Policy	
ENVS 611	Integrative Skill in Environmental Management	
ENVS 615	Science of Climate Mitigation and Adaptation	
ENVS 618	Public Lands Management	
ENVS 623	Studies in Environmental Management	
ENVS 625	Studies in Integrative and Public Land Management	
Total Credits		15-21

Conferral of the MS degree requires a total of 33 credits of 600-level coursework, each with a grade of a B- or above, and the completion and acceptance of an MS thesis.

Fisheries and Wildlife Management Emphasis (beyond required Core courses)

Code	Title	Credits
15-21 credits of the following electives to be chosen in consultation with thesis committee:		
BIOL 620	Ornithology	
BIOL 622	Mammalogy	
BIOL 627	Filed Entomology	
BIOL 630	Wildlife Ecology and Management	
BIOL 631	Wildlife Techniques Workshop	
BIOL 640	Conservation Biology	
BIOL 652	Botany	
BIOL 653	Rocky Mountain Flora	
BIOL 662	Evolution	
BIOL 667	Fisheries Biology and Management	
BIOL 676	AQUATIC ECOLOGY W/LAB	
BIOL 681	Forest Ecology	
BIOL 692	Independent Study	
BIOL 697	Special Topics in Ecology	
ENVS 608	Environmental Politics and Policy	
ENVS 611	Integrative Skill in Environmental Management	

ENVS 615	Science of Climate Mitigation and Adaptation
ENVS 618	Public Lands Management
ENVS 623	Studies in Environmental Management
ENVS 625	Studies in Integrative and Public Land Management
Total Credits	15-21

Conferral of the MS degree requires a total of 33 credits of 600-level coursework, each with a grade of a B- or above, and the completion and acceptance of an MS thesis.

Education, Master of Arts

The Master of Arts in Education degree program combines online learning with practical and applied learning in the K-12 classroom. The master's candidate must earn and successfully complete 30-43 semester credits of graduate course work, specific to the emphasis chosen. A teacher or principal licensure or an added endorsement credential is included in some emphases. Either a graduate capstone or final comprehensive examinations in the form of professional portfolios are required for graduation. A summer on-campus or online program orientation must be completed before coursework is begun. The candidate will earn a Master of Arts in Education and specialize in one of the following emphases: K-12 Online Teacher Leadership, Reading Leadership, Teaching Leadership, Educational Administration, Culturally and Linguistically Diverse Leadership, or Educator Effectiveness.

- A candidate intending to pursue the Master of Arts in Education with emphasis in K-12 Online Teacher Leadership, Reading Leadership, or Teacher Leadership will complete one of the following licensure or added endorsement programs as part of the MA degree: Elementary, K-12/Secondary, Secondary English, or Special Education Generalist.
- A candidate intending to pursue the Master of Arts in Education with emphasis in Educational Administration will complete the Principal Licensure program as part of the MA degree.
- A candidate intending to pursue the Master of Arts in Education with emphasis in Culturally and Linguistically Diverse Education will complete the Culturally and Linguistically Diverse added endorsement program as part of the MA degree.
- A candidate intending to pursue the Master of Arts in Education with emphasis in Educator Effectiveness is required to hold an initial or professional teacher license as a prerequisite for admission and may be eligible to earn an additional licensure area or endorsement depending on course sequences chosen.

Upon acceptance to the program, an advisor will be assigned to assist the applicant in developing a degree plan, which includes a comprehensive exam or a capstone.

Requirements for Full Admission to the MA in Education with Teacher Licensure

1. Candidate must submit:
 - Proof of fingerprint clearance and background check by state agency
 - Two professional recommendation forms
 - Resume
 - Payment of university application fee

- Official transcript of conferred bachelor's degree from a regionally accredited college or university showing recommended 3.0 cumulative GPA or higher
 - Personal statement
2. Candidate must demonstrate knowledge of the content area by:
 - passing a Praxis Subject Assessment (Special Ed. and Elementary Ed. must pass the Praxis Subject Assessment for Elementary Education Content Knowledge #5001); OR
 - a conferred degree in the content area; OR
 - a content evaluation of 24 semester hours of transcribed college coursework.

Additional Requirements for Alternative Teacher Licensure Candidates

1. Secure a full-time teaching position in your endorsement area and submit your employment contract with your application.
2. Submit Statement of Assurance to CDE after being admitted

For more information on the requirements of the Alternative Licensure program, see the Colorado Department of Education Alternative Teacher Program (https://www.cde.state.co.us/cdeprof/checklist-alt_teacher/) webpage.

Requirements for Full Admission to the MA in Education Program with Principal Licensure

1. Candidate must submit:
 - Proof of fingerprint clearance and background check by state agency
 - Two professional recommendation forms
 - Letter from principal or HR office confirming employment as licensed teacher or counselor for two years upon starting the program (Note: This requirement does not apply to Alternative Principal Licensure Candidates.)
 - Payment of university application fee
 - Official transcript of conferred bachelor's degree from a regionally accredited college or university showing recommended 3.0 cumulative GPA or higher
 - Personal statement
 - Statement of mentor principal support

Additional Requirements for Alternative Principal Authorization Candidates

1. Obtain a Statement of Eligibility from CDE.
2. Secure a full-time principal or assistant principal position.
3. Submit a letter from a mentor principal agreeing to act as your mentor for 1-2 hours/week for school year.

For more information on Alternative Authorization, see the Colorado Department of Education Alternative Principal Authorization (<https://www.cde.state.co.us/cdeprof/alternative-principal-authorization/>) webpage.

Requirements for Full Admission to the MA in Education, Educator Effectiveness Emphasis

To be successful in coursework in this emphasis, the candidate is a practicing teacher working in his or her own classroom while pursuing the program.

1. Candidate must submit:
 - Copy of current teaching license
 - Two professional recommendation forms
 - Professional Resume
 - Personal statement
 - Official transcript of conferred bachelor's degree from a regionally accredited college or university showing 3.0 cumulative GPA or higher

Provisional Admission to the MA in Education program

An applicant who does not meet the requirements for full admission to the Master of Arts in Education program may be required to submit additional materials in order to be considered for provisional admission upon the recommendation of the program director and approval by the Dean of Graduate Studies. These may include evidence of relevant professional experience, post-BA coursework, professional development, recommendations, and any other experience that demonstrates history of work, study, volunteering or other professional activity demonstrating potential to be a quality educator and successful graduate student. The program director may request a phone interview with the applicant. A provisionally admitted student will have a maximum of one calendar year to complete any pre-requisite academic coursework. The program director or Dean of Graduate Studies may set additional timeline requirements.

International Students: see Graduate Academic Catalog section, Criteria for International Admission.

Program Requirements

Teacher Licensure Areas

Students seeking the MA in Education with emphasis in Teacher Leadership, Reading Leadership, or K-12 Online Teacher Leadership must complete 27 credits of coursework in their first year of the MA Program. Students may choose to seek a Colorado Initial License or an added Colorado Endorsement, or to pursue further investigations in their current licensure area. Licensure areas include Elementary, K-12 (Art, Foreign Language, Music, and Physical Education), Secondary (Business, English, Mathematics, Science, and Social Studies), and Special Education.

Elementary Education Licensure

Code	Title	Credits
EDUC 600	Foundations of Literacy Development	3
EDUC 601	Methods and Strategies of Effective Reading Instruction	3
EDUC 604	Learning Environments	3
EDUC 605	Curriculum Development and Assessment	3
EDUC 608	Methods and Strategies of Effective Writing Instruction	3
EDUC 613	Methods and Strategies of Effective Mathematics Instruction	3
EDUC 619	Elementary Student Teaching (taken twice)	6

EDUC 628	Pedagogies for English Learners	3
Total Credits		27

Secondary or K-12 Licensure

Code	Title	Credits
EDUC 603	Content Area Learning	3
EDUC 604	Learning Environments	3
EDUC 605	Curriculum Development and Assessment	3
EDUC 606	Reading and Writing in the Content Area	3
EDUC 607	Rethinking Learning through 21st Century	3
EDUC 624	Managing to Differentiate	3
EDUC 629	Inclusion and English Learners	3
Appropriate Student Teaching Course:		6
EDUC 609	Secondary Student Teaching (must be taken twice)	
EDUC 610	K-12 Student Teaching (must be taken twice)	
Total Credits		27

Special Education Generalist (Ages 5-21) Licensure

Code	Title	Credits
EDUC 611	Strategies for Exceptionalities	3
EDUC 612	Assessment and Programming	3
EDUC 614	Inclusivity with Collaboration	3
EDUC 630	Inclusivity in the Content Areas	3
EDUC 631	Inclusive Methods and Strategies for Literacy	3
EDUC 632	Overview of Special Services	3
EDUC 633	Differential Literacy Assessment	3
Appropriate Student Teaching Course:		6
EDUC 615	Student Teaching Exceptionalities (First-time Licensure must take twice)	
Total Credits		27

Education with emphasis in K-12 Online Teacher Leadership, Master of Arts

K-12 Online Teacher Leadership is defined as the work of an individual (an online-teacher leader) teaching online in a virtual school and/or in a blended K-12 learning environment who knows federal and state policies related to online and blended teaching and learning; has advanced knowledge of the development, implementation, and evaluation of quality online teaching and instructional design; and can work effectively with other online or blended instructional staff to meet the targeted learning needs of all students. The K-12 online teacher leader provides professional guidance and expertise to virtual or brick and mortar schools on effective curriculum, instruction, and assessment programs in relation to online and blended learning.

In order to earn the MA in Education with emphasis in K-12 Online Teacher Leadership, the candidate must successfully complete 43 graduate credits of education course work in conjunction with in-classroom/school practical experience. Already licensed teachers have the option of adding an endorsement in one of the licensure areas above during their first year of study. Successful completion of the K-12 Online Teacher Leadership emphasis will result in earning the MA degree.

Completion of the Emphasis in K-12 Online Teacher Leadership

Code	Title	Credits
27 credits of Teacher Licensure course work is required in addition to the following:		

EDUC 621	Creating Effective Online Learning Environments	3
EDUC 622	Using Data to Plan for Online & Blended Learning and Targeted Interventions	3
EDUC 623	Designing and Delivering Effective Online & Blended Instruction	3
EDUC 680	Research and Critical Inquiry for Leaders	4
EDUC 693	Capstone	3
Total Credits		43

Education with emphasis in Reading Leadership, Master of Arts

Reading Leadership is defined as the work of an individual (a reading-leader) situated in the classroom or in a school or district-level position who has advanced knowledge of federal and state policies related to literacy; has deep understanding of the development, implementation, and evaluation of scientifically-based reading programs; and can work effectively with other instructional staff to meet the literacy needs of all students. The reading leader provides professional guidance and expertise to classroom teachers, school and/or district literacy curriculum, instruction, and assessment programs; and develops and conducts in-service programs related to literacy.

In order to earn the MA in Education with emphasis in Reading Leadership, the candidate must successfully complete 43 graduate credits of education course work in conjunction with in-classroom/school practical experience. Already licensed teachers have the option of adding an endorsement in the licensure areas listed above during their first year of study, and will have the opportunity to add Reading-specific endorsements as they complete their MA as outlined below. Successful completion of the Reading Leadership emphasis will result in earning the MA degree.

Completion of the emphasis in Reading Leadership

Code	Title	Credits
27 credits of Teacher Licensure course work is required in addition to the following:		
EDUC 680	Research and Critical Inquiry for Leaders	4
EDUC 684	Materials and Motivation for Reading	2
EDUC 685	Assessing, Evaluating, and Instructing At-risk and Struggling Readers	3
EDUC 686	Literacy Coaching and Mentoring	2
EDUC 687	School-Wide Comprehensive Literacy Program Development	2
EDUC 693	Capstone	3
Optional courses required in the Reading Leadership emphasis to add Colorado endorsements in Reading Teacher and/or Reading Specialist		
EDUC 688	Reading Teacher Internship	
EDUC 689	Reading Specialist Internship	
Total Credits		43

Education with emphasis in Teacher Leadership, Master of Arts

Teacher Leadership is defined as the work of an individual (a teacher-leader) within a school who is regarded as an excellent educator; is well respected by peers; is recognized for his or her leadership capacity; holds a lifelong learning orientation; and has been identified to facilitate, advocate, and advance school reform and improvement of student

learning. The work of a Teacher Leader is typically carried out through informal and formal venues and processes; for example, with teachers in their classrooms, and district level task forces, committee, and/or membership in district level professional development projects. In order to earn the MA in Education with emphasis in Teacher Leadership, the candidate must successfully complete 43 graduate credits of education course work in conjunction with in-classroom/school practical experience. Already licensed teachers have the option of adding an endorsement in the licensure areas listed above during their first year of study. Successful completion of the Teacher Leadership emphasis will result in earning the MA degree.

Completion of the emphasis in Teacher Leadership

Code	Title	Credits
27 credits of Teacher Licensure course work is required in addition to 27 the following:		
EDUC 680	Research and Critical Inquiry for Leaders	4
EDUC 681	Instructional Program Development and Evaluation	3
EDUC 682	Shaping School Systems	3
EDUC 693	Capstone	3
Select three credits from the following:		3
EDUC 694	School Law for Teachers	
EDUC 695	Resource Management in Education	
EDUC 696	Engaging External Stakeholders	
Total Credits		43

Education with emphasis in Culturally and Linguistically Diverse Leadership, Master of Arts

Culturally and Linguistically Diverse (CLD) Leadership is defined as the work of an individual (a CLD Interventionist or CLD Teacher Leader) who serves as a liaison between various constituents accountable for meeting the needs of CLD learners in the school and community settings. This individual is aware of state, national and local cultural norms, legalities, and policies that impact student learning and the acquisition of English language proficiency. The CLD leader has the ability to guide and support stakeholders associated with serving CLD learners to sustained high levels of productivity, collaboration, and achievement. In order to earn the MA in Education with emphasis in CLD Leadership, the candidate must successfully complete 43 graduate credits of education course work in conjunction with in-classroom/school practical experience. The candidate must be a licensed teacher and will be eligible to add a CLD endorsement at the conclusion of the first year of MA course work.

Code	Title	Credits
First year CLD endorsement course work requires 27 credits		
EDUC 600	Foundations of Literacy Development	3
EDUC 601	Methods and Strategies of Effective Reading Instruction	3
EDUC 602	Literacy Assessment Informed Instruction	3
EDUC 605	Curriculum Development and Assessment	3
EDUC 616	Language Acquisition for Linguistically Diverse Students	3
EDUC 617	Cognitive Academic Language Proficiency in the Content Area	3
EDUC 618	Linguistically Diverse Student Teaching (must be taken twice)	6

Completion of the emphasis in Culturally and Linguistically Diverse Leadership

EDUC 680	Research and Critical Inquiry for Leaders	4
EDUC 682	Shaping School Systems	3
EDUC 693	Capstone	3
EDUC 694	School Law for Teachers	3
EDUC 696	Engaging External Stakeholders	3
Total Credits		40

Education with emphasis in Educational Administration, Master of Arts

Educational administrator leadership is defined as the work of an individual serving in an administrative capacity at the school/district level. This individual is aware of local, state, and federal laws and policies that affect student learning and school/district management, understands the needs of students and staff, and has the ability to lead a school/district to sustained high levels of productivity, collaboration, and achievement.

In order to earn the M.A. degree, the candidate must successfully complete one year of principal licensure course work and at least one concurrent year-long contractual or internship experience in school administration. First-year course work requires 25 credits. The candidate must also successfully complete 12 credits of administrator licensure course work during the second year. The Master of Arts in Education with emphasis in Educational Administration requires 44 credits. At the conclusion of the first year the candidate is eligible to become licensed as a principal. Successful completion of the second year will result in earning the M.A. degree, as well as eligibility to become licensed as a district administrator.

Code	Title	Credits
First year Principal Licensure course work requires 25 credits		
EDUC 670	Introduction to School Leadership	4
EDUC 672	Personnel Selection and Development	3
EDUC 673	School Safety and Management	3
EDUC 674	Family and Community Involvement	3
EDUC 675	Student Learning and Accountability	3
EDUC 678	Principal Internship I	3
EDUC 679	Principal Internship II	3
EDUC 683	Legal and Ethical Issues in Education	3
Second Year Administrator Licensure course work requires 12 credits		
EDUC 681	Instructional Program Development and Evaluation	3
EDUC 682	Shaping School Systems	3
EDUC 695	Resource Management in Education	3
EDUC 696	Engaging External Stakeholders	3
Completion of emphasis in Educational Administration requires 7 credits		
EDUC 680	Research and Critical Inquiry for Leaders	4
EDUC 693	Capstone	3
Total Credits		44

Education with emphasis in Educator Effectiveness, Master of Arts

The MA in Education emphasis in Educator Effectiveness delivers a curriculum that provides a customized and relevant program of study based upon the candidate's specific needs as measured by Colorado's Teacher Quality Standards for performance. Candidates may complete the MA in one academic year by completing fifteen credits per semester.

Programs of study may be made up from five, 3-credit courses or the equivalent by inserting 1-6 credit offerings during fall and spring semesters only, so that the candidate may choose to spread out their program to complete the 30 credits over more than one year, within the five year maximum. Courses are limited to the fall and spring semesters due to the fact that coursework is designed to be completed and applied within a K-12 teaching setting for maximum internalization and improvement. Candidates may end the program in either fall or spring semesters. Upon acceptance into the program, candidates will work with a profile identifier and academic advisor to register for the most applicable sequence of courses which will help meet specific goals established from the candidate's professional growth plan.

In order to earn the MA in Education with emphasis in Educator Effectiveness, the candidate must successfully complete 30 graduate credits of 600-level education course work. Degree completion will also require an extensive Capstone: Professional Portfolio that contains evidence from multiple measures to establish the rate and degree of improvement in performance. These may include the candidate's annual effectiveness ratings (pre-program and post-program) as reported by an evaluating administrator, evidence of academic achievement and growth of the candidate's K-12 students taught during the course of the program, artifacts, assessments, and further evidence of performance and growth. The portfolios will be due and evaluated to coincide with the end of the candidate's final semester. If a candidate requires additional time to complete the Capstone, registration in EDUC 697 Special Topics for at least one credit per semester will be required to remain eligible to complete this degree completion requirement.

Candidate will complete 30 credits from the following.

Code	Title	Credits
The following two courses are required:		
EDUC 625	Relevant Data Analysis to Inform Instruction	3
EDUC 626	Defining and Defending Evidence of Professional Mastery	3
Select 24 credits from the following:		24
EDUC 600	Foundations of Literacy Development	
EDUC 601	Methods and Strategies of Effective Reading Instruction	
EDUC 602	Literacy Assessment Informed Instruction	
EDUC 603	Content Area Learning	
EDUC 606	Reading and Writing in the Content Area	
EDUC 607	Rethinking Learning through 21st Century	
EDUC 608	Methods and Strategies of Effective Writing Instruction	
EDUC 611	Strategies for Exceptionalities	
EDUC 612	Assessment and Programming	
EDUC 613	Methods and Strategies of Effective Mathematics Instruction	
EDUC 614	Inclusivity with Collaboration	
EDUC 616	Language Acquisition for Linguistically Diverse Students	
EDUC 617	Cognitive Academic Language Proficiency in the Content Area	
EDUC 618	Linguistically Diverse Student Teaching	
EDUC 621	Creating Effective Online Learning Environments	
EDUC 622	Using Data to Plan for Online & Blended Learning and Targeted Interventions	

EDUC 623	Designing and Delivering Effective Online & Blended Instruction	
EDUC 624	Managing to Differentiate	
EDUC 627	Innovations in Student Centered Teaching and Learning	
EDUC 630	Inclusivity in the Content Areas	
EDUC 631	Inclusive Methods and Strategies for Literacy	
EDUC 632	Overview of Special Services	
EDUC 633	Differential Literacy Assessment	
EDUC 681	Instructional Program Development and Evaluation	
EDUC 682	Shaping School Systems	
EDUC 684	Materials and Motivation for Reading	
EDUC 685	Assessing, Evaluating, and Instructing At-risk and Struggling Readers	
EDUC 686	Literacy Coaching and Mentoring	
EDUC 687	School-Wide Comprehensive Literacy Program Development	
EDUC 688	Reading Teacher Internship	
EDUC 689	Reading Specialist Internship	
EDUC 694	School Law for Teachers	
EDUC 695	Resource Management in Education	
EDUC 696	Engaging External Stakeholders	
EDUC 697	Special Topics	
EDUC 699	Research Problems	
Total Credits		30

K-12 Online Teacher Series

The following three courses may be taken in series to provide the student with a sequential learning experience of nine credits, in which the student will become prepared to teach K-12 Online and Blended classes in the virtual classroom. These courses are offered as professional development only and may not be transferred into the MA in Education. Upon successful completion of the nine credit series, participants will earn a Certificate of Completion from the Office of Graduate Studies.

Code	Title	Credits
EDUC 535	Engaging the K-12 Online Learner	3
EDUC 536	Assessing the K-12 Online Learner	3
EDUC 537	Field-Based Application of Online Instruction	3
Total Credits		9

Exercise & Sport Science: High Altitude Exercise Physiology, Master of Science

The Master of Science in High Altitude Exercise Physiology (HAEP) program is designed to examine how the human body functions physiologically, both acutely and chronically, in extreme environments (including, but not limited to, high altitude, heat, cold, and low humidity) during exercise in healthy and diseased populations. The HAEP program is a 36 credit, two year, residential program that culminates in a research-based thesis project. Students who complete the HAEP program will be prepared for careers in academia, research, or clinical practice, as well as further study in the discipline.

Program Goals

- To enhance student understanding of human physiology – at rest and during exercise, in healthy and diseased populations – in extreme environments, including hyper- and hypobarometric conditions, heat, cold, pollution and zero gravity.
- To prepare students for original research under supervision of the ESS-HAEP faculty.
- To prepare students to share their research as presentations, publications or both.
- To prepare students for careers in academia, research or clinical practice, as well as for further study in the discipline.

Student Outcomes

Research – HAEP Graduates will understand Exercise Science research methods and demonstrate the ability to recognize and employ various study designs. They will:

- Be adept at retrieving and analyzing information relevant to Exercise Science.
- Demonstrate knowledge of the background and principle research in their specialization.
- Demonstrate the ability to critically evaluate scientific literature and apply the scientific method to exercise sciences, by actively engaging in the research process with critical analysis and research.
- Demonstrate the ability to situate their own research within the broader context of the Exercise Science field.

Communication and Writing – HAEP graduates will master oral and written skills to present and publish their research in peer-reviewed venues.

Application/Outreach – HAEP graduates will be able to translate research into practice, developing evidence-based exercise prescriptions for individuals with performance goals – particularly those at risk, including special populations – who seek to perform in extreme environments, such as altitude, cold and stressful heat.

Critical Thinking – HAEP Graduates will effectively use information obtained through traditional and non-traditional sources to solve problems related to academic or professional practice.

Technology – HAEP Graduates will use technology to complete tasks within the Exercise Science profession. This includes proficiency with exercise testing equipment and relevant computer skills.

Requirements for Full Admission

Candidate must submit:

- Official Transcript of BA or BS degree in Exercise and Sport Science, or related field from a regionally accredited college or university showing cumulative GPA of at least 3.0 on a 4.0 scale.
- Graduate Record Exam (GRE): General Test Scores: minimum score of 150 for Verbal Reasoning and 150 for Quantitative Reasoning and 4.5 for Analytical Writing. School code for Western's graduate programs is 7527.
- Undergraduate Prerequisite Coursework (all prerequisites must be completed by the end of the first year of the MS. Students cannot start the program with more than two course deficiencies.):
 - General Health and/or Wellness course (lower or upper division)
 - Kinesiology or Biomechanics (lower or upper division)

- Statistics (lower or upper division)
- Chemistry (1 year lab-based) (lower or upper division)
- Biology (general biology with lab) (lower or upper division)
- Anatomy (with lab), Physiology (with lab) – can be a combined course (lower or upper division)
- Exercise Physiology (with lab) (upper division)
- Physics (lower or upper division)

Provisional Admission: An applicant who does not meet the requirements for full admission to the MS in Exercise & Sport Science: High Altitude Exercise Physiology program may be required to submit additional materials in order to be considered for provisional admission upon the recommendation of the program director and approval by the Dean of Graduate Studies. Prerequisite courses that must be completed prior to entering the HAEP program include Anatomy and Physiology and Exercise Physiology (with lab). A provisionally admitted student will have a maximum of one calendar year to complete any pre-requisite academic coursework. The program director or Dean of Graduate Studies may set additional timeline requirements.

International Students: see Graduate Academic Catalog section, Criteria for International Admission.

For admissions requirements for B.S. in Exercise and Sport Science, Clinical Emphasis & M.S. in High Altitude Exercise Physiology (3+2) program, please refer to the guidelines outlined in the undergraduate academic catalog under EXERCISE AND SPORT SCIENCE.

Program Requirements

A minimum of 36 credits is required for the HAEP MS degree. A 24 credit core (including 6 thesis credits) and at least 12 other HAEP credits are taken over the course of two years.

Code	Title	Credits
Core Courses		
ESS 600	Advanced Statistics	3
ESS 601	Quantitative Research Methods	3
ESS 605	Exercise and Sport Science Testing and Instrumentation-Lab	3
ESS 606	Exercise and Sport Science Testing and Instrumentation-Field	3
ESS 640	Environmental Exercise Physiology I	3
ESS 650	Thesis Proposal Development	3
ESS 695	Thesis	6
Select at least twelve credits of the following:		12
ESS 612	Exercise Biochemistry	
ESS 630	Clinical Exercise Physiology	
ESS 641	Environmental Physiology II	
ESS 660	Health Promotion	
ESS 675	Clinical Exercise Programming-Lab	
ESS 685	Cardiopulmonary Physiology	
ESS 692	Independent Study	
ESS 698	Practicum/ Internship	
Total Credits		36

Master in Environmental Management

The Master in Environmental Management (MEM) is a professional terminal degree, specifically focused on the content understanding and methods necessary to manage environmental organizations, public lands agencies, and communities towards sustainable solutions. The program emphasizes entrepreneurial and systems-thinking approaches to environmental issues associated with increasing climate disturbances, natural resource demands, and socio-economic insecurity. The MEM offers a “hybrid” learning environment for full-residency students rooted in the learning laboratories of the Gunnison Country, combined with a low-residency option for select environmental professionals from all over the world.

Program Goals

- Improving student understanding of environmental systems and services, of the human impact on those systems, and of the array of sustainable and resilient solutions to those impacts.
- Developing students’ capacities for interdisciplinary critical thinking, entrepreneurial innovation, and collaborative environmental problem-solving with diverse stakeholders.
- Enhancing career opportunities in environmentally related disciplines.

Student Outcomes

Students will be able to:

- Understand the complex interactions among human, climate, and ecological systems.
- Access and evaluate information about environmental issues.
- Critically assess the fundamental elements of environmental problems.
- Develop and apply diverse management and adaptation strategies to solve environmental problems.
- Effectively communicate the complexity of environmental problems as well as appropriate solutions to diverse audiences.
- Collaborate with and build partnerships among diverse stakeholders in order to complete major environmental projects.

Program Prerequisites

(For admissions requirements for “3+2” programs, please refer to the guidelines outlined in the undergraduate academic catalog under ENVS, POLS, SOC, ROE, and BIOL)

- BA degree, BS degree, or Provisional Admittance to the graduate program is required.
- Minimum Prerequisites must be completed by end of first MEM Fall term:
 - college-level statistics course.
 - two college-level natural or environmental science courses (BIOL, GEOL, ENVS, PHYS, CHEM, SCI), at least one course with lab or field component.
 - two college-level social science courses.
- Integrative and Public Land Management Recommended Prerequisites
 - one upper-level Ecology course
 - one GIS course
- Sustainable and Resilient Communities Recommended Prerequisites

- one course in Economics (Micro or Macro preferred)
- Financial Accounting
- Faculty Mentor may recommend further coursework or certifications for students to complete before Master’s Portfolio is due in Spring II, depending upon student career ambitions and professional career standards.
- **Admissions Criteria:** a holistic package balancing academic excellence with environmental leadership experience encouraged. Admissions packages will include: academic transcripts showing a recommended 3.0 undergraduate GPA or above in relevant courses; a portfolio outlining environmental employment, leadership and volunteer experience; a statement of purpose describing the student’s intellectual and professional interests in environmental management; and three letters of recommendation from professors or supervisors in related fields.
- **Provisional Admission to the Master in Environmental Management Program:** An applicant who does not meet the requirements for full admission to the Master in Environmental Management Program may be provisionally admitted or may be required to submit additional materials in order to be considered for provisional admission upon the recommendation of the program director and approval by the Dean of Graduate Studies. A provisionally admitted student will have a maximum of one calendar year to complete any pre-requisite academic coursework. The program director or Dean of Graduate Studies may set additional timeline requirements.
- **International Students:** see Graduate Academic Catalog section, Criteria for International Admission.

Program Requirements

A minimum of 46 credits is required for the MEM degree.

All MEM students must complete the 20-credit Core.

Code	Title	Credits
Core Courses		
ENVS 601	Introduction to Environmental Management	5
ENVS 605	Science of Environmental Management	3
ENVS 608	Environmental Politics and Policy	3
ENVS 611	Integrative Skill in Environmental Management	3
ENVS 612	Quantitative in Environmental Management	3
ENVS 615	Science of Climate Mitigation and Adaptation	3
Total Credits		20

Integrative and Public Land Management Emphasis (beyond required Core courses)

Code	Title	Credits
ENVS 618	Public Lands Management	3
Select nine credits of the following (choose any combination within these areas):		9
ENVS 623	Studies in Environmental Management	
ENVS 625	Studies in Integrative and Public Land Management	
Masters Project Requirement:		
ENVS 690	MEM Project Development	5
ENVS 694	Master’s Project and Portfolio ¹	9
Total Credits		26

¹ Students must take 3 cr of ENVS 694 Master's Project and Portfolio Fall II and 6 cr of ENVS 694 Master's Project and Portfolio Spring II

Sustainable & Resilient Communities Emphasis (beyond required Core courses)

Code	Title	Credits
ENVS 616	Environmental Organization Development and Management	3
Select nine credits of the following:		9
ENVS 620	Studies in Sustainable and Resilient Communities	
ENVS 623	Studies in Environmental Management	
Masters Project Requirement:		
ENVS 690	MEM Project Development	5
ENVS 694	Master's Project and Portfolio ¹	9
Total Credits		26

¹ Students must take 3 cr of ENVS 694 Master's Project and Portfolio Fall II and 6 cr of ENVS 694 Master's Project and Portfolio Spring II

Global Sustainability Emphasis (beyond required Core courses)

Code	Title	Credits
ENVS 617	Global Sustainability	3
Select nine credits of the following (choose any combination of global themes within these areas):		9
ENVS 620	Studies in Sustainable and Resilient Communities	
ENVS 623	Studies in Environmental Management	
ENVS 625	Studies in Integrative and Public Land Management	
Masters Project Requirement:		
ENVS 690	MEM Project Development	5
ENVS 694	Master's Project and Portfolio ¹	9
Total Credits		26

¹ Students must take 3 cr of ENVS 694 Master's Project and Portfolio Fall II and 6 cr of ENVS 694 Master's Project and Portfolio Spring II

Outdoor Industry, Master of Business Administration

The Outdoor Industry Masters in Business Administration is designed to provide the tools and skills required for candidates to advance their careers in the Outdoor Industry. The program includes core business academic content necessary for making informed decisions to further our students' careers. The coursework engages students with material related to the Outdoor Industry to include issues of sustainability, hospitality management, natural resource law and economics and competitive dynamics of the outdoor industry.

A successful master's candidate must complete 36 credit hours as a part of a two-year cohort based program. The MBA program will prepare students for careers in the outdoor industry with coursework focusing on content specific to this industry. Students can select from one of two emphasis tracks: Products or Services. Completion of the MBA requires a Capstone Project.

The Outdoor Industry Masters in Business Administration is a hybrid program with course delivery online and 3 short-term residency requirements:

- One week – prior to start of first year (MBA 603 Leadership, Ethics, and Organizational Behavior)
- One week – spring of first year (MBA 611 TOPICS IN OUTDOOR INDUSTRY)
- One week – prior to start of second year (MBA 607 Strategic MGT Business Models for the Outdoor Industry)

All successful candidates' second year includes coursework and a practicum experience where candidates complete a corporate-based project. Upon admission to the program, an advisor will be assigned to the candidate to guide them in the process.

Program Goals

- To enhance student understanding of the outdoor industry.
- To prepare students for increased responsibility within their chosen career path.
- To give students the ability to put theory into practice as they work with colleagues and customers within the travel, tourism, and outdoor industry fields.
- To provide students with opportunities to find partnerships, friendships, and colleagues who will continue to work together for the betterment of the field well after their degree is completed.

Student Outcomes

- Communication – MBA students will master oral and written communication that will allow them to effectively communicate ideas
- Application – MBA students will be able to put theory into practice as they create marketing messages, financial plans, lead organizations, work with customers, and keep their businesses sustainable.
- Critical Thinking – MBA students will be able to sift through large amounts of information to find the most important aspects to make decisions that will create profits while maintaining sustainable business practices.

Requirements for full Admission to the MBA

All admission requirements to the MBA Program will be evaluated on a case-by-case basis with respect to work experience, including managerial experience and leadership roles.

- BA or BS degree in Business or related program from a regionally accredited college or university
- (Students with a BA or BS in an unrelated area, but with sufficient prerequisite coursework and professional experience, will be considered).
- Minimum undergraduate GPA of 3.0 on a 4.0 scale is desirable. Official transcript required.¹
- Greater than three years of outdoor industry work experience²
- Undergraduate Prerequisite Coursework (all prerequisites must be completed by the end of the first year of the Program):
 - Intro to Financial Accounting (lower or upper division)
 - Statistics (lower or upper division)
 - Microeconomics (lower or upper division)
 - Macroeconomics (lower or upper division)

- Business Finance (upper division)
- Principles of Marketing (lower or upper division)

¹ Those candidates with significant work experience with less than the minimum GPA will be considered.

² Candidates with less than three years of outdoor industry experience will be evaluated on a case-by-case basis.

Provisional Admission: If an applicant applies without all of the requirements listed above, they will be reviewed for provisional acceptance. Students who enter the program with prerequisite deficiencies can make up those deficiencies during the first year. In that case, MBA students will enroll in the needed course(s) once accepted to the program. These students will be considered “provisional admits” (this status will be removed once a student has completed the prerequisites).

International Students: See Graduate Academic Catalog section, Criteria for International Admission.

Program Requirements

Candidates must decide in their first semester which track they wish to pursue. A minimum of 36 credits are required for the degree including the 27 credit core plus nine credits from either the Product or Service concentration.

Code	Title	Credits
MBA Core		
MBA 600	Sustainability Accounting	3
MBA 601	Managerial Economics	3
MBA 602	Managerial Finance	3
MBA 603	Leadership, Ethics, and Organizational Behavior	3
MBA 604	Business Law for the Outdoor Industry	3
MBA 605	Competitive Dynamics in the Athletic and Outdoor Industry	3
MBA 606	Marketing and Brand Strategy in the Outdoor Industry	3
MBA 607	Strategic MGT Business Models for the Outdoor Industry	3
MBA 611	TOPICS IN OUTDOOR INDUSTRY	0
MBA 691	Capstone Project	3
Concentration		
Select a concentration		9
Total Credits		36

Concentrations

Product Concentration

Code	Title	Credits
MBA 609	Sustainable Outdoor Product Development and Material Sourcing	3
MBA 610	Supply Chain and Logistics in the Outdoor Industry	3
MBA 615	Sustainable Finance	3
Total Credits		9

Service Concentration

Code	Title	Credits
MBA 608	Resort and Hospitality Management	3
MBA 613	Natural Resource Regulation and Economics	3
MBA 614	Sales and Customer Experience	3
Total Credits		9

Professional Development for Educators & Principals

The following Education course offerings are provided through the Office of Graduate Studies. The 500-level credits earned do not transfer into a Western MA in Education degree. The rigor, audience and purpose of these courses are distinct from courses offered through the Graduate degree program and have a different pricing structure.

Code	Title	Credits
EDUC 597	Special Topics in Education	1-6

Program Requirements K-12 Online Teacher Series

The following three courses may be taken in series to provide the student with a sequential learning experience of nine credits, in which the student will become prepared to teach K-12 Online and Blended classes in the virtual classroom. These courses are offered as professional development only and may not be transferred into the MA in Education. Upon successful completion of the nine credit series, participants will earn a Certificate of Completion from the Office of Graduate Studies.

Code	Title	Credits
EDUC 535	Engaging the K-12 Online Learner	3
EDUC 536	Assessing the K-12 Online Learner	3
EDUC 537	Field-Based Application of Online Instruction	3
Total Credits		9

Admission Policies for Graduate Programs

Criteria for Full Admission

All graduate applicants receive a holistic application review by the admissions committee in the program for which the application is received. Committees base their decision on the student's potential for attaining a graduate degree at Western. Applicants are evaluated according to criteria established by the specific graduate program. Evidence to demonstrate eligibility for acceptance may include previous academic achievement, rigor of academic history as shown by undergraduate grade-point average (recommended 3.0 on a 4.0 scale), graduate grade-point average (minimum 3.0 on a 4.0 scale), letters of recommendation, leadership potential, diversity of experience, supporting materials, and the depth of engagement in related professional activities. Details, including application deadlines, are listed on each program's website: Link to Graduate Programs page (<https://www.western.edu/school-graduate-studies/>).

Criteria for International Admission

All international applicants seeking admission into a graduate program must follow the published guidelines for admission to their target program. Link to International Graduate Applicants page (<https://www.western.edu/international-graduate-students/>). Evidence to prove eligibility for acceptance includes official undergraduate and/or graduate college transcripts (translated into English by approved agency), a credential evaluation, and other supporting documentation as determined by the specific program. International students must demonstrate English language proficiency by submitting official TOEFL or IELTS results. Minimum scores on the TOEFL paper tests must demonstrate equivalency to the TOEFL iBT (internet based test). Minimum required iBT scores are: 20 for each of the four sub-tests (Speaking, Listening, Reading and Writing), for a minimum total of 80. Minimum scores on the IELTS are: 6 for each of the four sub-tests (Speaking, Listening, Reading and Writing), for a minimum total of 6.5 overall. Applicants from countries where English is the SOLE OFFICIAL language of instruction (Australia, Bahamas, Barbados, Canada-except Quebec, England, The Gambia, Ghana, Ireland, Jamaica, Kenya, New Zealand, Nigeria, Scotland, St. Vincent and the Grenadines, Trinidad, Tobago, Uganda, and Wales) are typically not required to submit TOEFL or IELTS results. For more information on TOEFL, please visit <http://www.ets.org/toefl> (<http://www.ets.org/toefl/>); and for IELTS, visit: <https://www.ielts.org/>. Applicants must demonstrate by a letter of financial support and bank affidavit (English translation) that a total sum in U.S. currency adequate to cover the first year of study is available.

Criteria for Provisional Admission

An applicant who does not meet the requirements for full admission as a graduate student may be considered for provisional admission upon the recommendation of the respective program director and approval by the Dean of Graduate Studies. Applications are evaluated according to criteria established by the specific graduate program. Requirements for admitting students provisionally, as well as tracking their progress and consequences for not maintaining adequate progress, are available on the website and in the catalog section for each program. A provisionally admitted student will have a maximum of one calendar year to complete any pre-requisite academic coursework. Each graduate program may set additional timeline requirements. Link to Graduate Programs page (<https://www.western.edu/school-graduate-studies/>).

Deferred Matriculation

A student who is admitted into a graduate program may defer matriculation for a twelve-month period from the start of the academic year of original admission. A student is allowed one such deferral, after which the student will have to reapply to the program. In order to hold a place in a graduate program for which a student has been accepted, the student must pay the non-refundable deposit as required by the specific program, which will be held by Western as a matriculation fee for one year. In the event that the student does not matriculate, this fee will not be refunded. If the student chooses to matriculate within one year of the original application, the original acceptance decision will stand except in extraordinary circumstances, such as criminal activity or academic dishonesty. A deferred student must submit any new transcribed coursework that has been completed within the deferral year before gaining full admittance into the program. Any exceptions to the deferred matriculation policy must be approved by the respective program director and Dean of Graduate Studies.

Non-Degree Seeking Students

A qualified student may take 600-level graduate coursework as a non-degree seeking student without being fully and officially admitted to a degree granting graduate program. A non-degree seeking student must hold a conferred bachelor's degree from an accredited institution, or gain written permission from the specific graduate program director, and approval from the Dean of Graduate Studies before taking any courses. An approved student must register for graduate courses through the Office of Graduate Studies. Enrollment in 600-level courses does not constitute or imply admission into a degree granting graduate program. To be formally accepted into a graduate program, the candidate must meet the program admission requirements and complete the full graduate program admissions process. It is not possible to take 600 level coursework for no credit or to audit the class for lower tuition rate. Non-degree students may take any number of credits, subject to approval by the specific program director, but, if subsequently admitted to a degree or certificate program, may only use up nine credits towards their graduate degree in that program.

Transfer Credits

Western offers graduate level certificate programs and professional development coursework which may not be transferred into a program resulting in a degree. Courses in these programs are numbered at the 500-level.

A maximum of nine 600-level credits earned at Western as a non-degree seeking student may be applied toward a graduate degree at Western upon approval by the graduate program director and Dean of Graduate Studies. Each course must be completed with a grade of a B or above to apply toward graduate degree requirements.

A maximum of nine 600-level credits taken at Western as part of a master's degree program may be used to meet the academic requirements for a second master's degree in a related discipline with the approval of the graduate program director. This limit does not apply to courses completed for a Master of Arts in Creative Writing that are later applied toward the academic requirements for the Master of Fine Arts in Creative Writing.

Coursework completed more than five years prior to being admitted into the graduate program shall be evaluated by the graduate program director as to current relevance and applicability to the degree requirements.

Graduate credits taken from other accredited institutions may be transferred to the respective Western graduate studies program upon approval from the graduate program director and Dean of Graduate Studies. Transfer credits must be listed and approved by the student's academic advisor, approved by graduate program director and then submitted to the Office of the Registrar. Official transcripts showing successful completion of these credits each at a minimum of 3.0 GPA or equivalent, must be submitted to Western before the graduate degree will be conferred.

Graduate credits transferred must meet the following criteria:

- Earned at a regionally-accredited institution;
- Numbered at the graduate level and accepted as part of a graduate degree program at the sending institution;
- Earned at a minimum of 3.0 GPA or equivalent, as defined by the sending institution's official transcript;

- Earned within the past five years unless a department specifies otherwise;
- May not exceed nine credits.

General Information

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Academic Calendar for 2020-2021

**Due to COVID-19, Fall 2020 dates were adjusted in July 2020. Correct dates are reflected below.

Term	Event	Date
Summer	Classes begin 1st 3 weeks (Mayterm) and full term	May 11, 2020
	Memorial Day --no classes	May 25, 2020
	Classes begin 1st 5 weeks	June 1, 2020
	Independence Day --no classes	July 4, 2020
	Classes begin 2nd 5 weeks	July 6, 2020
	End of Summer Semester	August 7, 2020
Fall	New Faculty Report	August 12, 2020
	Classes begin	August 17, 2020
	Labor Day --no classes	September 7, 2020
	Thanksgiving Break --no classes	November 25-27, 2020
	Final Exams	December 1-4, 2020
	Graduate Level Courses End (consult individual programs)	December 17, 2020
Spring	Classes begin	January 11, 2021
	Martin Luther King Day --no classes	January 18, 2021
	Presidents Day --no classes	February 15, 2021
	Spring Break --no classes	March 15-19, 2021
	Final Exams	May 4-7, 2021
	Spring Commencement	May 8, 2021

See the University web page for additional information, updates, and future calendars. All calendars are subject to change (<http://www.western.edu/academics/academic-calendar> (<http://www.western.edu/academics/academic-calendar/>)).

Governance

The Colorado Commission on Higher Education (CCHE), which acts as the policy and coordinating board for all public institutions of higher education in Colorado, is a nine-member board appointed by the Governor and confirmed by the Colorado State Senate:

Colorado Commission on Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202
(303) 866-2723

Western is governed by the Western Colorado University Board of Trustees, a nine-member lay board. Trustees are appointed by the Governor to four-year terms. One faculty trustee and one student trustee are elected by their constituents and serve one-year terms.

History of Western

In the late 19th century, Gunnison was a progressive cattle and mining town establishing itself as a cultural leader on Colorado's Western Slope. Placed on the leading edge of the American frontier, Gunnison sought to establish educational programs for the citizens of the area. A bill was introduced in 1885 to establish a college; in 1901, that bill was approved by the state legislature.

This was the beginning of the Colorado State Normal School, the predecessor to what is now Western Colorado University.

The cornerstone of North Hall (now known as Taylor Hall) was placed in October 1910, becoming the first building on the Normal School's campus. The following year, the two-year teaching college welcomed its first class of 13 students, establishing the first college on the Western Slope.

In 1923, the Normal School became a four-year institution; it was renamed Western State College. Western State College was a liberal arts school designed to produce teachers for the Western Slope. In 1923, under the direction of Biology professor John C. Johnson, Ph.D., students constructed a large "W" on Tenderfoot Mountain just south of campus with rocks extending 450 feet up the mountain.

Continuing Western's impact, Johnson bought land at Gothic, a once thriving silver-mining camp 35 miles north of Gunnison, and founded the famed Rocky Mountain Biological Laboratory in 1928. Today, the lab conducts pioneering research on climate change, attracting students and professors from all over the world.

Western continued to grow through the 20th century. In the late 1940s, Mountaineer Bowl was carved out of solid rock on the side of Smelter Hill—creating the highest collegiate football stadium in the nation at 7,771 feet of elevation.

Following World War II, Western entered a new period of expansion, with a student enrollment of 3,200 in the late 1970s.

From that point onward, Western became nationally renowned. The college became known as one of the top outdoor education schools in the nation. Western athletic director Paul Wright became known as "the father of intercollegiate skiing" when he convinced the NCAA to adopt it as an official sport in 1953. Ski coach Sven Wiik became known as the "father of Nordic skiing in the U.S.," serving as the U.S. Olympic coach and turning out more than 20 Olympic skiers. In that same regard, the men's

and women's cross country teams have won 12 NCAA titles and produced four Olympians.

Academically, Western has renowned programs in Environment & Sustainability, Biology, Geology, Energy Management, Exercise & Sport Science, Business and Recreation & Outdoor Education. Western also gained a graduate school, and graduate enrollment has tripled since 2010. Western achieved university status in 2012.

Western has also benefitted from many generous donations, which provided funding for several state-of-the-art facilities including the Mountaineer Field House, Borick Business Building, University Center and residence halls.

In September 2018, alumnus Paul M. Rady donated a historic \$80 million to establish the Paul M. Rady School of Computer Science & Engineering. This gift was part of a larger effort to establish a groundbreaking partnership between Western and the University of Colorado Boulder to provide students in Gunnison with access to a high-quality Computer Science education and Mechanical Engineering education within the attentive and personal environment of a smaller university.

In 2019, Western State Colorado University's name was legally simplified to Western Colorado University—courtesy of Colorado House Bill 19-1178. In conjunction with the name simplification, which became official July 1 after Colorado Gov. Jared Polis signed the bill May 31, Western updated its seal.

According to former Western archivist Ethel Rice, the seal was initially designed to represent the qualities of competence, conscience and creativity. The sun rising over the mountains represents the Rocky Mountains, and the sun symbolizes the light of knowledge. The urn represents the ever-increasing flow of knowledge. The harp represents the fine arts. The microscope represents science. And to the right of the microscope is a quill and scroll, which represent the arts and humanities.

Around the shield are three calendar years. The founding of the United States as a nation: 1776. The founding of Colorado as a state: 1876. And the founding of Colorado State Normal School: 1901.

At the bottom of the seal in Latin: "Potestas Ad Ministrandum." Translations vary. According to Rice, a liberal translation means, "From Ability to Performance." Other Western officials have suggested that the Latin phrase translates to "Power of Service," a likely nod to the school's origins as a teachers college.

Today, Western Colorado University is an institution that is dedicated to promoting intellectual maturity and personal growth in its students. Western graduates citizens prepared to assume constructive roles in local, national and global communities.

Leslie J. Savage Library

The librarians and staff of the Leslie J. Savage Library provide information, resources, and services designed to advance the intellectual and personal development of members of the university community. Savage Library provides a welcoming environment and is a gathering place for discovery, learning, and engagement. When classes are in session, library services are available seven days a week.

The library's collections include materials in all formats. To assist residential and distance students, the library uses electronic resources extensively to facilitate identifying and accessing materials that contribute to student and faculty research. In addition to over 250,000

volumes and 3,500 films, the library's collections include access to over 80,000 electronic books and over 60 electronic databases. Special collections include federal and state government documents, books on local history, and the University archives.

The library makes extensive use of electronic databases to facilitate identifying and locating desired materials. Using the library's catalog, the search for information can be extended to libraries and databases throughout the United States. Through the library's resource sharing services, all students can borrow materials from other libraries nationwide.

Western Colorado University is a member of the Colorado Alliance of Research Libraries, a consortium of research, public, and educational institutions that share resources and enhance access to research materials. Savage Library participates in Prospector, a unified catalog of research libraries in Colorado and Wyoming, which is used extensively by students and faculty for discovering research materials.

Librarians and library staff assist students in becoming skilled at using the full range of information resources and services. In addition to helping individuals identify and locate desired information, librarians offer group and individual instruction on developing research skills.

Mission of the Graduate Programs

Graduate studies at Western Colorado University provide opportunities for specialized training, study and research in the arts, sciences, humanities and professions. All programs contribute to the university's mission to promote maturity, personal growth and responsible, active citizenship, by educating and training advanced students to become leaders in their fields. All programs are committed to excellence and prepare students to pursue their professions at the regional, national and international levels. Faculty in graduate programs are scholars and expert practitioners with national reputations who are also committed to exemplary education.

Institutional Mission

Western Colorado University promotes intellectual maturity and personal growth in its students and prepares them to assume constructive roles in local, national, and global communities. Western's distinctive character emerges from its unity among academic and professional disciplines, high standards of scholarship, and a unique environment in the mountains of western Colorado.

Institutional Accreditation

Indicators of the status of a university are the agencies from which it has sought and gained recognition. Western Colorado University is accredited by The Higher Learning Commission.

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413
(312) 263-0456 (800) 621-7440

Individual academic programs have been accredited, approved, or recognized by discipline-specific professional or governmental agencies, including the following:

- Educator Preparation: Colorado Department of Education;
- Colorado Commission on Higher Education;

Institutional accreditation may be reviewed in the Office of the Vice President for Academic Affairs.

The Western Colorado University Foundation

The Western Colorado University Foundation, Inc., is a private non-profit corporation founded in 1975 to advance the mission and goals of Western Colorado University. The Foundation is the primary depository of private gifts from alumni, friends, corporations, and foundations. In the last 10 years, Western Colorado University has received \$50 million in gifts from donors investing in Western's people and mission. Each year, the Foundation gives more than \$2 million to the University, with the greatest portion directed to scholarships.

In 1997, the Foundation established The Foundation Scholars Program. This program offers the most prestigious, renewable scholarships awarded at Western to date.

In recent years, the Foundation has increased its role in raising private support for Western. The Foundation receives annual fund contributions, one-time gifts, and major gifts made over a period of years. Many different gift options are available: bequests, cash, securities, savings bonds, real estate, trusts, life insurance, and personal property.

Since Western is a state-assisted institution, private gifts to the Foundation are critical to maintaining and enhancing excellence in faculty and student programs. An annual report of the Foundation is available for those wishing further information. Contact the Foundation at (970) 641-2237, tburggraf@western.edu, or mail inquiries to the

Western Foundation, Inc.
909 Escalante Drive
P.O. Box 1264
Gunnison, CO 81230.

Graduate Academic Policies

Academic success, a goal that Western wants all students to achieve, can be measured in many ways. This section identifies and explains the standards that Western has established as measures of academic success and indicates the policies and procedures that apply to students who fail to meet the standards. The Vice President for Academic Affairs, in consultation with the faculty Academic Policies Committee, the Graduate studies council, and the Faculty Senate, is responsible for the development and implementation of these academic standards and policies.

Unit of Credit

Western Colorado University uses the semester hour as the basic unit of credit. Semester credits assigned to a course are based on the specific learning objectives and the expected outcomes. The University's assigned semester hours are consistent with the federal definition of a credit hour and the Colorado Commission on Higher Education's established minimum class times for credit courses. The minimum expectation for one semester credit is one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks of seminars and lecture-based classes. An equivalent amount of work is required in laboratories, internships, practica, on-line, studio work, and other academic work leading to the award of credit hours.

Direct Instructional Time and Student Directed Learning

For classes offered with either full or partial online components of instruction and student learning, the Colorado Commission on Higher Education's established minimum expectations for credit courses apply, as defined above. 'Direct faculty instruction' is defined as 'Direct Instructional Time' and 'Out-of-class student work' is defined as 'Student Directed Learning'. Due to the distinct blended learning models of most graduate programs, specifics of Direct Instructional Time and Student Directed Learning are determined by each graduate program, consistent with the federal definition of a credit hour and as monitored by the Higher Learning Commission.

Internships

Internships, residencies and place-based learning opportunities are integral elements of some of Western's graduate degree programs. Learning outcomes, number of credits and specific details of each placement are defined and assessed by each specific program.

Course Numbering System

500-599 Level Graduate Courses: Courses at this level are non-degree oriented and many not be used to satisfy degree requirements. They may lead to certificates, or serve in some professions as evidence of continuing education or professional development. Course formats include workshops and seminars and are primarily practice-based.

600-699 Level Graduate Courses: Courses at this level are intended for degree-seeking students. They are more than an extension of the baccalaureate education; they are qualitatively different and, at a minimum, students should be required to undertake original scholarly/creative activity, assume greater responsibility for mastering the subject matter, and develop close working relationships with professors. It is assumed that students taking 600-level graduate courses have acquired the ability to use language and information sources effectively, and engage in analytical thought and creative processes.

Academic Load

During a fall or spring semester, graduate students must take a minimum of nine credits to be considered full-time. Students may take a course load of up to 15 credits without special approval. During a 10-week summer session, a student must take a minimum of six credits to be considered full-time, and a course load of nine credits may be taken without special approval. An additional three credits of student teaching, internship, or other on-the-job credit may also be taken. A student may enroll in more credits in either session if the student's grade-point average is at least 3.5 from most recent course work and a petition is filed with the signatures of the academic advisor, graduate program director, and the Dean of Graduate Studies. To receive financial aid, a graduate student must be enrolled for at least half-time in the program, which is a minimum of 4.5 credits during any semester.

Registration

Course Descriptions

Course descriptions provide a summary of the course content. If there is a prerequisite that must be met before a student may register for the course, this information is stated in the course description. Prerequisites may include specific courses, class standing, declared major, and other

requirements. If there is a co-requisite course in which a student must be registered, this information is also stated in the course description.

Add/Drop

After classes have begun in a 16-week semester, students may add an open class without petition until 5 p.m. on the fourth day of the semester. After the fourth day and until the end of the official drop period, students may add a course only with approval by the instructor. The add deadline for any course that meets for less than 16 weeks is two days. Exceptions will be considered on a case-by-case basis, subject to approval by the student's academic advisor, the program director, and Dean of Graduate Studies. The student is responsible for understanding and communicating with the instructor, understanding course policies, and understanding any consequences of adding a course after the first class meeting. Students may drop a course during the first 15% of the class meetings. This rule applies both for classes that meet for a full semester and for classes that meet in sessions shorter than a full semester. (Note the difference between this rule and "withdrawal," is explained below.)

Western Colorado University faculty reserve the right to drop students from class rolls if they miss the first class meeting or online assignment. Not all instructors require attendance the first class meeting, but many do. Students are strongly encouraged to attend all first class meetings. If circumstances such as weather or flight arrangements prevent students from attending the first class session, it is the student's responsibility to contact the instructor of each course to request that their seat in the class be held.

Variable Credit Courses

Variable credit courses are courses which may be offered for a range of credits, as published in the catalog for each specific program. The learning objectives and academic requirements for these courses are established between individual faculty and individual students, and have specific academic outcomes defined before the course work begins. Students must register for variable credit courses prior to beginning the studies associated with the course. Internship hours or study completed before the course registration is complete will not be counted towards the hours required for the course credit. The student must be enrolled for the credits during the term in which the studies begin. This coursework is part of a student's academic load for the semester. A request for changes to variable credit registration after the work begins may be considered through a petition process in extenuating circumstances. The petition must be signed by the instructor for the variable credit course, the program director, and the Dean of Graduate Studies. To register for a variable credit course, the student must submit a completed and signed Variable Credit Course form to the Office of Graduate Studies. Some disciplines may have additional requirements for registration in variable credit courses. Substituting variable credit courses for required courses in the major is at the discretion of the discipline.

Active Status & Periods of Non-enrollment

To maintain active status, graduate students must register in at least one graduate course per academic year (summer through spring terms). Graduate students may return to classes after a period of non-attendance of up to one academic year as a continuing student without submitting a Graduate Application for Readmission.

Students planning to take time off from classes for one semester (and up to one academic year) should submit a "Non-attendance Plan" to the

School of Graduate Studies prior to taking leave from classes in order to maintain access to computing accounts during their period of non-attendance.

Prior to departure from Western, students who have on-campus housing must contact Residence Life. Students with financial aid should contact the Office of Financial Aid for exit counseling. Students should discuss departure plans with their academic advisor.

Students who wish to enroll in classes after an absence of one semester (and up to one academic year) who did not submit a non-attendance plan prior to non-attendance must submit a "Registration Reactivation Request" to the School of Graduate Studies in order to re-enroll in classes.

Graduate students wishing to enroll in classes after an absence of over one year must submit a Graduate Application for Readmission.

Catalog Year

Degree requirements are determined by the Catalog of the year in which a student enters as a degree-seeking student.

During the five-year period after initial enrollment as a graduate degree-seeking student, students may elect to satisfy requirements specified in a Catalog more recent than the one under which they entered. Students must indicate to the School of Graduate Studies the Catalog Year they want used for the evaluation of their credit, provided they complete all degree requirements within five years.

A student who does not complete all degree requirements within five years must meet all the requirements of the Catalog in effect the year in which they apply for graduation. Any exceptions to this policy must be approved by the respective program director and the Dean of Graduate Studies.

Withdrawal from Individual Courses

After the official Add/Drop period, a student may only withdraw from a course with approval of the course instructor and the student's academic advisor. Students who obtain these authorizations will receive a grade of "W" (which has no effect on the student's grade-point average; refer to sections on Grades and Grade-Point Average that follow). If two-thirds of the scheduled class time in any given course has been completed, the student is not allowed to withdraw, and a grade for the course (which does affect the student's grade-point average) is recorded. Specific withdrawal deadlines are published on the Office of the Registrar (<https://www.western.edu/registrar/>) website. Course instructors may also withdraw a student from a class for reasons such as inadequate academic progress or attendance, academic dishonesty, or disruptive behavior.

Withdrawal from the University

Students who wish to withdraw from the University may do so any time during the semester. Students wishing to withdraw must contact their program director and the Office of Graduate Studies for approval from the Dean of Graduate Studies to officially withdraw from the University. After the official Add/Drop period, but before the withdrawal deadline, a student wishing to withdraw entirely from the University will be given a grade of "W" for all courses except variable-credit courses. Once two-thirds of the scheduled class time in any given course has been completed, a student wishing to withdraw from the University will be given a "W" grade for each course.

Withdrawal from Variable Credit Courses

After 15 percent of the course has been completed, a student wishing to withdraw from the University during a term when he or she is enrolled in a variable credit course (i.e., internships, practica, field experiences, independent studies, etc.) must receive the approval of the graduate program director. If a student obtains this authorization, a grade of "W" or a "WF" may be assigned.

Withdrawal in Absentia

If illness, injury, or other circumstances prevent a student from being on campus to request withdrawal from the University in person, the student may notify the Office of Graduate Studies.

University Graduation Requirements

A minimum of 30 graduate semester credits must be completed for each master's degree. This may include up to nine transfer credits accepted as part of a graduate degree program or up to nine credits, numbered at 600 or above, taken at Western as a non-degree student or as part of a different discipline (see section of Transfer Credits.)

Completion Requirements

Every candidate for a degree must earn a minimum of 21 credits from Western Colorado University. This 21 credit minimum must include the final credit earned.

Grades

For the purpose of calculating a student's grade-point average, numerical values are assigned to letter grades on the following scale:

Grade	Grade Points
A	4.000
A-	3.670
B+	3.330
B	3.000
B-	2.670
C+	2.330
C	2.000
C-	1.670
D+	1.330
D	1.000
D-	0.670
F	0.000

Grade-Point Average

To obtain grade points earned in a course, multiply the number of credits per course by the number of points for the grade earned in the course. A minimum grade of B- in each course applied to a degree program is required. A minimum of a 3.0 grade-point average is required for graduation. Credits transferred from another institution must have been earned at the equivalent of a 3.0 GPA or above, and are not calculated in the Western grade-point average (GPA).

Other Grades Assigned

At the discretion of the faculty member teaching the course, a student who is unable to complete a course for reasons beyond the student's control (e.g., illness) may be assigned an "Incomplete" (IN). It is expected that the student has completed more than one-half of the course work at an acceptable level at the time of the request for an "Incomplete."

The student and the faculty member must agree upon a plan for the completion of the work within a time period not to exceed one calendar year. When faculty give an "Incomplete," they must designate the student's existing grade in the course, the work to be completed for the "Incomplete" to be removed, and also indicate the grade that will be automatically given after one year if the work is not satisfactorily completed.

A grade of "Technical Failure" (TF) indicates that the student discontinued participation in the course without official approval. A "TF" is assigned 0.000 grade points and is calculated into the student's cumulative GPA.

Some courses or projects are intended to last longer than one semester. Such courses may be designated by the graduate program at the time of registration and will be given an "In Progress" designation at the end of the semester. The "In Progress" (IP) designation can be used for a maximum of one year, at the end of which a grade must be assigned.

Grades of "IN," "IP" and "W" are not counted in the computation of a student's GPA.

Probation and Dismissal

When a graduate student's course grade is below a B- in any graduate course, the student and the program director will be notified and the university places the student on academic probation. In order to be removed from probation, the student must retake the course to replace a grade lower than a B-. In the semester following placement on probation, the student's grades in each course must be at least a B-, and the student must maintain an overall 3.0 GPA. If the student fails to meet these standards, the program may dismiss the student at the conclusion of that semester. Dismissal is permanent. Provisionally admitted 3+2 students are subject to graduate academic policies during year four of the undergraduate program.

In extenuating circumstances, the student may appeal by following the Academic Due Process for Students which is defined at the end of the Academic Policies section of this catalog. Dismissal may occur prior to probation in situations deemed egregious by faculty, the program director and Dean of Graduate Studies. Egregious circumstances may include but are not limited to: involvement in criminal or illegal activity; unprofessional or unethical behavior; continuous ineffective performance in a residency or practicum; or earning less than a B- in multiple graduate courses in the same semester. Any formal grievance must be filed within six months of the dismissal, as outlined in the Formal Grievance Procedure.

Advising

All graduate students are initially assigned an academic advisor in the graduate program from which they are seeking a degree. The graduate advisor is identified by the program director. The graduate academic advisor assists the student in developing and maintaining a degree plan.

Degree Completion

Required course substitutions, and accepted transfer credits must be approved by the student's advisor and the graduate program director, and be submitted to the Registrar. The Office of the Registrar performs an official degree audit within the first two months of a student's final year prior to degree completion to ensure compliance with program requirements.

Students who have completed all other coursework and degree requirements must continue to enroll in at least one 600-level graduate credit hour during any semester/summer term in which they are actively completing a thesis or graduate capstone. This includes but is not limited to work with Western faculty, or use of Western facilities. The number of credits in which a student must enroll is at the discretion of each program.

Students must complete a degree plan which contains one of the following completion requirements.

Comprehensive Examinations

Students must earn a minimum of 30 semester credits as part of a graduate degree program and must successfully complete the comprehensive examination as prescribed by the respective graduate program before the degree will be conferred. The delivery format and evaluation process for the examinations are established by the graduate program and approved by the Dean of Graduate Studies prior to student registration in the program. A faculty committee will be established to evaluate student performance on the examinations.

When a comprehensive examination is given, the following rules apply:

- Students must be registered when they take the examination.
- The examination is to be given by the student's faculty committee and must be consistent with the requirements established by the specific graduate program.
- A majority of the committee must approve the examination.
- The examination may be oral, written, or both.
- A student who fails the comprehensive final examination may retake the examination only once (dependent upon the respective graduate program's requirements).

Thesis

Students must earn a minimum of 30 semester credits of graduate work, including at least three thesis credits. A faculty advisor is assigned to guide the student's thesis. If the Thesis is not completed at the end of the term in which the student is registered, an Incomplete (IN) grade or a Failing (F) grade may be reported.

Graduate Capstone

Students must earn a minimum of 30 semester credits of graduate work. Graduate work includes a Graduate Capstone, which can take many forms depending on the program, and which the student's academic advisor will facilitate. Graduate Capstone credits are determined by the specific program requirements. If the Graduate Capstone is not completed at the end of the term in which the student is registered, an Incomplete (IN) grade or a Failing (F) grade may be reported.

Graduation Audit and Participation in Commencement

Students are responsible for meeting all academic requirements. The University assists students in monitoring their academic progress by providing an advisor, copies of students' permanent records, and DegreeWorks, an online advising and graduation audit tool.

The Office of the Registrar performs graduate degree audits and certifies graduate requirements, and the Dean of Graduate Studies authorizes students on the graduation list. Requests for exceptions and special consideration are reviewed by the Academic Policies Committee, which then makes recommendations to the Dean of Graduate Studies. In order

to participate in commencement a student must have six or fewer credits left to complete graduation requirements and be registered for those credits the following summer and/or fall term.

Application for Awarding of Degree

Students are required to file an "Application for Graduation" with the Office of the Registrar during the first two weeks of the semester in which they expect to complete all degree requirements. Degrees are awarded at the end of the semester in which all degree requirements are completed provided all requirements are completed and grades recorded within 25 working days after the last day of that semester. If requirements are not completed and recorded within that period, the graduation date for the diploma and transcript is the semester during which the work is completed and grades recorded. In this case, students must notify the Office of the Registrar when all requirements are completed and file a new "Application for Graduation."

Academic Integrity

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The University assumes, as a basic and minimum standard of conduct in academic matters, that students will be honest and that they will submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for practices that are fair require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable conduct in the course of their academic work. Dishonest work may include, but is not limited to, the following infractions:

Plagiarism. Presenting another person's work as one's own, including paraphrasing or summarizing the works of another person without acknowledgment and the submitting of another student's work as one's own, is considered plagiarism. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of paragraphs, sentences, or even a few phrases written or spoken by someone else.

Cheating on Examination. Giving or receiving unauthorized help before, during, or after an examination is considered cheating. Examples of unauthorized help include the use of notes, texts, or "crib sheets" during an examination (unless specifically approved by the instructor).

Unauthorized Collaboration ("Collusion"). Submission for academic credit of a work product, or a part thereof, represented as being one's own, which has been developed in substantial collaboration with assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty to knowingly provide such assistance. Collaborative work specifically authorized by an instructor is allowed.

Falsification. It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise or assignment (e.g., false or misleading citation of sources or the falsification of the results of experiments or of computer data).

Multiple Submissions. It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit.

Consequences of Violations. Violations of academic integrity may result in the following: a grade of F or a zero for the assignment, an F for the course, withdrawal from the course, or suspension or expulsion from the

University. Serious violations of academic integrity are reported to the Office of Academic Affairs.

Academic Due Process for Students US Department of Education Program Integrity Regulations Complaint Process

Pursuant to the United States Department of Education's Program Integrity Rule, Western is required to provide all prospective and current students with the contact information of the state agency or agencies that handle complaints against post secondary education institutions offering distance learning or correspondence education within that state. Students are encouraged to utilize the institution's internal complaint or review policies and procedures through the Office of Student Affairs or Office of the Provost prior to filing a complaint with the state agency or agencies. The link below provides a list of contacts from each state in which a student may file a complaint.

<http://www.nc-sara.org/content/state-portal-entity-contacts> (<http://www.nc-sara.org/content/state-portal-entity-contacts/>)

It is the objective of these procedures to provide for the prompt and fair resolution of the types of problems described herein which students may experience at Western.

Definitions

Complaint. An informal claim by an affected student that a faculty member or an academic administrator has violated, misinterpreted, or improperly exercised his/her professional duties.

Complainant. An affected student who makes a complaint.

Grievance. A written allegation by an affected student that a faculty member or an academic administrator has violated, misinterpreted, or improperly exercised his/her professional duties. The grievance should include the possibility of a remedy.

Grievant. An affected student who files a grievance.

Respondent(s). The faculty member(s) and/or academic administrator(s) identified by the affected student as causing or contributing to the complaint or grievance.

Grievance Committee. A committee composed of one faculty member selected by the grievant, one faculty member selected by the respondent, and three faculty members selected by the Provost/Vice President for Academic Affairs (or assignees).

Time Limits. When a number of days are specified herein, they shall be understood to exclude Saturdays, Sundays, holidays, University vacation days, and other days when the University is not in session and holding classes.

Academic Administrator. Professional personnel of the University, other than teaching faculty, who are in positions to make academic decisions affecting students, including but not limited to, department chairs, program directors, Dean of Graduate Studies, Associate Vice President for Academic Affairs, Vice President for Academic Affairs, and the President.

Informal Complaint Procedure

The complainant shall discuss the problem with the respondent(s). If the problem is not mutually resolved at this time, the complainant shall confer with the immediate supervisor(s) of the respondent(s). This

usually will be the program director of the graduate program to which the respondent(s) is assigned. If satisfactory resolution is not achieved, the complainant must confer with the Dean of Graduate Studies. If satisfactory resolution is still not achieved, the complainant must confer with the Vice President for Academic Affairs.

Formal Grievance Procedure

If the complaint is not suitably resolved, the student has the right to file a grievance with the Vice President for Academic Affairs within six months of the time that the grievant could or should have known of the action which is the basis of the problem. This written allegation shall indicate what has already been done to resolve the complaint. Preservation of relevant documents and of precise records of actions taken is advantageous. The Grievance Committee shall be formed under the supervision of the Vice President for Academic Affairs, and a hearing shall be scheduled within 15 days after that officer receives the written grievance from the grievant. The Grievance Committee shall hear testimony from the grievant, the respondent, and whomever else it deems appropriate. Within 15 days after completion of the hearing(s), the Grievance Committee shall submit its findings to the Vice President for Academic Affairs for implementation as for academic affairs for implementation as deemed appropriate by that officer. A copy of the finding of the committee and of the implementing decision of the Vice President for Academic Affairs shall be given to the grievant and the respondent. The grievant may withdraw the grievance at any point in the proceedings by doing so in writing to the Vice President for Academic Affairs. The Vice President for Academic Affairs may grant an extension of the time limit for good cause.

If the grievance has not been resolved satisfactorily after the above procedures have been completed, the grievant is advised that he/she may appeal to the President of Western Colorado University, and ultimately, to the Board of Trustees.

President's Message

It is an honor it to present this growing catalog of Western's graduate programs. It is first and foremost a practical guide for those who have already chosen to study with us, but as I look over it, I believe it also tells the story of our recent achievements and growth, and I hope if you are not yet a student with us it will inspire you to consider becoming one.

The story of Western's graduate programs is a chronicle of excellence. All of them, while relatively new, are transforming not only this institution, but also the region where we live, and even the national profile of their disciplines. Our Masters in Environmental Management enjoys a high national ranking; our MS in High Altitude Exercise Physiology is the only program of its kind in the country (and unquestionably the highest!); our MA in Education serves our entire state and beyond with a very wide range of endorsements, licensures and advanced degree tracks; our MA in Gallery Management & Exhibits Specialization combines the arts with highly practical training; the ten faculty in our Graduate Program in Creative Writing have collectively published many hundreds of books in every single major genre; and in the coming years we will continue to introduce new programs that comparably prepare students to lead at the highest levels in an ever more complex society.

This excellence is gaining attention. Just since 2013 enrollment in Western's graduate programs has increased 82% – and we expect it to increase even further this year. As we grow, so do the number and quality of our offerings. Graduate students are Western's greatest ambassadors

to the region, the country, and the world as leaders of educational distinction, and we are honored by their commitment.

All of our graduate programs grow directly out of our century-long tradition of offering excellent, personalized education in a beautiful place. To this end, we work hard to attract and retain nationally recognized scholars, teachers and professionals in all fields. At a practical level, this publication describes the courses and academic-degree programs they have created and spells out the requirements you must complete to earn your university degree. At the same time, as you pursue your advanced studies, I hope it inspires you in your pursuit of advanced, specialized knowledge, while also challenging you to expand your horizons, broaden your sense of community, and achieve both academic and professional excellence. We characterize Western's educational experience as "Learning, Elevated." You are our most advanced students, and embody this commitment as much as anyone on the campus.

Welcome to the new year.

Greg Salsbury, Ph.D. President, Western Colorado University.

Program Costs and Financial Aid

Tuition and Fees

Tuition and fees of graduate programs vary by program. Details, including payment deadlines, are on each program's website. Link to Graduate Programs page (<https://www.western.edu/school-graduate-studies/>).

Payment of Charges

Tuition and fees are due the first day of the term. Students will be mailed a billing statement before the beginning of each semester with an estimate of charges. Any student who has an outstanding financial obligation to Western at the end of a semester will not be able to register for the next semester's classes. If a student does not pay the balance or make payment arrangements before the official drop period, the student's account will be disabled. After the official drop period, if no payment has been made or payment plan established, the student will be dis-enrolled from the program unless an alternative payment agreement has been approved in writing by the graduate program director. A late fee of a minimum of \$50 may apply.

Students on a monthly payment plan will be disenrolled one week after missing a payment, unless the program director has approved an extension.

Refunds

When a student officially withdraws from all credits in a given term (see Graduate Academic Policies section on Withdrawal from the University), tuition and fees are refunded according to the following schedule:

Tuition & Fees:

Refund Amount	Time Period
100%	Through the end of the official Drop Period
50%	For the period between 15 and 25% of the term
25%	For the period between 25 and 50% of the term
0%	For the period after 50% of the term

When a student withdraws from individual courses, but not from the University, after the official drop deadline, tuition and fees will not be refunded.

Please refer to the Office of the Registrar website for specific dates of the official drop periods for full and parts of term.

Students who officially withdraw from Western, or who stop attending classes, are subject to repaying all or part of any financial aid received, depending on their length of actual attendance.

Changes in Tuition and Fees

Tuition and fees are established and approved by the Board of Trustees by March 1st prior to the academic year. The University reserves the right to change any of these costs.

Colorado Residency

Western's graduate programs do not differentiate in tuition and fees between Colorado residents and non-Colorado residents.

Financial Aid

Western offers financial assistance to help deserving students bridge the gap between the personal payment and the cost of attending the university. For need-based financial assistance, the personal contribution expected from the student is calculated according to a federally mandated system. To receive financial aid, a graduate student must enroll at least half-time in the program which is a minimum of 4.5 credits during any semester. Visit the Office of Financial Aid (<https://www.western.edu/financial-aid/>) website for additional information.

Applying for Aid

To apply for need-based financial aid at Western Colorado University, the student must do the following:

1. Complete the admission process and be fully admitted to the graduate program.
2. Submit a Free Application for Federal Student Aid (FAFSA) at [<http://www.fafsa.ed.gov/>] to the federal student aid processor.
3. Submit any additional documentation as requested by Western to verify eligibility. Documentation may include the federal income tax return, proof of child support, federal verification form, etc.

Note: Western's financial aid year is fall and spring. Summer financial aid requires an additional form that is available from the Financial Aid Office beginning March 15th.

The Financial Aid Offer

Students qualifying for financial aid receive a financial aid package containing information regarding their eligibility for various kinds of loans. The proportion and type of loan aid varies from student to student and from year to year depending upon the student's eligibility and level of enrollment.

Loans must be repaid. The FAFSA application must be completed to receive consideration for any of the following loans: Federal Direct Unsubsidized Stafford/ Ford Loan Program, and Federal Direct Graduate PLUS Program. Detailed information on loans may be found on the Financial Aid web page.

Academic Scholarships

Academic scholarships and other financial opportunities vary and are available to qualified graduate students in specific programs. Please see the link to each graduate program: Graduate Programs webpage (<https://www.western.edu/school-graduate-studies/>).

Student Services

Email Communications

Western has established email as an official means of communication with students. All students are provided with an official Western email account (@western.edu). The University will send official communications only to official Western email addresses. Students are expected to check their official Western email on a regular basis to ensure that they are staying current with all official communications. A student's failure to receive and read University communications in a timely manner does not absolve that student from knowing and complying with the content of such communications.

Students may elect to redirect (auto-forward) email sent to their University email address. Students who redirect email from their official University email address to another address do so at their own risk. If email is lost as a result of forwarding, it does not absolve the student from the responsibilities associated with communications sent to their official University email address.

Immunization Records

Students attending Western's residential graduate year-long programs on campus must submit proof of immunization to the Office of Graduate Studies by October 15th of their first semester. If Western does not receive this information, the university will place a hold on the student's registration account.

Students with Disabilities

Western Colorado University seeks to provide reasonable accommodations for all qualified persons with disabilities. The University adheres to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. In order to receive services, students must submit appropriate documentation of disability to the Academic Resource Center (<https://www.western.edu/academic-resource-center/>) to verify eligibility under Section 504/508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. It is the student's responsibility to register with Western Colorado University Disability Services to arrange for suitable accommodations.

Military and Emergency Personnel Deployment

In times of emergency, certain students (including reserve military units, individuals with specialized skills, or firefighters) are called to provide services to the state or country. If students have to interrupt their coursework due to a call for service or emergency deployment, the student must immediately inform the graduate program director and the Office of Graduate Studies to coordinate current activation or withdrawal procedures.

Graduate Courses

A

- Art: Gallery and Museum Management (MGMM) (p. 25)

C

- Creative Writing (CRWR) (p. 26)

E

- Ecology (BIOL) (p. 30)
- Education (EDUC) (p. 31)
- Environment and Sustainability (ENVS) (p. 34)
- Exercise and Sport Science (ESS) (p. 35)

M

- Master of Business Administration (MBA) (p. 35)

P

- Professional Development for Educators & Principals (p. 36)

Art: Gallery and Museum Management (MGMM)

MGMM 600. Orientation and Practicum. (3 Credits)

This on-campus residency provides an introduction to and fundamentals for the entire program of study, and initiates network development. This intensive course includes a one-day program orientation, practicum instruction in on-site gallery and workshop classroom settings, field trips to art galleries and many types of museums, with workshops by leading professionals. Prerequisites: acceptance into the MGMM graduate program.

MGMM 601. Exhibition Principles I. (3 Credits)

Professional careers in the gallery and museum worlds require a number of practical skills. This course builds upon fundamentals covered in the summer practicum, with in-depth practical explorations of design, installation, preparatorship and the management of the exhibition space. Prerequisite: MGMM 600.

MGMM 602. Exhibition Principles II. (3 Credits)

Professional careers in gallery and museum management are increasingly complex and demanding. A key aspect of building and growing successful art galleries or museums is professional relationships. This course principally focuses on building professional relationships in the gallery and museum worlds, including artists, donors, patrons, collectors, researchers, cultural heritage agencies, audiences, and stake-holders. Prerequisite: MGMM 601.

MGMM 612. Business Principles I. (3 Credits)

Considerable planning, entrepreneurship, and bureaucratic skills are required in the building and development of successful for-profit art and cultural heritage entities. This course addresses the functioning and dysfunctions of the various sectors that can be described as the art business and cultural heritage industries. Topics include primary and secondary art markets, art fairs, auctions, as well as the nonprofit museum and public collections sector. Prerequisite: MGMM 600.

MGMM 613. Business Principles II. (3 Credits)

Gallery and museum administrators must be adept in all aspects of management (including marketing and promotion and leading and managing staff and volunteers) to grow successful for-profit and not-for-profit galleries and museums. This course addresses entrepreneurial approaches and business models, mission relevance, recruitment, governance, development, procurement, staffing, budget and finances, for-profit and not-for-profit business registration, and compliance with policies and law. Prerequisite: MGMM 612.

MGMM 621. Curatorship Principles I. (3 Credits)

This course examines curatorial scholarship and practices that underpin collections development, research and analysis, and the exhibition process, and relates those to the evolving roles of galleries and museums in contemporary society. Subjects covered in the class include collections development, object-based research, exhibition development and analysis, and curatorial approaches to tangible and intangible heritage. Prerequisite: MGMM 600.

MGMM 622. Curatorship Principles II. (3 Credits)

This course explores the roles and responsibilities of contemporary curators as investigators, negotiators, and mediators in gallery and museum environments. Students engage in dialogue and debate about ethical questions relating to acquisitions, access, ownership, copyright, knowledge systems, exhibition themes, new digital technologies, international collaborations and partnerships, and the integration of new scholarship and ideas with traditional curatorial skills. Prerequisite: MGMM 621.

MGMM 631. Curating the Past. (3 Credits)

Archaeological research relies upon sound curatorial practice; curatorship is often the only tangible evidence of cultural heritage for some peoples and most collections are in the public trust. This class explores those responsibilities through engaging with archaeological and cultural materials curation: technical information, laws and regulations, case studies, archaeological or anthropological exhibition process, integration of theory and practice. Prerequisite: MGMM 600.

MGMM 691. Master's Project. (3 Credits)

Develop and implement a gallery or museum proposal or project including research, theoretical application, considerations for location, audience, and demographics, thoughtful application of aesthetic and branding/identity considerations, detailed designs for the space and exhibits, employing CAD or other applicable software; compliances with applicable laws and regulations, staffing plan, marketing plan, and community building strategies. Prerequisites: completion of all program coursework (excluding program internship).

MGMM 692. Independent Study. (1-3 Credits)

Prerequisite: Program Director approval.

MGMM 697. Special Topics in Exhibitions. (1-3 Credits)

Prerequisite: Program Director approval.

MGMM 698. Independent Internship. (0 Credits)

Independent internships are arranged by students at their choice of gallery, museum, or arts institution, to develop their professional experience and network. Independent internships may be recorded on student transcripts with a 0-credit S/U grade. Independent internships must meet a minimum of three documented program learning outcomes to be recorded on transcripts. Prerequisite: Program Director approval.

MGMM 699. Program Internship. (3 Credits)

The MGMM program requires three credits of internship residency at one arranged external internship site. Program internship placements are crafted with our partnering institutions to address distinctive career paths and learning experiences. Students may arrange with the program director to undertake their program internship at a gallery, museum, or cultural heritage institution in their vicinity or elsewhere. Prerequisites: 15 credits of program coursework and Program Director approval.

Creative Writing (CRWR)

CRWR 600. Summer Orientation. (1 Credit)

Provides students with an immersive residency experience involving attendance at lectures, craft talks, readings, panels, seminars, workshops, and other literary events. Requires significant work prior to the residency in the form of on line readings and discussions relating to the work of visiting artists. After the residency, all students complete substantive written work relating to their residency experience. Must be repeated three times for credit.

CRWR 601. Fundamentals of Writing Genre Fiction I. (2 Credits)

The primary foundation and introduction for the genre fiction track, covering a wide variety of topics including: proper manuscript format, understanding of basic principles of fiction (such as plot and dialogue), the Monomyth, archetypal characters, and voice. Students complete a short story during the course and critique each other's work in a group setting. This course also lays the groundwork for students to work efficiently during the online portions of the program as well as within their own writing process.

CRWR 602. Fundamentals of Writing Fiction II. (2 Credits)

Begins the process of students planning their theses, using instructor-provided tools on world building, novel outlining and planning techniques, and story arc considerations for longer work. At the end of this course, students are prepared to submit their thesis outline and synopsis to their adviser and move forward during the following year to write it for completion the next spring.

CRWR 604. Career Planning for Genre Writers. (2 Credits)

Assists students in preparing a detailed career plan covering the 12 to 24 month period after graduation, including writing, submission, and networking plans. On completion, students have a clear roadmap to follow in the years ahead. In addition, students prepare to give a public thesis reading during the residency.

CRWR 605. Writing Pedagogy Strategies. (2 Credits)

An opportunity to develop lesson plans, sample lessons, and grading rubrics for a course in writing. Instruction includes strategies for creative writing classes as well as English composition courses, including a guided discussion on pedagogy theory and practice with daily questions on points of interest, suggested readings, and the opportunity for teaching writers to discuss challenges and insights for the practice of teaching.

CRWR 608. Genre Writing I- Romance and Mystery Fiction. (6 Credits)

The primary genre writing course for the first semester of the program. Students complete exercises, excerpts, and shorter works in the primary subgenres of romance and mystery fiction, including romantic suspense, historical romance, detective fiction, and thrillers.

CRWR 609. Genre Studies I-Romance and Mystery. (6 Credits)

The primary genre reading course for the first semester of the program. Students study a wide variety of subgenres, including romantic suspense, historical romance, detective fiction, and thrillers, among others, to build a detailed understanding of the specific tropes and hallmarks of each subgenre and how to apply them to their own work.

CRWR 610. Genre Fiction Writing and Reading Survey. (6 Credits)

A broad genre fiction reading and writing survey course for Out of Concentration students, surveying romance, mystery, speculative fiction, westerns, and young adult category work. Students focus primarily on understanding genre tropes and writing exercises that illuminate them.

CRWR 613. Introduction to the Publishing World. (2 Credits)

Provides a basic overview of both traditional and alternative models of publishing, including organizational systems, editing, production and distribution processes, as well as how new technologies have disrupted the industry. Students research traditional publishers as well as platforms for independent publishing. Students develop a concept for an original anthology, write a description, and a solicitation for professional authors to submit stories. This anthology is developed, edited, produced, and released over the following year as the main project for the degree.

CRWR 614. Traditional Publishing I. (6 Credits)

Provide students with a basic understanding of different types of traditional publishing, with a focus on commercial book publishing, but also other forms, such as magazines, newspapers, textbooks, and audio books. Students learn about agents, acquisitions and developmental editors, and other roles in the industry. Analysis of book and short story contracts. Students read the slushpile submissions for their anthology project and select the stories, while adhering to production and budget requirements. Students issue contracts for the accepted stories, and work with authors on revisions in preparation of producing the anthology during the spring semester.

CRWR 615. Publishing and Marketing a Book. (2 Credits)

Students oversee the release of their joint anthology project as well as their individual reprint book, in both print and electronic formats. Using their marketing plan, students generate publicity for their work, identify and submit to appropriate awards, and participate in an actual book signing for their book. While learning about distribution models, students track sales of their books on different platforms and compare the efficacies of various strategies. Students learn about royalty statements, how and why a book goes out of print, and how to determine the success of a project.

CRWR 618. Genre Studies II- Western, Speculative, and Young Adult Fiction. (6 Credits)

The primary genre reading course for the second semester of the program. Students study a wide variety of subgenres, including westerns, science fiction, epic fantasy, supernatural, and middle grade works, among others, to build a detailed understanding of the specific tropes and hallmarks of each subgenre and how to apply them to their own work.

CRWR 619. Genre Writing II- Western, Speculative, and Young Adult Fiction. (6 Credits)

The primary genre writing course for the second semester of the program. Students complete exercises, excerpts, and shorter works in the primary subgenres of westerns, speculative fiction, and young adult category fiction, including science fiction, epic fantasy, supernatural, and middle grade works.

CRWR 620. Short Forms Genre Fiction Writing. (6 Credits)

Provides students with an opportunity to focus strictly on writing in the shorter forms of genre fiction and gives them an immediately marketable portfolio of materials. Instructors cover craft concerns in flash fiction, short-short, short story, and novelette.

CRWR 621. Business Fundamentals for Genre Writers. (6 Credits)

Provides students a fundamental understanding of the business concerns for writers, including verbal/elevator pitching, query letters, proposal packets, contracts, dealing with editors and agents, and royalty statements. Students are required to complete a master proposal packet, which includes a query letter, synopsis, outline, and the thesis manuscript (if completed, partial if not).

CRWR 623. Independent and New Model Publishing I. (6 Credits)

Students review and learn how technological advances have and continue to change the publishing industry. Study the history of "self publishing" from vanity presses to highly successful champions of independent publishing. Familiarization with various e-reader platforms, distribution and aggregator platforms, and print-on-demand. Students study current methods and opportunities in independent publishing and marketing, including a review of copyright, fair use, and public domain materials. Each student will select a public domain title for reprint publication, verify its copyright status, acquire/scan the text, and proofread it for full production in the spring semester.

CRWR 624. Traditional Publishing II. (6 Credits)

Students develop hands-on skills with book production and design while preparing their anthology project for publication. Students learn copy-editing and proofing skills, which are applied to producing the anthology. Students also serve on a proofing team for a mid-sized independent publisher. Working with authors to complete page proofs, assemble the anthology, and prepare it for release in print and ebook formats. Students learn about pricing models for print and ebooks, and develop a marketing plan for the anthology, identify review outlets and submission processes, and study printing options.

CRWR 625. Independent and New Model Publishing II. (6 Credits)

Guides students through the process of designing, producing, publishing, and uploading a book in print and ebook formats. Students learn in-depth typography, book and cover design, as well as layout platforms for creating print and ebook titles. Research sources for artwork, select fonts, obtain images, and design the cover, lay out the printing masters and format ebook files for their public-domain title. Learn innovative book marketing and distribution methods, and write a marketing plan. Because the field changes so rapidly, students remain up-to-date through current, sometimes controversial, blogs and podcasts. At the end of the semester, students prepare their reprint book project for release during the summer intensive.

CRWR 630. First-Year Poetry Intensive. (2 Credits)

This course offers students an introduction to graduate-level study in the field of poetry. It reviews poetic terminology, common poetic forms, and basic poetic techniques. Students examine and discuss canonical and contemporary poetic models and write short, craft-based analytical essays about them. Students also draft, review, and revise original poetry in workshop format based on those models.

CRWR 634. Major Authors I. (6 Credits)

This course teaches students to engage in close readings of the work of major authors in order to gain a deep understanding of the authors' vision, thought, sensibility, voice, and craft. Close attention is paid to how major authors developed their craft and to how they were influenced by other writers as well as by the social, artistic, and literary movements of their times. Attention is also given to how the major authors influenced subsequent individual writers and literary movements.

CRWR 635. Poetry Workshop I. (6 Credits)

This studio-style course teaches students to develop their craft and creativity in the genre of poetry. Students submit original poems weekly, read selected works of contemporary and canonical poetry, and critique their own work and that of their classmates. Students practice revision and submit revised work in a final portfolio of at least 20 pages.

CRWR 640. Second-Year Poetry Intensive. (2 Credits)

This course prepares students for the MFA exams and the MFA thesis. Students submit their MFA exam reading lists, examine and discuss the work of several authors from the lists, and write short, craft-based analytical essays about them. Students are also required to write a prospectus for the MFA thesis and to present their prospectus to the other Poetry students.

CRWR 644. Major Authors II. (6 Credits)

This course teaches students to engage in close readings of the work of major authors in order to gain a deep understanding of the authors' vision, thought, sensibility, voice, and craft. Close attention is paid to how major authors developed their craft and to how they were influenced by other writers as well as by the social, artistic, and literary movements of their times. Attention is also given to how the major authors influenced subsequent individual writers and literary movements.

CRWR 645. Poetry Workshop II. (6 Credits)

This studio-style course teaches students to develop their craft and creativity in the genre of poetry. Students submit original poems weekly, read selected works of contemporary and canonical poetry, and critique their own work and that of their classmates. Students practice revision and submit revised work in a final portfolio of at least 20 pages.

CRWR 646. Narrative Poetry. (6 Credits)

Deep and broad reading, study, and imitation of the narrative genres and modes of poetry, from the ballad to the epic and novel in verse. Consideration of a wide range of epic and narrative strategies from across the full range of the world's great literary cultures, from ancient times to the present.

CRWR 647. Dramatic Poetry and Satiric Verse. (6 Credits)

A two stage study, first of dramatic poetry from ancient Greece through the Renaissance and up to modern writers such as T. S. Eliot and into the present, and second of all the major modes of comic verse, including the genres of satire (Menippean, Horatian, Juvenalian) along with technically-based comic techniques such as light verse, parody, doggerel, children's verse, and more.

CRWR 650. Third-Year Poetry Intensive. (2 Credits)

This course provides students with a final opportunity to demonstrate their mastery of the Poetry curriculum and their ability to produce publishable original poetry. Students are required to pass the MFA Exams, to perform a reading from their thesis, and to give a craft talk based on their thesis work.

CRWR 653. Poetry Book Reviewing/ Poetry, Literacy, Pedagogy. (6 Credits)

A two-stage study, focusing first on close analysis of the best reviews and criticism of the past and present, and practice in writing similar pieces, and then on theoretical approaches and a wide range of techniques and materials available to teachers of poetry.

CRWR 661. Film History and Analysis; the Visual Narrative. (2 Credits)

Focus on examination, analysis, and discussion of classic and contemporary films from a screenwriting, story, and character development perspective as well as analyses of theme and motif. Students engage in writing activities and exercises to develop a visual narrative style. All such writing goes towards creating material to fuel the mentoring process in upcoming semesters. The main theme here is: when possible show the story element; don't have a character say it. Finally the prevailing three- and four-act screenplay structures will be explored.

CRWR 662. Story, Conflict, Character, and Genre in Screenwriting. (2 Credits)

Focus on workshoping of short screenplays and projects along with exploration of story arc, elements of conflict, character development and arc, with an emphasis on film genre choices and styles. Includes proposals for upcoming mentoring semesters, feature-length screenplays, plus an opportunity to practice pitches.

CRWR 663. Screenwriting, Competition, Representation, the Option. (2 Credits)

Mock or actual 'pitch' sessions of the thesis screenplay. Screenwriting contests researched and entered. Writers Guild guidelines and application explored. Agents, options to produce, and independent film potential also explored.

CRWR 665. Screenwriting Genre. (6 Credits)

Focus on challenging students to write filmic stories in three distinct genre categories, forcing a growth and flexibility to create meaning across a spectrum of setting, time, and circumstance. Dialogue is permitted but is de-emphasized in favor of a more visual narrative.

CRWR 666. The Narrative in Picture Form. (6 Credits)**CRWR 668. Television Drama and Sit Comedy. (6 Credits)**

Focus on a thorough proposal for both the drama and sitcom is researched and written. The result will be a complete "pitch" portfolio including a "spec" episode teleplay completed for (both or either) a television drama (and/or) a situation comedy.

CRWR 671. Writing the First Feature-Length Screenplay. (6 Credits)

A thorough review of the existing works in the style and genre of the proposed piece, and a thorough treatment written. Students generate character biographies and a complete story outline. The production is 'pitched' to fellow students along with the mentor. A first draft written and critiqued.

CRWR 675. Writing the TV Pilot. (6 Credits)

Focus on choosing and writing an original TV pilot for either a one-hour drama series, or a half-hour sitcom. In addition to the pilot script, this course requires the students to pitch the idea, come up with marketing materials – i.e. treatment for the series, outline of the pilot, a series "bible," and loglines for at least 4-5 future episodes.

CRWR 676. The Character Voice-Over. (6 Credits)

The works of noir directors such as Billy Wilder and Martin Scorsese are researched and studied as well as Terrence Malick and others. Internal voice over, false voice over, and the pitfalls of poor voice over pursued in scriptwriting projects, with voice-over and character development emphasized. Prerequisite: Admission to the program.

CRWR 678. Adaptation. (6 Credits)

Focus on taking preexisting source material (books, newspaper articles, videogames, graphic novels etc.) and learn how to begin adapting such into a screenplay. Students examine various forms of adaptation, write a research paper, and write the first act of their own feature adaptation piece.

CRWR 680. Writing Place: New Forms and Techniques. (6 Credits)

Explores ways of writing about place with a focus on experimental form and technique in contemporary fiction, nonfiction, drama, and poetry. Students read significant work in all major genres, produce substantial creative work of their own, and engage in active workshoping of peers' writing.

CRWR 681. Nature Writing Intensive. (2 Credits)

This course surveys major works in nature writing and environmental literature and examines the history, culture, philosophies and policies shaping them, as well as their real-world impacts. Through intensive freewriting, creative storytelling, workshoping, editing and rewriting, students learn effective techniques in descriptive, narrative, analytical and persuasive writing. Strong emphasis is placed on establishing productive writing practices, engaging in publication and developing professional vision.

CRWR 682. The Poetics of Nature Writing. (2 Credits)

Where has nature writing been and where is it going? The course examines works which have changed public policy or opinion and encourages writers to enter that conversation by exploring place-based activities at the summer residency.

CRWR 683. Thesis Seminar in Nature Writing. (2 Credits)

Professor and advanced students work together on presentation of thesis, mentoring second-year students, and applying their thesis work to the contemporary conversation via publication, internships, volunteering and engagement with community.

CRWR 684. Teaching and Pedagogy. (6 Credits)

A guided discussion on pedagogy theory and practice with weekly questions on points of interest, suggested readings, and the opportunity for writing teachers and aspiring writing teachers to discuss challenges and insights about the practice of teaching.

CRWR 685. Craft of Creative Nonfiction. (6 Credits)

Intensive survey of the creative nonfiction genre. Focuses on the entire genre, examining the subgenres of memoir, social and political writing, writing about science, historical writing, etc., while placing emphasis on writing about the natural world. Students read, analyze and write works in each sub-genre.

CRWR 686. Genres of Nature Writing. (6 Credits)

Survey of contemporary writing in the genres of fiction, poetry, and nonfiction. Includes drafting and completing substantial work in each genre, as well as significant workshoping of peers' work.

CRWR 687. Writing about Nature and Science. (6 Credits)

Bridges the gap between the reading public and the scientific community. Provides students with examples of contemporary science writing and craft techniques used in science writing. Students read extensively and complete substantial work of their own, as well as engage in workshoping of their peers' work.

CRWR 688. Writing about Nature and Society. (6 Credits)

Surveys and connects creative work responding to the natural world with social phenomena, including politics, education, eco-philosophies and social movements. Students read, analyze, write and workshop peers' work.

CRWR 689. Special Topics in Nature Writing. (6 Credits)

Offers advanced study of special topics in nature writing as chosen by the professor. Examples of special topics include climate change, soil science, indigenous traditions, eco-feminism, etc.

CRWR 690. Screenwriting Master's Capstone I. (6 Credits)

Focus on a feature-length screenplay, intended for Hollywood or independent production, proposed including a thorough review of the existing works, treatment, character biographies, and generation of a complete story outline. A first draft of approximately 120 pages written and critiqued.

CRWR 691. Screenwriting Master's Capstone II. (6 Credits)

Focus on completion of the screenplay. Several drafts written and developed with the mentor. Following industry preferences, the screenplay should target approximately 100 pages.

CRWR 692. Independent Study. (1-6 Credits)

Focus on working with a faculty mentor to research, develop, and structure a student's particular areas of interest into a written work. May be repeated for up to 12 credits.

CRWR 694. Capstone. (1-3 Credits)

Culmination of the curriculum for all MFA concentrations. In consultation with a thesis adviser, students complete either a single, book-length work or a book-length collection of shorter works. The work (or works) must be of professional quality and suitable for both public reading and thesis binding. Must be taken three times for credit, in the Fall, Spring and Summer of the final year of coursework.

CRWR 695. Professional Development in Nature Writing. (6 Credits)

This course helps students develop as writing professionals. It teaches students how to prepare their creative manuscripts for publication, write a cover or query letter, generate a professional CV or resume, become involved with a professional publication, and teach. Students identify short- and long-term professional and creative goals and explore job opportunities.

CRWR 696. Introduction to Creative Nonfiction Elective. (3 Credits)

This course provides non-GPCW graduate students with an introduction to creative nonfiction as a compelling vehicle for writing about nature and the environment. Students examine major works of the genre and consider the history, culture, philosophies and policies shaping them, as well as their real-world impacts. Through intensive freewriting, creative storytelling, workshoping, editing and rewriting, students learn effective techniques in descriptive, narrative, analytical and persuasive writing. Strong emphasis is placed on developing a professional writing practice that supports scientific and other professional work.

CRWR 697. Special Topics. (1-6 Credits)

Focus on studies of a particular topic of interest to students in the MFA program to be announced each time the course is offered.

CRWR 698. Writing the Rockies. (2 Credits)

Provides students with a diverse, immersive conference experience including the opportunity to study with visiting professional poets, screenwriters, novelists, essayists, translators, educators, editors, and publishing professionals from around the country, as well as providing learning opportunities through readings, lectures, seminars, panels, and other literary performances. Requires significant written work and workshop participation beyond attendance at the conference, and introduces students to working in the GPCW online distance-learning platform through written assignments and peer commentary.

Ecology (BIOL)

BIOL 606. Ecological Research Methods. (3 Credits)

A field- and lab-based course that builds on the capacity for students to conceptualize and complete ecological research projects. Students identify ecological questions and develop research to address them. Scientific communication to varied stakeholders is emphasized throughout. Prerequisite: acceptance to the MS or MEM program.

BIOL 613. Advanced Ecological Analysis. (3 Credits)

Students gain knowledge and experience in advanced statistical analysis and simulation modeling using ecological data. Specific topics include linear and generalized linear models, mixed-effects models, general additive models, multivariate analysis, spatial analysis, and simulation models. Emphasis is placed on working with data, writing and commenting scripts, and use of a wide range of internet resources for the R language and environment. Prerequisites: admission to the MEM or MS programs.

BIOL 620. Ornithology. (4 Credits)

A graduate-level survey of bird evolution, ecology, and conservation. This course has a strong field component providing frequent opportunities to identify, observe, and conduct research on birds in their native environments. Prerequisite: acceptance to MS or MEM program.

BIOL 622. Mammalogy. (4 Credits)

An advanced overview of the current science of mammal taxonomy, evolution, ecology and conservation. Prerequisite: acceptance to MS or MEM program.

BIOL 627. Field Entomology. (4 Credits)

A detailed examination of the most diverse and abundant form of animal life on Earth through field and laboratory research. The course emphasizes field study, collection and preservation, identification, ecology, and natural history. Students develop familiarity with current scientific literature and complete a written research paper following peer-reviewed journal formatting. Prerequisite: acceptance to MS or MEM program.

BIOL 630. Wildlife Ecology and Management. (4 Credits)

Principles of ecology are applied to population and habitat management towards wildlife conservation. Tools used by wildlife biologists to restore endangered species, harvest sustainable populations, reduce overpopulated species, and to monitor and study populations are emphasized. Habitat management approaches are examined, along with human dimensions in wildlife conservation. Students will conduct field study to investigate populations and habitat issues, and develop best management practices for wildlife in the Gunnison Basin. Prerequisite: Admission to MS or MEM program. Co-requisite: BIOL 631.

BIOL 631. Wildlife Techniques Workshop. (1 Credit)

A one week intensive field course focuses on wildlife conservation issues and wildlife management techniques such as trapping and marking wildlife, radio telemetry, population monitoring, GPS and GIS, and wildlife conflict resolution. The course includes a trip outside the basin; a field trip course fee is required. This course meets the week prior to the start of the fall semester. Prerequisite: Admission to MS or MEM program, instructor permission. Co-requisite: BIOL 630.

BIOL 640. Conservation Biology. (3 Credits)

Conservation Biology is an applied science that addresses the reduction in biological diversity of the planet and suggests solutions to prevent further reduction. Conservation biology serves as an integrating link in biology drawing from scientific disciplines such as population genetics, ecology, evolutionary biology, botany, zoology, molecular biology, biochemistry and wildlife management. Prerequisite: acceptance to MS or MEM program.

BIOL 652. Botany. (4 Credits)

Using field and laboratory experiences this graduate level course explores the diversity within the plant kingdom using a comparative approach to examine evolutionary trends and relationships. Students are introduced to the structure and function of plants through an investigation of plant cells, tissues, organs, and basic physiological processes. Economic importance, human uses, and significance of plants to society are emphasized. Prerequisite: acceptance to MS or MEM program.

BIOL 653. Rocky Mountain Flora. (3 Credits)

A graduate level field and laboratory course focusing on identification of flowering plants common to the Western Slope of the Colorado Rocky Mountains. This course covers methods of plant collection and preservation, field identification, natural history, and ecology as well as local plants of particular human interest, including those that are medically important, edible, or which are poisonous. Prerequisite: acceptance to MS or MEM programs.

BIOL 662. Evolution. (3 Credits)

This graduate level course provides a comprehensive overview of evolutionary processes, mechanisms, and analytical techniques. Topics include population genetics, conservation genetics, phylogenetic analysis, adaptation, behavioral evolution, sexual selection, and speciation. Evolutionary perspectives in human health and medicine, conservation biology, agriculture, natural resource management, biotechnology, global change, and emerging diseases are considered. Prerequisite: acceptance to MEM or MS program.

BIOL 667. Fisheries Biology and Management. (3 Credits)

Graduate-level overview of the science underlying fisheries and their management. Topics include the morphology, evolution, ecology, behavior and conservation of fishes, including experimental design, data analysis, quantitative population modelling, and scientific communication of results focusing primarily on freshwater fisheries and common fishes of Colorado. Marine fisheries are covered briefly. Prerequisite: acceptance to MS or MEM program.

BIOL 676. AQUATIC ECOLOGY W/LAB. (3 Credits)

BIOL 681. Forest Ecology. (4 Credits)

Ecology of forest species, communities, landscapes, and ecosystems, with a focus on the southern Rocky Mountains. Topics include tree physiology, species interactions, fire and disturbance, succession, forest types, climate, forest management, and restoration. Labs and field trips provide hands-on experience and practical skills in tree identification, forest mensuration, vegetation sampling, statistics and GIS. Students gain broad familiarity with the scientific literature, develop and conduct a sophisticated independent research project, and communicate findings. Prerequisite: admission to MS or MEM program.

BIOL 690. Ecology MS Proposal Development. (3 Credits)

Students are required to develop a proposed research project in consultation with their academic advisor and present it in written and oral form to their thesis committee (composed of their advisor, another faculty member or PhD-level researcher, and an external project sponsor or reviewer). This course should be completed by the end of the spring semester of the first year to prepare students for summer research. Prerequisite: instructor permission.

BIOL 692. Independent Study. (1-6 Credits)

Independent research in ecology. Prerequisite: instructor permission.

BIOL 695. Ecology/ Conservation Thesis Research. (1-9 Credits)

Students conduct research adhering to their thesis proposal, complete a written thesis, and defend their thesis. Students must also explicitly connect the research project with relevant and real-world efforts to achieve the broader impacts of ecology and conservation science in society. This is a repeatable course. Prerequisite: BIOL 690.

BIOL 696. Fisheries/ Wildlife Thesis Research. (1-9 Credits)

Students conduct research adhering to their thesis proposal, complete a written thesis, and defend their thesis. Students must also explicitly connect the research project with relevant and real-world efforts to achieve the broader impacts of fisheries and wildlife science in society. This is a repeatable course. Prerequisite: BIOL 690.

BIOL 697. Special Topics in Ecology. (1-4 Credits)

Education (EDUC)

EDUC 600. Foundations of Literacy Development. (3 Credits)

Provide in-depth understanding of the reading acquisition process and current issues in reading research related to preliterate and emergent readers through observation and analysis of reading and written language development.

EDUC 601. Methods and Strategies of Effective Reading Instruction. (3 Credits)

Provide in-depth understanding and application of scientifically-based methods of teaching reading comprehension vocabulary, and fluency.

EDUC 602. Literacy Assessment Informed Instruction. (3 Credits)

Screen, diagnose, and monitor student progress in reading and writing to inform instruction and build home-school partnerships that promote reading and writing.

EDUC 603. Content Area Learning. (3 Credits)

Apply concepts, methods, and practices related to curriculum, assessment of learning, and teaching in content areas.

EDUC 604. Learning Environments. (3 Credits)

Recognize needs for a successful classroom environment and apply strategies to support learning.

EDUC 605. Curriculum Development and Assessment. (3 Credits)

Study and apply standards-based curriculum and assessment practices.

EDUC 606. Reading and Writing in the Content Area. (3 Credits)

Analyze, evaluate, and apply methods for developing effective reading and writing strategies that improve student academic achievement in the content area.

EDUC 607. Rethinking Learning through 21st Century. (3 Credits)

Investigate the research and theory of 21st Century Skills as they affect the education program. Develop effective teaching strategies through theory and simulation.

EDUC 608. Methods and Strategies of Effective Writing Instruction. (3 Credits)

Provide in-depth understanding and application of research based methods of teaching writing as they apply to cognitive processes and socio-cultural context for diverse students.

EDUC 609. Secondary Student Teaching. (3 Credits)

Work in a secondary school setting over the course of the year, in collaboration with mentor teachers. This course can be repeated twice for credit.

EDUC 610. K-12 Student Teaching. (3 Credits)

Work in a K-12 school setting over the course of the year, in collaboration with mentor teachers. This course can be repeated twice for credit.

EDUC 611. Strategies for Exceptionalities. (3 Credits)

Outlines lesson planning that accounts for accommodations, modifications, and adaptive technologies. Discusses the importance of self-advocacy in assisting students with individualized education plans. Addresses classroom management and organizational strategies needed for compliance with federal regulations.

EDUC 612. Assessment and Programming. (3 Credits)

Encapsulates the process of assessing the eligibility of a student for an individualized education plan (IEP) from referral to the creation of a plan. Details the various parts of the IEP that are federally mandated and the programs that students with specialized plan are eligible for under the Individuals with Disabilities Education Improvement Act.

EDUC 613. Methods and Strategies of Effective Mathematics Instruction. (3 Credits)

Examine and apply research-based teaching strategies that promote mathematics learning.

EDUC 614. Inclusivity with Collaboration. (3 Credits)

Provides an overview of the various collaborations required of teachers who work with students on individualized education plans. Students will consider insights and strategies for productive, respectful engagement with various stakeholders, including paraprofessionals, families, community members, healthcare workers, teacher/colleagues, administration and special service providers.

EDUC 615. Student Teaching Exceptionalities. (3 Credits)

Provides a link between the student's classroom experience which includes student's collaboration with mentor teachers, and clinical coach. Addresses lesson implementation, teacher evaluation, professional development, education ethics, and caseload management. Students develop and monitor progress on instructional goals with input from support team.

EDUC 616. Language Acquisition for Linguistically Diverse Students. (3 Credits)

Develop and apply understanding of language acquisition and awareness of the historical, legal, social and educational background surrounding linguistically diverse education.

EDUC 617. Cognitive Academic Language Proficiency in the Content Area. (3 Credits)

Differentiate social and cognitive academic language and use research to develop cognitive academic language for English Language Learners.

EDUC 618. Linguistically Diverse Student Teaching. (3 Credits)

Work in a K-12 school setting with linguistically diverse students over the course of the year, in collaboration with mentor teachers. This course can be repeated twice for credit.

EDUC 619. Elementary Student Teaching. (3 Credits)

Work in an elementary school setting over the course of the year, in collaboration with mentor teachers. This course can be repeated twice for credit.

EDUC 621. Creating Effective Online Learning Environments. (3 Credits)

An inquiry into how K-12 educators can best develop relevant and engaging blended and online instructional contexts to meet the needs of all K-12 learners. Focus is on exploration of tools, resources and emerging technologies to determine how to build and manage learning environments which maximize student achievement.

EDUC 622. Using Data to Plan for Online & Blended Learning and Targeted Interventions. (3 Credits)

A study of best practices in creating, implementing, and using assessments in the online environment. Focus is on analyzing real-time data and findings from assessments to make instructional decisions and to plan targeted interventions to ensure student success. Prerequisite: EDUC 621.

EDUC 623. Designing and Delivering Effective Online & Blended Instruction. (3 Credits)

Online and blended field-based experience in design, delivery, and evaluation of standards-based instruction in an appropriate K-12 setting. A collaborative approach will be fostered among students, teachers, and school-level administrators to support existing or emerging online or blended instructional needs. Prerequisite: EDUC 622.

EDUC 624. Managing to Differentiate. (3 Credits)

This course provides a study of cognitive development as it impacts different learners' ability to access academic content. Participants will build a foundation of understanding from which they will develop skills, strategies and resources that they can then apply in their teaching to address the complex challenges of meeting the diverse learning needs of all students.

EDUC 625. Relevant Data Analysis to Inform Instruction. (3 Credits)

Identify and utilize all levels of data to inform instructional decisions. Daily measures of student performance are analyzed along with summative assessments to develop relevant plans for instruction that may include interventions and differentiation. Explore resources to assist in tracking of student progress and develop evidence of effectiveness relative to Teacher Quality Standards.

EDUC 626. Defining and Defending Evidence of Professional Mastery. (3 Credits)

Using the educator effectiveness growth goals developed in EDUC 625, students will design strategies and plans to ensure the mastery of each goal. One action plan to address a problem of practice will be fully developed and implemented. Approaches to examine and reflect on data gathered during the implementation process will be developed. Finally, an ongoing, living web-based document will be created. This document will serve as a means to demonstrate learner mastery of effectiveness in teaching. Prerequisite: EDUC 625.

EDUC 627. Innovations in Student Centered Teaching and Learning. (3 Credits)

Introduces the learner to student-centered teaching and learning and how technology can influence this approach.

EDUC 628. Pedagogies for English Learners. (3 Credits)

This course provides an overview of theoretical principles, instructional strategies, and assessment strategies for working with students who are English learners and come from culturally diverse backgrounds. The content and standards covered in this course are required of teachers who work with students served in EL programs. Students will learn to work respectfully and productively with English learners, their families, community members, teachers/colleagues, administrators and special service providers. Prerequisite: Admission to M.A. in Education Program.

EDUC 629. Inclusion and English Learners. (3 Credits)

This course provides an overview of the theory and research on second-language learning and research-based strategies for working with culturally and linguistically diverse learners in general education settings for K-12 teachers. The content and standards covered in this course are essential for teachers who work with culturally and linguistically diverse students. Considerable attention is paid to how to work respectfully and productively with English learners, their families, community members, teachers/colleagues, administrators and special service providers.

EDUC 630. Inclusivity in the Content Areas. (3 Credits)

Provides learners the opportunity to understand the importance of diversity in academic content areas. Addresses how curriculum is developed through understanding of state academic standards, cross curriculum teaching methods, ways of providing curriculum that is culturally responsive, and differentiating for the varied backgrounds of the classroom.

EDUC 631. Inclusive Methods and Strategies for Literacy. (3 Credits)

Provides in-depth understanding of the reading acquisition process and current issues in reading research related to preliterate and emergent readers through observation and analysis of reading and written language development. Students will increase understanding and application of scientifically-based methods of teaching reading comprehension, vocabulary and fluency. Prerequisite: Admission to M.A. degree in Education Program.

EDUC 632. Overview of Special Services. (3 Credits)

Students consider the historical perspectives on the Individuals with Disabilities Education Act (IDEA) and related legislation. Emphasis placed on the importance of current trends and research in the various special services in public education. Also covers various exceptionalities and associated needs, along with current understanding of basic human growth and development.

EDUC 633. Differential Literacy Assessment. (3 Credits)

Addresses ways of screening, diagnosing, and monitoring student progress in reading and writing to inform instruction and build home-school partnerships. Students consider ways of promoting literacy through utilizing collaboration skills, creating and implementing instructional plans and monitoring student progress.

EDUC 670. Introduction to School Leadership. (4 Credits)

Provide an overview of educational leadership principles, including theories of leadership, foundational concepts of leading a school, qualities of effective leaders, and the process of building a positive, collaborative school culture.

EDUC 672. Personnel Selection and Development. (3 Credits)

Understand and evaluate the process of working with school-related personnel, including recruiting and hiring practices, developing meaningful induction and mentoring programs, managing teacher and staff evaluations, and providing needs-based professional development for all staff.

EDUC 673. School Safety and Management. (3 Credits)

Identify and explore the components of school plant and safety management, including school-wide student discipline policies and practices, crisis and emergency planning and responses, and managing various funding sources associated with operating a school.

EDUC 674. Family and Community Involvement. (3 Credits)

Investigate various strategies for building relationships with all members of the school community, including identifying and understanding diversity in the surrounding community, establishing partnerships with area businesses and organizations, and working effectively with local media outlets.

EDUC 675. Student Learning and Accountability. (3 Credits)

Examine the responsibilities of managing curriculum, instruction, and assessment in schools, including evaluation of curriculum and instruction practices to maximize learning for all students, analysis of data from local and statewide assessments to drive instructional decisions for school improvement, and development of strategies to support a range of diverse student learning needs.

EDUC 678. Principal Internship I. (3 Credits)

Complete a supervised internship or work full/part time as a school-based administrator. Demonstrate competency on Colorado principal licensure standards through structured, reflective tasks and leadership-based internship experiences.

EDUC 679. Principal Internship II. (3 Credits)

Complete a supervised internship or work full/part time as a school-based administrator. Demonstrate competency on Colorado principal licensure standards through structured, reflective tasks and leadership-based internship experiences. Prerequisite: Successful completion of EDUC 678 Administrator Internship I.

EDUC 680. Research and Critical Inquiry for Leaders. (4 Credits)

Examine, analyze, and synthesize research literature in relation to emerging trends in education. Explore concepts pertaining to quantitative and qualitative research methods and the synergistic relationship between research, theory, and practice. Develop problem posing/solving, information literacy, and critical thinking. Must be taken in the final year of the program.

EDUC 681. Instructional Program Development and Evaluation. (3 Credits)

Investigate theories and trends in curriculum and instruction while understanding their relationship to student data and performance at the school and district levels. Evaluate teaching and assessment as they affect student growth. Assess best practices for developing teachers and schools to increase student learning outcomes.

EDUC 682. Shaping School Systems. (3 Credits)

Understand the characteristics of effective organizational culture from various perspectives. Explore systemic structures and issues within a school and district. Examine and apply critical analysis and creativity related to educational group dynamics that advocate for all students, staff, and stakeholders within an educational community.

EDUC 683. Legal and Ethical Issues in Education. (3 Credits)

Explore legal and ethical issues related to equity, diversity, and accessibility in schools, including examining cases and case law affecting school-based practices, identifying the legal and ethical responsibilities of school employees, and understanding the rights and responsibilities of the members in the school community.

EDUC 684. Materials and Motivation for Reading. (2 Credits)

Select and evaluate materials, develop independent readers, involve the community, and establish and manage the literacy environment.

EDUC 685. Assessing, Evaluating, and Instructing At-risk and Struggling Readers. (3 Credits)

Develop in-depth understanding of scientifically based reading research and instruction for at risk and struggling readers. Provide the tools necessary to diagnose, evaluate and teach struggling readers. Assignments will include the development of intervention programs and the implementation of progress-monitoring reading assessments.

EDUC 686. Literacy Coaching and Mentoring. (2 Credits)

Examine roles and functions of literacy coaching and mentoring to provide professional development for literacy in the school setting.

EDUC 687. School-Wide Comprehensive Literacy Program Development. (2 Credits)

Prepare educators for school-wide comprehensive literacy program development and delivery.

EDUC 688. Reading Teacher Internship. (3 Credits)

Complete supervised practicum(s) or internship(s) as a reading teacher at the appropriate grade level(s) for Colorado Department of Education Reading Teacher graduate endorsement. This course can be repeated twice for credit.

EDUC 689. Reading Specialist Internship. (3 Credits)

Complete supervised practicum(s) or internship(s) as a reading specialist at the appropriate grade level(s) for Colorado Department of Education Reading Specialist graduate endorsement. This course can be repeated twice for credit.

EDUC 692. Issues and Trends in Leadership Seminar. (1 Credit)

The role of professional literature and experience in the development of leadership capacity that advocates for improvements of education.

EDUC 693. Capstone. (3 Credits)

Interpreting, planning, conducting, and reporting research results in the field of education. Students must be enrolled in EDUC 693 when utilizing Western Colorado University Graduate Faculty support in conducting research. This course can be repeated for credit and is required the final semester of the M.A. degree in Education Program. Prerequisite: EDUC 680 Research and Critical Inquiry for leaders.

EDUC 694. School Law for Teachers. (3 Credits)

Examine laws and state/national policies affecting schools. Demonstrate an understanding of the rights and responsibilities of teachers and students. Explore the differences between legal and ethical issues in education.

EDUC 695. Resource Management in Education. (3 Credits)

Explore and apply the characteristics of effective school and district leadership and resource management for education-specific programs and initiatives. Identify potential funding agencies and local/state/national partnerships that could help to build resources based to meet school and district needs. Utilize the characteristics of effective grant writing for education-specific programs and initiatives.

EDUC 696. Engaging External Stakeholders. (3 Credits)

Identify stakeholders that support the education system and develop processes for meaningful involvement in activities and decision making. Explore and apply methods for communicating to a variety of audiences. Understand the political and financial nature of community partnerships with schools and districts.

EDUC 697. Special Topics. (1-6 Credits)

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EDUC 698. Independent Study. (1-6 Credits)

Work individually with a professor to design and complete a self-paced course of study.

EDUC 699. Research Problems. (1-6 Credits)

Environment and Sustainability (ENVS)

ENVS 601. Introduction to Environmental Management. (5 Credits)

An introduction to the MEM program, to bioregional and resilient approaches to environmental management, and to the environmental stakeholders, problems, solutions, and learning laboratories of the Gunnison Valley. Requires two-week residency in Gunnison during culmination of course.

ENVS 605. Science of Environmental Management. (3 Credits)

Provides a rigorous and hands-on overview of the principles and methods of environmental science. Students gain practical experience with a range of laboratory, field, and analytical approaches, with a focus on current environmental research in the Gunnison Basin. Topics include water quality, riparian condition, rangeland monitoring, forest health, threatened and endangered species, air quality, conservation, and ecological restoration. Students develop skills in scientific literature searches, writing monitoring protocols, ensuring quality data collection, databasing, statistical analysis, interpretation of results, written and oral communication, and peer review. Prerequisites: ENVS 601.

ENVS 608. Environmental Politics and Policy. (3 Credits)

Analysis of the key interactions between environmental policy and management, focusing on environmental decision-making within an array of policy contexts. Emphasis is on important federal policies such as the Clean Water Act and NEPA, with additional attention to relevant state and local policies. Prerequisites: ENVS 601

ENVS 611. Integrative Skill in Environmental Management. (3 Credits)

Course focuses on developing and managing environmental projects and organizations. Students develop a thorough understanding of integrative assessment, adaptive management, and triple bottom line strategies. Students apply these approaches to the development of professional skills such as organizational development, conflict management, and environmental communication. Prerequisites: ENVS 601

ENVS 612. Quantitative in Environmental Management. (3 Credits)

An overview of a range of quantitative analytical methods and statistical approaches essential to environmental management careers in both Integrative Land Management and Sustainable and Resilient Communities. Topics covered include descriptive and inferential statistics, databasing, geographic information systems, and graphic presentation of results. Course empowers students to organize, analyze, and graphically present environmental data. Prerequisite: ENVS 601.

ENVS 615. Science of Climate Mitigation and Adaptation. (3 Credits)

An investigation of the science of climate change, with an emphasis on mitigation and adaptation strategies for careers in environmental management. Students will develop an understanding of the principles of atmospheric and earth sciences that form the scientific basis of climate change and survey the large body of evidence of anthropogenic warming. Topics include greenhouse gas emissions, climate forcings and feedbacks, observed and projected climate changes, effects on ecological and human systems, and the opportunities and challenges of a diverse suite of strategies for climate change mitigation and adaptation at the local, regional, and planetary scale. Prerequisite: ENVS 605.

ENVS 616. Environmental Organization Development and Management. (3 Credits)

An introduction to developing organizations at the nexus of economic, social, and natural systems, and to the key skills necessary to succeed in this complex and highly competitive environment. Course discusses competitively advantageous strategies and practices organizations adopt to grow revenues, cut costs, improve market share, enhance brands, and redesign products and processes toward positive environmental and social impacts. Course examples will include sustainable innovation, creativity, and entrepreneurship from around the world. Students learn to identify the best opportunities, generate innovative non-profit and for-profit business models, frame and reframe problems, produce creative solutions, and generate a culture of innovation, creativity, and entrepreneurship within an organization utilizing principles from a variety of thinking methods including systems, design, and group thinking.

Prerequisites: ENVS 605; ENVS 608; ENVS 611

ENVS 617. Global Sustainability. (3 Credits)

An exploration of how international governments, NGOs, and other entities join to move the world toward a more sustainable future. Addresses contemporary topics such as industrial ecology, international natural resource management, sustainable development, and other relevant areas of study. Students develop skills in accessing, assessing, and applying social, economic and environmental data and practices to global issues. Prerequisites: ENVS 605; ENVS 608; and ENVS 611.

ENVS 618. Public Lands Management. (3 Credits)

An exploration of the current and traditional approaches to public land and resource management. A regional focus on the Western U.S. is integrated with comparative examples from other regions and countries to enhance and broaden student perspectives. Course examines the history and future management implications of public lands agencies and policies, such as the National Parks, National Forests, Bureau of Land Management, NEPA and multi-use mandates. Special focus will be given to the management skills necessary in leading public lands agencies on the regional level. Prerequisites: ENVS 605; ENVS 608; ENVS 611.

ENVS 620. Studies in Sustainable and Resilient Communities. (3 Credits)

An examination of selected topics covering the content understanding, analytical skills, and management approaches vital to cultivating sustainable and resilient communities. Topics include subjects such as Climate Change Mitigation and Adaptation, Sustainable Food Systems, Sustainable Energy Futures, Sustainable Economic Development, Movements in Community Resilience, and Frameworks in Sustainability. This course is repeatable, since students are required to take this course three times, as long as the topic changes. Prerequisites: ENVS 616 or ENVS 617.

ENVS 623. Studies in Environmental Management. (1-6 Credits)

An examination of selected topics covering the content understanding, analytical skills, and management approaches vital to environmental management. Topics will vary from semester to semester based on faculty interest and student need. This course is repeatable, as long as the topic changes. Prerequisites: ENVS 616 or ENVS 617 or ENVS 618.

ENVS 625. Studies in Integrative and Public Land Management. (3 Credits)

An examination of selected topics covering the content understanding, analytical skills, and management approaches vital to cultivating sustainable and resilient communities. Topics include subjects such as Climate Change Mitigation and Adaptation, Sustainable Food Systems, Sustainable Energy Futures, Sustainable Economic Development, Movements in Community Resilience, and Frameworks in Sustainability. This course is repeatable, since students are required to take this course three times, as long as the topic changes. Prerequisites: ENVS 617 or ENVS 618.

ENVS 690. MEM Project Development. (5 Credits)

An introduction to the Master's Project. Course examines environmental project design strategies, successful environmental solutions, and organizations/community stakeholder groups seeking environmental management assistance from MEM students in the Master's Project. Students design, plan, and coordinate second year Master's Project with faculty mentors and community stakeholders. Requires two-weeks residency in Gunnison during culmination of course. Prerequisites: MEM Core

ENVS 692. Independent Study in Environment Management. (1-6 Credits)**ENVS 694. Master's Project and Portfolio. (3-6 Credits)**

Students design and apply a specific research and environmental management project to an active environmental organization, green business, land agency, or community stakeholder group. Requires students to develop a lens and goal for environmental management; identify a project that enables the student to manifest his/her environmental management goal; research global best practices for similar projects; complete the project over 10 months; write up, present, and defend the results for the faculty mentor and MEM community; and complete an environmental career portfolio. Course spans Fall (3 credits) and Spring (6 credits) of the second year, and requires 9 total hours. This is a repeatable course for variable credit. Prerequisites: ENVS 690.

Exercise and Sport Science (ESS)

ESS 600. Advanced Statistics. (3 Credits)

Statistical tools for scientific research, including parametric and non-parametric methods for ANOVA and group comparisons, simple linear and multiple linear regression. Emphasis placed on the use of dedicated statistical software.

ESS 601. Quantitative Research Methods. (3 Credits)

Research design and methodology in environmental exercise physiology.

ESS 605. Exercise and Sport Science Testing and Instrumentation-Lab. (3 Credits)

Techniques of in-lab exercise testing and result interpretation in healthy and/or diseased populations.

ESS 606. Exercise and Sport Science Testing and Instrumentation-Field. (3 Credits)

Techniques of field-based exercise testing and result interpretation in healthy and/or diseased populations.

ESS 612. Exercise Biochemistry. (3 Credits)

Provides advanced content on research-based findings of how exercise alters biochemical function in skeletal muscle, the liver and adipose tissue. Prerequisite: HAEP graduate standing.

ESS 630. Clinical Exercise Physiology. (3 Credits)

Physiological study of acute and chronic responses to exercise in diseased populations.

ESS 640. Environmental Exercise Physiology I. (3 Credits)

Principles of exercise physiology in extreme environmental conditions including extreme temperatures, hyper- and hypobarometric pressure, air pollution, sleep deprivation, and zero gravity. Healthy and diseased populations are studied.

ESS 641. Environmental Physiology II. (3 Credits)

Advanced research and principles of exercise physiology in extreme environmental conditions including extreme temperatures, hyper- and hypobarometric pressure, air pollution, sleep deprivation, and zero gravity. Healthy and diseased populations are studied. Prerequisite: ESS 640.

ESS 650. Thesis Proposal Development. (3 Credits)

Current topics and issues in exercise and sport science and environmental exercise physiology. Seminar topics change each semester. Emphasis may be placed on thesis proposal development and submission of the proposal to Western's Human Research Committee.

ESS 660. Health Promotion. (3 Credits)

Development of skills in health promotion program design, implementation and evaluation. Specific emphasis may be placed on healthy and diseased populations in extreme environments.

ESS 675. Clinical Exercise Programming-Lab. (3 Credits)

Role of exercise/physical activity in the prevention, pathophysiology and treatment of chronic diseases. Hands on clinical exercising programming experiences.

ESS 685. Cardiopulmonary Physiology. (3 Credits)

A foundation course that covers 1) the structure and function of the cardiopulmonary systems; 2) exercise-related physiological changes of the cardiopulmonary system and their applications to exercise training; and 3) pathophysiological changes secondary to cardiopulmonary dysfunction and their effects on function.

ESS 692. Independent Study. (1-3 Credits)

Advanced study for students with specialized interest in a particular area of environmental exercise physiology. Prerequisite: advisor permission.

ESS 695. Thesis. (6 Credits)

Independent research project, supervised by academic advisor. Prerequisites: second year graduate standing, ESS 650.

ESS 698. Practicum/ Internship. (1-6 Credits)

An opportunity for in-depth work at a site in the area of academic concentration. The experiences must meet standards of the department and the University. Prerequisite: advisor permission.

Masters Business Administration (MBA)

MBA 600. Sustainability Accounting. (3 Credits)

An integration of the principles of financial and managerial accounting to prepare the manager to use accounting to assess and manage the health of the organization. Students also explore environmental, social and ethical accounting issues, which challenge students to apply existing accounting systems to new settings and critically analyze existing and proposed accounting systems.

MBA 601. Managerial Economics. (3 Credits)

An introduction to the fundamentals of managerial economics, focusing on microeconomics, macroeconomics, with a backdrop of ecological economics. Provides an understanding of the standard or neoclassical microeconomic model and how this model is useful for business decision-making and provides a critique of this model and present a more heterodox view of economics.

MBA 602. Managerial Finance. (3 Credits)

An introduction to financial decision-making theory and practice, which deals with major issues in managing the inflows and outflows from the Chief Financial Officer's (CFO) perspective. This course includes financial analysis, forecasting financial needs, sources and use of funds, efficient allocation of funds within the firm, risk/return decisions, capital budgeting, and the firm's relationships with investors, financial markets and financial institutions.

MBA 603. Leadership, Ethics, and Organizational Behavior. (3 Credits)

An investigation of how and why complexities increase as individuals form groups or teams, and as various groups form organizational systems. Students learn how to bridge leadership-management roles, how to distinguish between required systems and emergent systems, and how to assess ego-motivation, eco-motivation, and employee ownership in designing effective teams and workplaces.

MBA 604. Business Law for the Outdoor Industry. (3 Credits)

Legal matters encountered in the outdoor industry. Included is an introduction to real property, environmental regulation, water law and contracting. Agreements involving customers, vendors, insurance, procurement, risk management and liability are also addressed.

MBA 605. Competitive Dynamics in the Athletic and Outdoor Industry. (3 Credits)

An examination of the distinctive challenges and insights of the athletic and outdoor industry. Students examine the unique business practices of both manufacturers and retailers in this industry. Students look at issues such as brand management, customer service, innovation and sustainability in the athletic and outdoor industry.

MBA 606. Marketing and Brand Strategy in the Outdoor Industry. (3 Credits)

An introduction to the framework for marketing management. A survey of trends and an overview of concepts and techniques as they relate to the customer experience, marketing opportunities, marketing strategies and communicating effective marketing programs within the context of sustainable management. Effective sales and go-to-market strategies for athletic and outdoor companies of all sizes.

MBA 607. Strategic MGT Business Models for the Outdoor Industry. (3 Credits)

Students develop their ability to analyze the organizational and external factors essential for creating and executing a firm's strategy for sustained success. The course draws heavily from the key concepts, frameworks and tools of strategic management. Other topics include competitive advantage through commitment, competitor analysis, organizational responses to environmental changes, modularity and increasing returns.

MBA 608. Resort and Hospitality Management. (3 Credits)

Examination the operations and management of resorts, including hotel operations. Guest relations, amenities and facilities design and management, event management, customer service, leadership, communications and problem solving are also covered. Students are also exposed to techniques used for data analysis and service measurement, to assess operational performance and efficiencies and staff turnover.

MBA 609. Sustainable Outdoor Product Development and Material Sourcing. (3 Credits)

Students work through the product planning process, all the way from concept to consumer. This is not a focus on the design component, but provides students with a comprehensive picture of the importance and value of all the steps from creating to launching a product.

MBA 610. Supply Chain and Logistics in the Outdoor Industry. (3 Credits)

Strategic and tactical issues pertaining to the distribution and delivery of products and services are examined. Also covered are global sourcing strategies and the global supply chain used by the sports product companies including the history of sourcing in Asia and the importance of managing sustainability in this process. Prerequisite: MBA 606.

MBA 611. TOPICS IN OUTDOOR INDUSTRY. (0 Credits)

An examination of current topics in the outdoor industry. Graded S/U.

MBA 613. Natural Resource Regulation and Economics. (3 Credits)

Students examine topics in the environmental regulatory scheme, knowledge of which is imperative to operating a sustainable business, including many federal acts and policies. Presentation of the analytical tools and approaches used by economists to examine and assess environmental issues, conflicts and policies. Students use various techniques to investigate a variety of resource-based issues. Prerequisite: MBA 601.

MBA 614. Sales and Customer Experience. (3 Credits)

Focuses on helping students take advantage of the unique opportunities that outdoor industry businesses have to craft stories that leverage the emotional connection customers have to their personal outdoor experience. Students learn to become qualified, well-trained professional sellers which helps to maximize the potential of the product and the company.

MBA 615. Sustainable Finance. (3 Credits)**MBA 691. Capstone Project. (3 Credits)**

Students develop a project designed to increase the profitability and functionality of their current organization (or another relevant organization if they are not employed in the outdoor industry). By creatively responding to real-world business issues, students deepen the analytical, technical and leadership skills they need to succeed. Projects relate to topics such as the development of a marketing plan, a modified financial tactic, or the development of a legally viable sustainability initiative. Prerequisite: Completion of all other MBA requirements.

Professional Development for Educators & Principals

EDUC 535. Engaging the K-12 Online Learner. (3 Credits)

A study of methods and strategies to engage the online K-12 learner. Educators study how to transition from traditional face-to-face classrooms to online settings. Focus is primarily on the key principles of effective online instruction and the power of the learner-centered approach to ensure success for the online teacher and learner. Prerequisite: Teaching license.

EDUC 536. Assessing the K-12 Online Learner. (3 Credits)

A study of methods and strategies to engage the online K-12 learner. Educators study the principles of effective online assessment and specific online tools and strategies. Focus is on using assessment results to differentiate instruction and support the K-12 online learner. Prerequisite: Teaching license and EDUC 535.

EDUC 537. Field-Based Application of Online Instruction. (3 Credits)
Application of effective online teaching to an appropriate K-12 student population. Prerequisite: Teaching license and EDUC 535 and EDUC 536.

EDUC 597. Special Topics in Education. (1-6 Credits)

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