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# GRADUATE CATALOG

This publication has been authorized by the Board of Trustees. The provisions of this publication are not to be regarded as an irrevocable contract between the student and Western Colorado University. The information presented is based on commonly accepted practices at Western Colorado University, but the University reserves the right to change any provision or requirement at any time within the student's term of attendance.

For further information, phone or write:

Office of Admissions  
Western Colorado University  
Gunnison, CO 81231  
(970) 943-2119

Main Switchboard (970) 943-0120  
[www.western.edu](http://www.western.edu) (<http://www.western.edu>) • [admissions@western.edu](mailto:admissions@western.edu)

May 2022

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Gunnison, Colorado 81231

Western Colorado University is an affirmative action, equal opportunity institution and employer. We encourage applications for admission or employment and participation in other University programs and activities by all individuals.

The University does not discriminate on the basis of race, sex, creed, color, age, religion, national origin, marital status, sexual orientation, or disability in admission or access to, or treatment or employment in, its educational programs or activities. Inquiries concerning Title VI, Title IX, ADA, and Section 504 may be referred to the Affirmative Action Officer (970 943-3140) or to the

Office for Civil Rights  
U.S. Department of Education  
1244 Speer Boulevard, Suite 300  
Denver, Colorado 80204.

No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, or be denied the benefits of, or otherwise be subjected to discrimination, under any academic research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular or other post-secondary education program or activity to which this sub part applies (Section 504, Rehabilitation Act of 1973, 29 USC 706, Title 45, Section # [84.3.1]).

## Accessibility for Individuals with Disabilities

Western's policies insuring equal access to its facilities and services can be reviewed in the Disability Services office. For further information, phone or write:

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

## President's Message

*To our students:*

Welcome to Western! We are honored to have you join our family.

At Western we provide individualized educational opportunities that will prepare you for a life of fulfillment centered on the values you will develop and refine over the next several years. Our faculty and staff are committed to providing you the resources and support to be successful. To get the most out of your experience at Western, we ask that you fully engage in your learning and living communities.

This academic catalog will be your steady guide as you explore your academic passions and pursue your educational path. It spells out requirements you must complete to earn your degree. Please be sure to consult regularly with your academic advisor so that you remain on track to graduate. May you be challenged, yet fulfilled by these offerings as you seize every opportunity to expand your knowledge and experience in whatever field of study captures your attention.

Thank you for choosing Western. We are here in service to you—to help you achieve your goals and cultivate a passion for life-long learning.

All my best to you for a successful academic career and a rewarding journey of personal growth.

Brad Baca

President, Western Colorado University

## General Information

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- Institutional Accreditation (<https://catalog.western.edu/graduate/information/accreditation/>)
- Leslie J. Savage Library (p. 4)
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- The Western Colorado University Foundation (p. 4)

## Academic Calendar for 2022-2023

Term	Event	Date
Summer	Classes begin 1st 3 weeks (Mayterm) and full term	May 9, 2022
	Memorial Day --no classes	May 30, 2022
	Classes begin 1st 5 weeks	May 31, 2022
Fall	Independence Day --no classes	July 4, 2022
	Classes begin 2nd 5 weeks	July 5, 2022
	End of Summer Semester	August 5, 2022
Fall	New Faculty Report	August 15, 2022
	Classes begin	August 22, 2022

	Labor Day --no classes	September 5, 2022
	Thanksgiving Break --no classes	November 21-25, 2022
	Final Exams	December 12-15, 2022
Spring	Classes begin	January 9, 2023
	Martin Luther King Day --no classes	January 16, 2023
	Presidents Day --no classes	February 20, 2023
	Spring Break --no classes	March 13-17, 2023
	Final Exams	May 2-5, 2023
	Spring Commencement	May 6, 2023

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.

## 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 \$4 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.

## 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.

## 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 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.

## Contact Hour Guide

To establish a statewide approach for reporting FTE student enrollment, CCHE and IHEs have established criteria for assigning credit hour values to courses since 1985. This guide identifies the typical relationship between base contact hours, credit hours and types of faculty involvement.

**Base Contact Hour:** The Base Contact Hour represents a standard measurement of student academic engagement in a course. Per the US Department of Education, "a student is expected to be academically engaged through, for example, classroom attendance, examinations, practica, laboratory work, internships, and supervised studio work. In the case of distance education and correspondence education, academic engagement would include, but not be limited to, submitting an academic assignment; taking an exam, an interactive tutorial, or computer-assisted instruction; attending a study group that was assigned by the institution; contributing to an academic online discussion; and initiating contact with a faculty member to ask a question about the academic subject studied in the course. Merely logging into the electronic classroom does not constitute academic engagement."

**Semester System Term:** One contact hour (chrs) = 50 minutes. A base contact hour is 750 minutes. This translates to a minimum of fifteen 50-minute hours per semester.

**Contact/Credit Hour Conversion Table I**

Instructional Activity	Definitions	Minimum Base Contact HRs For One Credit Hour
Lecture	Formal presentation/ communication by faculty.	1.0 (15 chrs)
Recitation: Discussion/ Seminar	Two-way (student and faculty) communication of course materials.	1.0 (15 chrs)
Laboratory: Academic/ Clinical	Instructional activities conducted by faculty requiring student participation, experimentation, observation or practice.	2.0 (30 chrs)
Laboratory: Vocational/ Technical	Instructional activities involving training for employment in a work-like environment with active faculty teaching role.	1.5 (22.5 chrs)
Art Studio	Painting, sculpture and other lab-type activities conducted by faculty.	2.0 (30 chrs)
Field Instruction	Instructional activities conducted by faculty and designed to supplement individual course work.	2.5 (37.5 chrs)

Music: Private Instruction	Formal presentation in a one-to-one relationship between student and instructor.	0.5 (7.5 chrs)
Music: Studio	Band, ensembles, music labs and the like conducted by faculty.	2.5 (37.5 chrs)
Physical Education/ Recreation Courses	Physical education and Recreation activities conducted by faculty designed for the development of skill proficiencies.	2.0 (20 chrs)

Independent Study Research	Student projects or other required activities with minimal faculty associated direction where a student is formally enrolled during a period of research or independent study instruction in pursuit of a CCHE- approved degree program.	1.67 ( 25 chrs)
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Practicum; Clinical Practicum	Practical student work under the supervision of a faculty member or under supervision of a professional in the student's field and regular consultation with faculty member.	1.67 (25 chrs)
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**contact/credit hour conversion table ii**

Instructional Activity	Definitions	Minimum Base Contact HRs For One Credit Hour
Thesis/Dissertation	A thesis, which may be research or expository, critical or creative work, required for graduation with a master's degree. A dissertation is an original investigation showing mature scholarship and critical judgment, demonstrating knowledge of research tools and methods, required for graduation at the doctoral level. Thesis and dissertation credits should correlate with the scope and level of research work	1.67 (25 chrs)
Internships	Credit hours for placement in business and industry environments that offer degree-seeking students professional-level experience and responsibility. To qualify for state support, the internship should be well supervised and carefully structured (i.e., based on learning objectives that are related to the student's academic discipline and established in cooperation with the student, employer, and faculty advisor).	2.5 (37.5 chrs)

Student Teaching	Student teaching and practicums in which university faculty are actively involved and present in the field.	The State of Colorado requires students participating in an accredited teacher licensure program to complete a minimum of 800 hours of student teaching over the course of one academic year. Western students complete 848 hours per year because of the length of our semesters. 848 hours per year equates to 24 hours per week, plus 5 full weeks of full-time lead teaching in their final semester. Semester I: 384 hours. Semester II: 464 hours.
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Master's Capstone	Non-standard graduate course offerings, such as Capstones that do not match the description of any other instructional activity type. The graduate faculty advisor is required to keep records.	1.67 (25 chrs)
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## 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.

## Certificates

A Graduate Certificate program is different from master’s degree programs, and are typically meant to provide a narrowly focused curriculum in a topical area. A Graduate Certificate program is a formal collection of courses that together form a coherent program of study offered by an, or multiple, academic units. A Graduate Certificate is also recognition of the acquisition of knowledge and skills. A Graduate Certificate is an academic credential granted by the School of Graduate Studies (SGS) at Western Colorado University. As such, all Graduate Certificates must follow the requirements of admission, successful completion of approved graduate level coursework, application to receive the credential, and enrollment during the term in which the certificate is awarded and posted to the transcript.

1. Degree-seeking graduate students may add a certificate before completing degree requirements by meeting admission and/or completion requirements for the desired certificate.
2. Currently enrolled Western graduate students may complete a Graduate Certificate that enhances their career.
3. Non-degree seeking students may pursue a Graduate Certificate with the approval of the academic disciplines offering the certificate as long as the applicant has at least a bachelor’s degree or equivalent from an accredited institution.
4. For non-degree seeking or post-baccalaureate students, graduate level course credits identified as part of certificate requirements, but successfully completed prior to formal admission to the certificate program may be credited toward the certificate with the approval of the academic unit and SGS Dean, so long as at least half of the credit hours required for the certificate are earned during or after the semester in which the student is admitted to the certificate program.
5. A minimum course grade of B- is required to earn credit towards the certificate
6. Credits earned at another institution may not be used to meet the requirements of a Western Graduate Certificate.
7. Coursework and credits used for a Western Graduate Certificate may also be used to fulfill some requirements for a Western graduate degree, with the approval of the relevant academic disciplines and SGS Dean.
8. Graduate Certificates may include courses that are a part of an academic program, courses created specifically for the Certificate, or cross-listed courses.

9. Specified courses may be identified as required courses for more than one Graduate Certificate. In that circumstance the credit hours associated with such a course may contribute to only one of the Graduate Certificates. Additional graduate level coursework, approved by the academic unit and the SGS Dean, will have to be completed to meet the credit hour requirement of the second or subsequent certificate.
10. The total number of credits required for a graduate certificate may vary by academic discipline, but must require a minimum of nine (9) units of credit.
11. Certificates may be stand-alone or in collaboration among multiple academic disciplines at Western, and/or outside of Western.
12. Certificates may be offered by an academic program(s) that does not currently offer a related degree program.
13. Certificates should enhance existing programs, not take the place of them. Sufficient resources must exist to support the certificate.
14. Officially approved certificates will be posted to Western transcripts. The sponsoring program(s) may provide a paper certificate document if desired. Completion of a certificate will be verified by the managing academic program/school and the Registrar's Office.
15. All changes to certificate requirements must be approved by the relevant shared governance structure.

## 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/>)

To file a complaint against a Colorado institution of higher education, forms can be found here:

<https://cdhe.colorado.gov/filing-student-complaint> (<https://cdhe.colorado.gov/filing-student-complaint/>)

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.

## Academic Programs

- Creative Writing, Master of Arts (p. 13)
- Creative Writing, Master of Fine Arts (p. 17)
- Ecology, Master of Science (p. 23)
- Education, Master of Arts (p. 25)
- Exercise & Sport Science: High Altitude Exercise Physiology, Master of Science (p. 31)
- Gallery and Museum Management, Master of Art (p. 22)
- Master in Environmental Management (p. 32)
- Outdoor Industry, Master of Business Administration (p. 33)
- Professional Development for Educators & Principals (p. 36)
- Rural Community Health, Master of Behavioral Science (p. 34)
- Special Education, Master of Arts (p. 30)

## Creative Writing, Master of Arts

The Graduate Program in Creative Writing offers an M.A. in five concentrations: Genre Fiction, Nature Writing, Poetry, Publishing, and

Screenwriting for Feature Film and Television. Western's curricula differ from most other comparable programs by emphasizing intense training in craft, close study of diverse and marginalized authors, and exposure to the business of being a writer.

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

1. on-campus seminars and workshops for two weeks during two consecutive summers, and
2. a plan of non-residency study during two full-time academic semesters, 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 3.00 course average to complete the program. A minimum grade of B- in each course is required.

In both the first and second summer residencies, M.A. candidates complete a 2-credit intensive course in their concentrations. They also complete one credit each summer of CRWR 600 (<https://western-preview.courseleaf.com/search/?P=CRWR%20600>) Summer Orientation, which involves attending craft talks, readings, workshops, and other literary events; participating in online discussion of them; and writing a short reflective essay at the conclusion of the residency.

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 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 offers a rigorous, one-year course of study involving intensive creative work and the development of critical and pedagogical skills. Students select one of five emphases: Genre Fiction, Nature Writing, Poetry, Publishing, and Screenwriting for Feature Film and Television. The program takes 13 months to complete as a full-time student, which includes two regular academic semesters and two on-campus residencies. During the fall and spring academic semesters, students engage in coursework through the use of both videoconferencing and online learning platforms. During each of the two summer semesters, students take an intensive course in their concentration and attend a one-week, on-campus residency, which takes place at the end of July.

### 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.
- An 800- to 1,000-word personal statement describing the applicant's 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

The Concentration in Genre Fiction includes instruction in writing for such forms as science fiction/fantasy, the mystery, romance, and other forms of mainstream commercial fiction. Study includes short and long written forms, as well as strategies and techniques for the effective teaching of creative writing.

The MA Concentration in Genre Fiction requires the following 30 credits:

Code	Title	Credits
CRWR 600	Summer Orientation (taken two times with different emphasis each summer)	2
CRWR 601	Fundamentals of Writing Genre Fiction I	2
CRWR 604	Career Planning for Genre Writers	2
or CRWR 613	Introduction to the Publishing World	
CRWR 608	Genre Writing I- Romance and Mystery Fiction	6
CRWR 609	Genre Studies I-Romance and Mystery	6
CRWR 618	Genre Studies II- Western, Speculative, and YoungAdult Fiction	6
or CRWR 619	Genre Writing II- Western, Speculative, and Young Adult Fiction	
CRWR 684	Pedagogy and Practicum	6
<b>Total Credits</b>		<b>30</b>

## Concentration in Nature Writing

The Concentration in Nature Writing teaches students a wide range of literary techniques and styles writers have used in their creative responses to the natural environment and human interactions with it. The concentration provides training in all the major literary sub-genres relevant to the field, including memoir, science writing, political writing, history, poetry, fiction, and various forms of the essay and creative nonfiction. Courses include significant reading in primary and secondary sources, along with extensive work in short and long creative writing forms, focusing on creative nonfiction but also including other genres, as well as strategies and techniques for the effective teaching of creative nonfiction and other forms of creative writing.

The MA Concentration in Nature Writing requires the following 30 credits:

Code	Title	Credits
CRWR 600	Summer Orientation (taken two times with different emphasis each summer)	2
CRWR 681	Nature Writing Intensive	2
CRWR 682	Nature Writing Now	2
CRWR 685	Craft of Creative Nonfiction	6
CRWR 686	Genres of Nature Writing	6
CRWR 687	Writing about Nature and Science	6
CRWR 688	Writing about Nature and Society	6
<b>Total Credits</b>		<b>30</b>

## Concentration in Poetry

The Concentration in Poetry brings students into the ongoing conversation of poetics, introducing them to the ideas, questions, approaches and techniques that have been the concerns of poets across time and cultures. The M.A. curriculum includes workshop-style courses focused on developing voice and expanding range, as well as courses in which the poetics of diverse contemporary authors are closely examined. In their second summer, M.A. students complete their studies with a course on the art of organizing a poetry manuscript.

The MA Concentration in Poetry requires the following 30 credits:

Code	Title	Credits
CRWR 600	Summer Orientation (taken two times with different emphasis each summer)	2
CRWR 630	First-Year Poetry Intensive	2
CRWR 634	Major Authors I	6
CRWR 635	Poetry Workshop I	6
CRWR 640	Second-Year Poetry Intensive	2
CRWR 644	Major Authors II	6
CRWR 645	Poetry Workshop II	6
<b>Total Credits</b>		<b>30</b>

## Concentration in Publishing

The concentration in Publishing brings together the study and real-world practices of traditional, independent and new models of publishing in a rapidly changing industry. The concentration provides training in traditional and alternative methods of publishing, including the various print, electronic, and audio formats, as well as training in editorial, production, and marketing of published materials. Courses include extensive work in designing and producing original and reprint books, formatting for the electronic market, and a wide variety of other

publishing business skillsets, including copyright law, and working with authors and agents.

The MA Concentration in Publishing requires the following 30 credits:

Code	Title	Credits
CRWR 600	Summer Orientation (taken two times with different emphasis each summer)	2
CRWR 613	Introduction to the Publishing World	2
CRWR 614	Traditional Publishing I	6
CRWR 615	Publishing and Marketing a Book	2
CRWR 623	Independent and New Model Publishing I	6
CRWR 624	Traditional Publishing II	6
CRWR 625	Independent and New Model Publishing II	6
<b>Total Credits</b>		<b>30</b>

## Concentration in Screenwriting for Feature Film and Television

The Concentration in Screenwriting for Feature Film and Television includes instruction in the history and analysis of classical and contemporary screenwriting texts and the resulting films. The program emphasizes instruction in writing the visual narrative, three- and four-act structure, character development, thematic development, conflict, genre, story arc, and dialogue, for both the feature-length screenplay and television writing. Students also learn to apply strategies and techniques for the effective teaching of creative writing.

The MA Concentration in Screenwriting requires the following 30 credits:

Code	Title	Credits
CRWR 600	Summer Orientation (taken two times with different emphasis each summer)	2
CRWR 661	Film History and Analysis; the Visual Narrative	2
CRWR 663	Screenwriting, Competition, Representation, the Option (Representation, the "Option")	2
CRWR 665	Screenwriting Genre	6
CRWR 668	Television Drama and Sit Comedy	6
Select two of the following:		12
CRWR 675	Writing the TV Pilot	
CRWR 678	Adaptation	
CRWR 684	Pedagogy and Practicum	
<b>Total Credits</b>		<b>30</b>

## Concentration in Genre Fiction

### Concentration in Genre Fiction

The Concentration in Genre Fiction includes instruction in writing for such forms as science fiction/fantasy, the mystery, romance, and other forms of mainstream commercial fiction. Study includes short and long written forms, as well as strategies and techniques for the effective teaching of creative writing.

The MA Concentration in Genre Fiction requires the following 30 credits:

Code	Title	Credits
CRWR 600	Summer Orientation (taken two times with different emphasis each summer)	2
CRWR 601	Fundamentals of Writing Genre Fiction I	2

CRWR 604	Career Planning for Genre Writers	2
or CRWR 613	Introduction to the Publishing World	
CRWR 608	Genre Writing I- Romance and Mystery Fiction	6
CRWR 609	Genre Studies I-Romance and Mystery	6
CRWR 618	Genre Studies II- Western, Speculative, and YoungAdult Fiction	6
or CRWR 619	Genre Writing II- Western, Speculative, and Young Adult Fiction	
CRWR 684	Pedagogy and Practicum	6
<b>Total Credits</b>		<b>30</b>

## Concentration in Nature Writing

### Concentration in Nature Writing

The Concentration in Nature Writing teaches students a wide range of literary techniques and styles writers have used in their creative responses to the natural environment and human interactions with it. The concentration provides training in all the major literary sub-genres relevant to the field, including memoir, science writing, political writing, history, poetry, fiction, and various forms of the essay and creative nonfiction. Courses include significant reading in primary and secondary sources, along with extensive work in short and long creative writing forms, focusing on creative nonfiction but also including other genres, as well as strategies and techniques for the effective teaching of creative nonfiction and other forms of creative writing.

The MA Concentration in Nature Writing requires the following 30 credits:

Code	Title	Credits
CRWR 600	Summer Orientation (taken two times with different emphasis each summer)	2
CRWR 681	Nature Writing Intensive	2
CRWR 682	Nature Writing Now	2
CRWR 685	Craft of Creative Nonfiction	6
CRWR 686	Genres of Nature Writing	6
CRWR 687	Writing about Nature and Science	6
CRWR 688	Writing about Nature and Society	6
<b>Total Credits</b>		<b>30</b>

## Concentration in Poetry

### Concentration in Poetry

The Concentration in Poetry brings students into the ongoing conversation of poetics, introducing them to the ideas, questions, approaches and techniques that have been the concerns of poets across time and cultures. The Poetry curriculum offers workshop-style courses that focus on developing students' vision, voice, sensibility and craft through intensive writing and peer-reviewing, as well as research-style courses that focus on developing students' understanding of the contemporary poetic scene through the study of diverse poetic movements and styles. As the culmination of their work, all M.A. students complete a comprehensive exam.

The MA Concentration in Poetry requires the following 30 credits:

Code	Title	Credits
CRWR 600	Summer Orientation (taken two times with different emphasis each summer)	2

CRWR 630	First-Year Poetry Intensive	2
CRWR 634	Major Authors I	6
CRWR 640	Second-Year Poetry Intensive	2
CRWR 644	Major Authors II	6
CRWR 646	Narrative Poetry	6
CRWR 684	Pedagogy and Practicum	6
<b>Total Credits</b>		<b>30</b>

## Concentration in Publishing

### Concentration in Publishing

The concentration in Publishing brings together the study and real-world practices of traditional, independent and new models of publishing in a rapidly changing industry. The concentration provides training in traditional and alternative methods of publishing, including the various print, electronic, and audio formats, as well as training in editorial, production, and marketing of published materials. Courses include extensive work in designing and producing original and reprint books, formatting for the electronic market, and a wide variety of other publishing business skillsets, including copyright law, and working with authors and agents.

The MA Concentration in Publishing requires the following 30 credits:

Code	Title	Credits
CRWR 600	Summer Orientation (taken two times with different emphasis each summer)	2
CRWR 613	Introduction to the Publishing World	2
CRWR 614	Traditional Publishing I	6
CRWR 615	Publishing and Marketing a Book	2
CRWR 623	Independent and New Model Publishing I	6
CRWR 624	Traditional Publishing II	6
CRWR 625	Independent and New Model Publishing II	6
<b>Total Credits</b>		<b>30</b>

## Concentration in Screenwriting for Feature Film and Television

### Concentration in Screenwriting for Feature Film and Television

The Concentration in Screenwriting for Feature Film and Television includes instruction in the history and analysis of classical and contemporary screenwriting texts and the resulting films. The program emphasizes instruction in writing the visual narrative, three- and four-act structure, character development, thematic development, conflict, genre, story arc, and dialogue, for both the feature-length screenplay and television writing. Students also learn to apply strategies and techniques for the effective teaching of creative writing.

The MA Concentration in Screenwriting requires the following 30 credits:

Code	Title	Credits
CRWR 600	Summer Orientation (taken two times with different emphasis each summer)	2
CRWR 661	Film History and Analysis; the Visual Narrative	2
CRWR 663	Screenwriting, Competition, Representation, the Option (Representation, the "Option")	2



CRWR 665	Screenwriting Genre	6
CRWR 668	Television Drama and Sit Comedy	6
Select two of the following:		12
CRWR 675	Writing the TV Pilot	
CRWR 678	Adaptation	
CRWR 684	Pedagogy and Practicum	

**Total Credits** **30**

## Creative Writing, Master of Fine Arts

The Graduate Program in Creative Writing offers an MFA in four concentrations: Genre Fiction, Nature Writing, Poetry, and Screenwriting for Feature Film and Television. Western's curricula differ from most other comparable programs by emphasizing intense training in craft, close study of diverse and marginalized authors, and extensive exposure to the business side of the profession.

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

1. on-campus seminars and workshops for two weeks during three consecutive summers, and
2. a plan of non-residency study during four full-time academic semesters, 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.

In all three summer residencies, MFA candidates complete a 2-credit intensive course in their concentrations. They also complete one credit each summer of CRWR 600 (<https://western-preview.courseleaf.com/search/?P=CRWR%20600>) Summer Orientation which involves attending craft talks, readings, workshops, and other literary events; participating in online discussion of them; and writing a short reflective essay at the conclusion of the residency.

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 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, involving intensive creative work, development of critical and pedagogical skills, and study of the business of being a writer. Students select one of four concentrations, Genre Fiction, Nature Writing, Poetry, or Screenwriting for Feature Film and Television, and are required to take one 6-credit out-of-concentration course from the options in the course menu during their third full non-residency semester.

The program takes 25 months to complete as a full-time student, which includes four regular academic semesters and three summer semesters. During the fall and spring academic semesters of each year, students

engage in coursework through the use of both videoconferencing and online learning platforms. During each of the three summer semesters, students take an intensive course in their concentration and attend a one-week, on-campus residency, which takes place at the end of July.

### 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.
- An 800- to 1,000-word personal statement describing the applicant's 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, involving intensive creative work,

development of critical and pedagogical skills, and study of the business of being a writer. Students select one of four concentrations, Genre Fiction, Nature Writing, Poetry, or Screenwriting for Feature Film and Television, and are required to take one 6-credit out-of-concentration course from the options in the course menu during their third full non-residency semester.

The program takes 25 months to complete as a full-time student, which includes four regular academic semesters and three summer semesters. During the fall and spring academic semesters of each year, students engage in coursework through the use of both videoconferencing and online learning platforms. During each of the three summer semesters, students take an intensive course in their concentration and attend a one-week, on-campus residency, which takes place at the end of July.

## Concentration in Genre Fiction

The Concentration in Genre Fiction includes instruction in writing for such forms as science fiction/fantasy, the mystery, romance, and other forms of mainstream commercial fiction. Study includes short and long written forms, the business aspects of writing and publishing in the current market, and teaching pedagogy.

The MFA Concentration in Genre Fiction requires the following 60 credits:

Code	Title	Credits
CRWR 600	Summer Orientation (taken three times with different emphasis each summer)	3
CRWR 601	Fundamentals of Writing Genre Fiction I	2
CRWR 602	Fundamentals of Writing Fiction II	2
CRWR 604	Career Planning for Genre Writers	2
CRWR 608	Genre Writing I- Romance and Mystery Fiction	6
CRWR 609	Genre Studies I-Romance and Mystery	6
CRWR 618	Genre Studies II- Western, Speculative, and YoungAdult Fiction	6
CRWR 619	Genre Writing II- Western, Speculative, and Young Adult Fiction	6
CRWR 620	Short Forms Genre Fiction Writing	6
CRWR 621	Business Fundamentals for Genre Writers	6
CRWR 684	Pedagogy and Practicum	6
Select one of the following out-of-concentration courses during the second Fall term:		6
CRWR 614	Traditional Publishing I (with permission of the Publishing Concentration Director)	
CRWR 623	Independent and New Model Publishing I	
CRWR 646	Narrative Poetry	
CRWR 665	Screenwriting Genre	
CRWR 685	Craft of Creative Nonfiction	
Three credits of:		3
CRWR 694	Capstone (must be taken for a total of three credits)	
<b>Total Credits</b>		<b>60</b>

## Genre Fiction as a Second Concentration

Students pursuing this second MFA concentration must earn 30 credits as follows:

Code	Title	Credits
CRWR 600	Summer Orientation	1
CRWR 604	Career Planning for Genre Writers	2
CRWR 608	Genre Writing I- Romance and Mystery Fiction	6
CRWR 609	Genre Studies I-Romance and Mystery	6
CRWR 618	Genre Studies II- Western, Speculative, and YoungAdult Fiction	6
CRWR 619	Genre Writing II- Western, Speculative, and Young Adult Fiction	6
Three credits of:		3
CRWR 694	Capstone (must be taken for a total of three credits)	
<b>Total Credits</b>		<b>30</b>

Students may count CRWR 609 Genre Studies I-Romance and Mystery or CRWR 610 Genre Fiction Writing and Reading Survey toward the second concentration if they have already taken it to fulfill the out-of-concentration course required by their primary concentration.

## Concentration in Nature Writing

The Concentration in Nature Writing teaches students a wide range of literary techniques and styles writers have used in their creative responses to the natural environment and human interactions with it. The concentration provides training in all the major literary sub-genres relevant to the field, including memoir, science writing, political writing, history, poetry, fiction, and various forms of the essay and creative nonfiction. Courses include significant reading in primary and secondary sources, along with extensive work in short and long creative writing forms, focusing on creative nonfiction but also including other genres, as well as strategies and techniques for the effective teaching of creative nonfiction and other forms of creative writing.

The MFA Concentration in Nature Writing requires the following 60 credits:

Code	Title	Credits
CRWR 600	Summer Orientation (taken three times)	3
CRWR 680	Writing Place: New Forms and Techniques	6
CRWR 681	Nature Writing Intensive	2
CRWR 682	Nature Writing Now	2
CRWR 683	Thesis Seminar in Nature Writing	2
CRWR 684	Pedagogy and Practicum	6
CRWR 685	Craft of Creative Nonfiction	6
CRWR 686	Genres of Nature Writing	6
CRWR 687	Writing about Nature and Science	6
CRWR 688	Writing about Nature and Society	6
CRWR 689	Special Topics in Nature Writing	6
CRWR 695	Professional Development in Nature Writing	6
One of the following out-of-concentration courses during the second fall term:		6
CRWR 609	Genre Studies I-Romance and Mystery	
CRWR 610	Genre Fiction Writing and Reading Survey	
CRWR 614	Traditional Publishing I (with permission of the Publishing Concentration Director)	
CRWR 623	Independent and New Model Publishing I	
CRWR 646	Narrative Poetry	

CRWR 665	Screenwriting Genre	
Three credits of:		3
CRWR 694	Capstone (must be taken for a total of three credits)	
<b>Total Credits</b>		<b>66</b>

## Nature Writing as a Second Concentration

Students pursuing this concentration as a second area of emphasis must earn 30 credits as follows:

Code	Title	Credits
CRWR 600	Summer Orientation	1
CRWR 681	Nature Writing Intensive	2
CRWR 685	Craft of Creative Nonfiction	6
CRWR 686	Genres of Nature Writing	6
CRWR 687	Writing about Nature and Science	6
CRWR 688	Writing about Nature and Society	6
Three credits of:		3
CRWR 694	Capstone (must be taken for a total of three credits)	
<b>Total Credits</b>		<b>30</b>

Students may count CRWR 685 Craft of Creative Nonfiction toward the second concentration in Nature Writing if they have already taken it to fulfill the out-of-concentration course required by their primary concentration.

## Concentration in Poetry

The Concentration in Poetry brings students into the ongoing conversation of poetics, introducing them to the ideas, questions, approaches and techniques that have been the concerns of poets across time and cultures. The Poetry curriculum includes workshop-style courses focused on developing voice and expanding range, as well as courses on contemporary authors, poetic form and technique, narrative poetry, and professional development. MFA students also take one out-of-concentration course in Genre Fiction, Nature Writing, Publishing or Screenwriting for Feature Film and Television during their second year of study.

As the culmination of their work, MFA students complete a creative thesis, which consists of a book-length manuscript of original poetry. Students work on this year-long, capstone project under the close guidance of a faculty mentor and present it to the GPCW community during their third Summer Residency.

The MFA Concentration in Poetry requires the following 60 credits:

Code	Title	Credits
CRWR 600	Summer Orientation (taken three times with different emphasis each summer)	3
CRWR 630	First-Year Poetry Intensive	2
CRWR 634	Major Authors I	6
CRWR 635	Poetry Workshop I	6
CRWR 640	Second-Year Poetry Intensive	2
CRWR 644	Major Authors II	6
CRWR 645	Poetry Workshop II	6
CRWR 646	Narrative Poetry	6
CRWR 648	Form and Technique in Poetry	6

CRWR 650	Third-Year Poetry Intensive	2
CRWR 653	Poetry Book Reviewing/ Poetry, Literacy, Pedagogy	6
Select one of the following out-of-concentration courses during the second Fall term:		6
CRWR 609	Genre Studies I-Romance and Mystery	
CRWR 610	Genre Fiction Writing and Reading Survey	
CRWR 614	Traditional Publishing I (with permission of the Publishing Concentration Director)	
CRWR 623	Independent and New Model Publishing I	
CRWR 665	Screenwriting Genre	
CRWR 685	Craft of Creative Nonfiction	
Three credits of:		3
CRWR 694	Capstone (must be taken for a total of three credits)	
<b>Total Credits</b>		<b>60</b>

## Poetry as a Second Concentration

Students pursuing this second MFA concentration must earn 30 credits as follows:

Code	Title	Credits
CRWR 600	Summer Orientation	1
CRWR 635	Poetry Workshop I	6
CRWR 645	Poetry Workshop II	6
CRWR 646	Narrative Poetry	6
CRWR 648	Form and Technique in Poetry	6
CRWR 650	Third-Year Poetry Intensive	2
Three credits of:		3
CRWR 694	Capstone (must be taken for a total of three credits)	
<b>Total Credits</b>		<b>30</b>

Students may count CRWR 646 Narrative Poetry toward the second concentration if they have already taken it to fulfill the out-of-concentration course required by their primary concentration.

## Concentration in Screenwriting for Feature Film and Television

The Concentration in Screenwriting for Feature Film and Television includes instruction in the history and analysis of classical and contemporary screenwriting texts and the resulting films. The program emphasizes instruction in writing the visual narrative, three- and four-act structure, character development, thematic development, conflict, genre, story arc, and dialogue, for both the feature-length screenplay and television writing. Students also learn to apply strategies and techniques for the effective teaching of creative writing.

The MFA Concentration in Screenwriting for Feature Film and Television requires the following 60 credits:

Code	Title	Credits
CRWR 600	Summer Orientation	1
CRWR 661	Film History and Analysis; the Visual Narrative	2
CRWR 662	Story, Conflict, Character, and Genre in Screenwriting	2

CRWR 663	Screenwriting, Competition, Representation, the Option	2
CRWR 665	Screenwriting Genre	6
CRWR 668	Television Drama and Sit Comedy	6
CRWR 671	Writing the First Feature-Length Screenplay	6
CRWR 675	Writing the TV Pilot	6
CRWR 678	Adaptation	6
CRWR 690	Screenwriting Master's Capstone I	6
CRWR 691	Screenwriting Master's Capstone II	6
Select one of the following out-of-concentration courses during the second Fall term:		6
CRWR 609	Genre Studies I-Romance and Mystery	
CRWR 610	Genre Fiction Writing and Reading Survey	
CRWR 614	Traditional Publishing I	
CRWR 623	Independent and New Model Publishing I	
CRWR 646	Narrative Poetry	
CRWR 685	Craft of Creative Nonfiction	
Three credits of:		3
CRWR 694	Capstone (must be taken for a total of three credits)	

### Screenwriting as a Second Concentration

Students pursuing this second MFA concentration must earn 30 credits as follows:

Code	Title	Credits
CRWR 600	Summer Orientation	1
CRWR 663	Screenwriting, Competition, Representation, the Option	2
CRWR 665	Screenwriting Genre	6
CRWR 668	Television Drama and Sit Comedy	6
CRWR 675	Writing the TV Pilot	6
or CRWR 678	Adaptation	
CRWR 690	Screenwriting Master's Capstone I	6
Three credits of:		
CRWR 694	Capstone (must be taken for a total of three credits)	

Students may count CRWR 665 (<https://catalog.western.edu/search/?P=CRWR%20665>) Screenwriting Genre toward the second concentration if they have already taken it to fulfill the out-of-concentration course required by their primary concentration.

## Concentration in Genre Fiction

### Concentration in Genre Fiction

The Concentration in Genre Fiction includes instruction in writing for such forms as science fiction/fantasy, the mystery, romance, and other forms of mainstream commercial fiction. Study includes short and long written forms, the business aspects of writing and publishing in the current market, and teaching pedagogy.

The MFA Concentration in Genre Fiction requires the following 60 credits:

Code	Title	Credits
CRWR 600	Summer Orientation (taken three times with different emphasis each summer)	3

CRWR 601	Fundamentals of Writing Genre Fiction I	2
CRWR 602	Fundamentals of Writing Fiction II	2
CRWR 604	Career Planning for Genre Writers	2
CRWR 608	Genre Writing I- Romance and Mystery Fiction	6
CRWR 609	Genre Studies I-Romance and Mystery	6
CRWR 618	Genre Studies II- Western, Speculative, and YoungAdult Fiction	6
CRWR 619	Genre Writing II- Western, Speculative, and Young Adult Fiction	6
CRWR 620	Short Forms Genre Fiction Writing	6
CRWR 621	Business Fundamentals for Genre Writers	6
CRWR 684	Pedagogy and Practicum	6
Select one of the following out-of-concentration courses during the second Fall term:		6
CRWR 614	Traditional Publishing I (with permission of the Publishing Concentration Director)	
CRWR 623	Independent and New Model Publishing I	
CRWR 646	Narrative Poetry	
CRWR 665	Screenwriting Genre	
CRWR 685	Craft of Creative Nonfiction	
Three credits of:		3
CRWR 694	Capstone (must be taken for a total of three credits)	

**Total Credits** 60

### Genre Fiction as a Second Concentration

Students pursuing this second MFA concentration must earn 30 credits as follows:

Code	Title	Credits
CRWR 600	Summer Orientation	1
CRWR 604	Career Planning for Genre Writers	2
CRWR 608	Genre Writing I- Romance and Mystery Fiction	6
CRWR 609	Genre Studies I-Romance and Mystery	6
CRWR 618	Genre Studies II- Western, Speculative, and YoungAdult Fiction	6
CRWR 619	Genre Writing II- Western, Speculative, and Young Adult Fiction	6
Three credits of:		3
CRWR 694	Capstone (must be taken for a total of three credits)	

**Total Credits** 30

Students may count CRWR 609 Genre Studies I-Romance and Mystery or CRWR 610 Genre Fiction Writing and Reading Survey toward the second concentration if they have already taken it to fulfill the out-of-concentration course required by their primary concentration.

## Concentration in Nature Writing

### Concentration in Nature Writing

The Concentration in Nature Writing teaches students a wide range of literary techniques and styles writers have used in their creative responses to the natural environment and human interactions with it. The concentration provides training in all the major literary sub-genres relevant to the field, including memoir, science writing, political writing,

history, poetry, fiction, and various forms of the essay and creative nonfiction. Courses include significant reading in primary and secondary sources, along with extensive work in short and long creative writing forms, focusing on creative nonfiction but also including other genres, as well as strategies and techniques for the effective teaching of creative nonfiction and other forms of creative writing.

The MFA Concentration in Nature Writing requires the following 60 credits:

Code	Title	Credits
CRWR 600	Summer Orientation (taken three times)	3
CRWR 680	Writing Place: New Forms and Techniques	6
CRWR 681	Nature Writing Intensive	2
CRWR 682	Nature Writing Now	2
CRWR 683	Thesis Seminar in Nature Writing	2
CRWR 684	Pedagogy and Practicum	6
CRWR 685	Craft of Creative Nonfiction	6
CRWR 686	Genres of Nature Writing	6
CRWR 687	Writing about Nature and Science	6
CRWR 688	Writing about Nature and Society	6
CRWR 689	Special Topics in Nature Writing	6
CRWR 695	Professional Development in Nature Writing	6
One of the following out-of-concentration courses during the second fall term:		6
CRWR 609	Genre Studies I-Romance and Mystery	
CRWR 610	Genre Fiction Writing and Reading Survey	
CRWR 614	Traditional Publishing I (with permission of the Publishing Concentration Director)	
CRWR 623	Independent and New Model Publishing I	
CRWR 646	Narrative Poetry	
CRWR 665	Screenwriting Genre	
Three credits of:		3
CRWR 694	Capstone (must be taken for a total of three credits)	
<b>Total Credits</b>		<b>66</b>

## Nature Writing as a Second Concentration

Students pursuing this concentration as a second area of emphasis must earn 30 credits as follows:

Code	Title	Credits
CRWR 600	Summer Orientation	1
CRWR 681	Nature Writing Intensive	2
CRWR 685	Craft of Creative Nonfiction	6
CRWR 686	Genres of Nature Writing	6
CRWR 687	Writing about Nature and Science	6
CRWR 688	Writing about Nature and Society	6
Three credits of:		3
CRWR 694	Capstone (must be taken for a total of three credits)	
<b>Total Credits</b>		<b>30</b>

Students may count CRWR 685 Craft of Creative Nonfiction toward the second concentration in Nature Writing if they have already taken

it to fulfill the out-of-concentration course required by their primary concentration.

## Concentration in Poetry

The Concentration in Poetry brings students into the ongoing conversation of poetics, introducing them to the ideas, questions, approaches and techniques that have been the concerns of poets across time and cultures. The Poetry curriculum offers both workshop-style courses that focus on developing students' vision, voice, sensibility and craft through intensive writing and peer-reviewing, as well as research-style courses that focus on developing students' understanding of the contemporary poetic scene through the study of diverse poetic movements and styles.

As the culmination of their work, all MFA students complete an MFA thesis, which consists of a book-length manuscript of original poetry. Students complete this capstone project under the guidance of a thesis advisor and present it during their third Summer Residency. In addition to their coursework and their theses, students are also responsible for mastery of three reading lists, two of which are compiled by the Poetry faculty and one of which is compiled by the student. A comprehensive exam, consisting of one question from each list, must be passed in the final summer of study in order for students to graduate.

The MFA Concentration in Poetry requires the following 60 credits:

Code	Title	Credits
CRWR 600	Summer Orientation (taken three times with different emphasis each summer)	3
CRWR 630	First-Year Poetry Intensive	2
CRWR 634	Major Authors I	6
CRWR 635	Poetry Workshop I	6
CRWR 640	Second-Year Poetry Intensive	2
CRWR 644	Major Authors II	6
CRWR 645	Poetry Workshop II	6
CRWR 646	Narrative Poetry	6
CRWR 648	Form and Technique in Poetry	6
CRWR 650	Third-Year Poetry Intensive	2
CRWR 653	Poetry Book Reviewing/ Poetry, Literacy, Pedagogy	6
Select one of the following out-of-concentration courses during the second Fall term:		6
CRWR 609	Genre Studies I-Romance and Mystery	
CRWR 610	Genre Fiction Writing and Reading Survey	
CRWR 614	Traditional Publishing I (with permission of the Publishing Concentration Director)	
CRWR 623	Independent and New Model Publishing I	
CRWR 665	Screenwriting Genre	
CRWR 685	Craft of Creative Nonfiction	
Three credits of:		3
CRWR 694	Capstone (must be taken for a total of three credits)	
<b>Total Credits</b>		<b>60</b>

## Poetry as a Second Concentration

Students pursuing this second MFA concentration must earn 30 credits as follows:

Code	Title	Credits
CRWR 600	Summer Orientation	1
Select one of the following two summer residency courses:		2
CRWR 640	Second-Year Poetry Intensive	
CRWR 650	Third-Year Poetry Intensive	
CRWR 634	Major Authors I	6
CRWR 644	Major Authors II	6
CRWR 646	Narrative Poetry	6
CRWR 648	Form and Technique in Poetry	6
Three credits of:		3
CRWR 694	Capstone (must be taken for a total of three credits)	
<b>Total Credits</b>		<b>30</b>

Students may count CRWR 646 Narrative Poetry toward the second concentration if they have already taken it to fulfill the out-of-concentration course required by their primary concentration.

## Concentration in Screenwriting for Feature Film and Television

### Concentration in Screenwriting for Feature Film and Television

The Concentration in Screenwriting for Feature Film and Television includes instruction in the history and analysis of classical and contemporary screenwriting texts and the resulting films. The program emphasizes instruction in writing the visual narrative, three- and four-act structure, character development, thematic development, conflict, genre, story arc, and dialogue, for both the feature-length screenplay and television writing. Students also learn to apply strategies and techniques for the effective teaching of creative writing.

The MFA Concentration in Screenwriting for Feature Film and Television requires the following 60 credits:

Code	Title	Credits
CRWR 600	Summer Orientation	1
CRWR 661	Film History and Analysis; the Visual Narrative	2
CRWR 662	Story, Conflict, Character, and Genre in Screenwriting	2
CRWR 663	Screenwriting, Competition, Representation, the Option	2
CRWR 665	Screenwriting Genre	6
CRWR 668	Television Drama and Sit Comedy	6
CRWR 671	Writing the First Feature-Length Screenplay	6
CRWR 675	Writing the TV Pilot	6
CRWR 678	Adaptation	6
CRWR 690	Screenwriting Master's Capstone I	6
CRWR 691	Screenwriting Master's Capstone II	6
Select one of the following out-of-concentration courses during the second Fall term:		6
CRWR 609	Genre Studies I-Romance and Mystery	

CRWR 610	Genre Fiction Writing and Reading Survey	
CRWR 614	Traditional Publishing I	
CRWR 623	Independent and New Model Publishing I	
CRWR 646	Narrative Poetry	
CRWR 685	Craft of Creative Nonfiction	
Three credits of:		3
CRWR 694	Capstone (must be taken for a total of three credits)	

## Screenwriting as a Second Concentration

Students pursuing this second MFA concentration must earn 30 credits as follows:

Code	Title	Credits
CRWR 600	Summer Orientation	1
CRWR 663	Screenwriting, Competition, Representation, the Option	2
CRWR 665	Screenwriting Genre	6
CRWR 668	Television Drama and Sit Comedy	6
CRWR 671	Writing the First Feature-Length Screenplay	6
CRWR 675	Writing the TV Pilot	6
or CRWR 678	Adaptation	
Three credits of:		
CRWR 694	Capstone (must be taken for a total of three credits)	

Students may count CRWR 665 (<https://catalog.western.edu/search/?P=CRWR%20665>) Screenwriting Genre toward the second concentration if they have already taken it to fulfill the out-of-concentration course required by their primary concentration.

## 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" low-residency 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 interest 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
<b>Two Weeks Prior to Fall Semester Start Date</b>		
MGMM 600	Orientation and Practicum	3
<b>Fall Semester</b>		
MGMM 601	Exhibition Principles I	3
MGMM 612	Business Principles I	3
MGMM 621	Curatorship Principles I	3
MGMM 631	Curating the Past	3
<b>Spring Semester</b>		
MGMM 602	Exhibition Principles II	3
MGMM 613	Business Principles II	3
MGMM 622	Curatorship Principles II	3
<b>Summer Semester</b>		
MGMM 691	Master's Project	3
MGMM 699	Program Internship	3
<b>Total Credits</b>		<b>30</b>

Course	Title	Credits
<b>Year One</b>		
<b>Fall</b>		
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
<b>Credits</b>		<b>15</b>
<b>Spring</b>		
MGMM 602	Exhibition Principles II	3
MGMM 613	Business Principles II	3
MGMM 622	Curatorship Principles II	3
<b>Credits</b>		<b>9</b>
<b>Summer</b>		
MGMM 691	Master's Project	3
MGMM 699	Program Internship	3
<b>Credits</b>		<b>6</b>
<b>Total Credits</b>		<b>30</b>

## 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.

### Program Goals

- 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.

### 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.

- 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
<b>Core Ecology MS Courses</b>		
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
or BIOL 696	Fisheries/ Wildlife Thesis Research	
<b>Total Credits</b>		<b>12-18</b>

### Ecology and Conservation Emphasis (beyond required Core courses)

Code	Title	Credits
<b>15-21 credits of the following electives to be chosen in consultation with thesis committee:</b>		
BIOL 620	Ornithology	
BIOL 622	Mammalogy	
BIOL 625	Invertebrate Zoology with laboratory	
BIOL 627	Field 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	Biology of Fishes	
BIOL 668	Ichthyology Laboratory	
BIOL 670	Fisheries Management	
BIOL 676	Aquatic Ecology with lab	
BIOL 681	Forest Ecology	
BIOL 692	Independent Study	



BIOL 697	Special Topics in Ecology
ENVS 608	Environmental Politics and Policy
ENVS 611	Integrative Skills for Environmental Management
ENVS 615	From Climate Science to Action
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 625	Invertebrate Zoology with laboratory
BIOL 627	Field 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	Biology of Fishes
BIOL 676	Aquatic Ecology with lab
BIOL 668	Ichthyology Laboratory
BIOL 670	Fisheries Management
BIOL 681	Forest Ecology
BIOL 692	Independent Study
BIOL 697	Special Topics in Ecology
ENVS 608	Environmental Politics and Policy
ENVS 611	Integrative Skills for Environmental Management
ENVS 615	From Climate Science to Action
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.

### PROGRAM INFORMATION

Western's Education Department offers several Masters pathways for initial licensure, as well as opportunities to add endorsements onto existing teaching licenses:

- Candidates seeking an initial teaching or principal license will be eligible to apply for an initial license after the first year and can then pursue the additional 16-19 graduate credits to earn a Masters of Arts in Education with emphasis in: K-12 Online Teacher Leadership, Reading Leadership, Teacher Leadership, Culturally Linguistically Diverse Education or Educational Administration
  - A candidate intending to pursue the Master of Arts in Education with endorsement 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 Educational Administration will complete the Principal Licensure program as part of the MA degree.
- Candidates who already hold a teaching license who are intending to pursue an added endorsement and/or the Master of Arts in Education with emphasis in Educator Effectiveness are required to hold an initial or professional teacher license as a prerequisite for admission. Colorado Department of Education endorsements available for currently licensed teachers are: Reading Teacher, Reading Specialist, Culturally and Linguistically Diverse Education, Special Education, and Mentor Teacher.
- A candidate intending to pursue the Master of Arts in Special Education will be eligible to apply for a Special Education Generalist license after the first year and can then pursue the additional 10-13 graduate credits towards the MA in Special Education. For more

information, please see Special Education, Master of Arts (<https://catalog.western.edu/graduate/programs/special-education/>).

Completion of Western's licensure program makes a person eligible for an initial Colorado teaching license or added endorsement. The Colorado Department of Education is solely responsible for the processing and final approval of all Colorado teaching and administrative licenses and endorsements. Western Colorado University is accredited by the Higher Learning Commission. Western's education program is regionally accredited and Colorado participates in licensing reciprocity agreements across the country; however, specific licensing requirements vary by state. If you are seeking a teaching license outside of Colorado, contact Western's education department for assistance with each individual state education department's requirements.

### Program Goals

1. To prepare new teachers who are proficient or above in all of the Colorado Teacher Standards and corresponding, endorsement specific content area standards and who have the opportunity to implement, reflect upon and improve their classroom practices.
2. To prepare teachers who are inclusive and responsive to the needs of all students.
3. To prepare teachers who can deliver instruction using multiple modalities, including hybrid, online, and in-person instruction.

## 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/](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
<b>Total Credits</b>		<b>27</b>

#### 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)	
<b>Total Credits</b>		<b>27</b>

#### Special Education Generalist (Ages 5-21) Licensure

Code	Title	Credits
EDUC 611	Strategies for Teaching Students with 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 for Students with 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
<b>27 credits of Teacher Licensure course work is required in addition to 27 the following:</b>		
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
<b>27 credits of Teacher Licensure course work is required in addition to the following:</b>		
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	
<b>Total Credits</b>		<b>43</b>

### 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
<b>27 credits of Teacher Licensure course work is required in addition to the following:</b>		
EDUC 680	Research and Critical Inquiry for Leaders	4
EDUC 681	Instructional Program Development and Evaluation	3
EDUC 682	Shaping School Culture	3
EDUC 693	Capstone	3
Select three credits from the following:		
EDUC 694	School Law for Teachers	
EDUC 695	Resource Management in Education	

EDUC 696 Engaging External Stakeholders

**Total Credits** **43**

### Education with Endorsement in Culturally and Linguistically Diverse Education, Master of Arts

Culturally and Linguistically Diverse (CLD) teaching 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 teacher has the ability to guide and support stakeholders associated with serving CLD learners to sustained high levels of productivity, collaboration, and achievement.

To earn the MA in Education with an endorsement in Culturally and Linguistically Diverse Education, the candidate must successfully complete 46 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 following sequence of MA course work.

Code	Title	Credits
<b>27 credits of Teacher Licensure course work is required in addition to the following:</b>		
EDUC 614	Inclusivity with Collaboration	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	3
EDUC 680	Research and Critical Inquiry for Leaders	4
EDUC 693	Capstone	3
<b>Total Credits</b>		<b>19</b>

### 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
<b>First year Principal Licensure course work requires 25 credits</b>		
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
<b>Second Year Administrator Licensure course work requires 12 credits</b>		
EDUC 681	Instructional Program Development and Evaluation	3
EDUC 682	Shaping School Culture	3
EDUC 695	Resource Management in Education	3
EDUC 696	Engaging External Stakeholders	3
<b>Completion of emphasis in Educational Administration requires 7 credits</b>		
EDUC 680	Research and Critical Inquiry for Leaders	4
EDUC 693	Capstone	3
<b>Total Credits</b>		<b>44</b>

## 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 Teaching Students with 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	Exploring Educational Technology	
EDUC 628	Pedagogies for English Learners	
EDUC 629	Inclusion and English Learners	
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 640	Acclimation of Beginning Teachers	
EDUC 641	Professional Growth for the Beginning Teacher	
EDUC 669	Formal and Informal Methods of Assessment	
EDUC 674	Family and Community Involvement	
EDUC 681	Instructional Program Development and Evaluation	
EDUC 682	Shaping School Culture	
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	
<b>Total Credits</b>		<b>30</b>

## 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
<b>Total Credits</b>		<b>9</b>

## Special Education, Master of Arts

The Master of Arts in Special Education prepares students to be inspiring, self-aware, and effective, evidence-based K-12 special education professionals. It is aligned to the Colorado P-12 Academic Standards of 2020, the Culturally and Linguistically Diverse Professional Development Standards for all educators, the revised Teacher Quality Standards, and current educational policy and best practices. The depth and breadth of the special education licensure or added-endorsement program pathways resulting in a Master of Arts in Special Education is designed to prepare students to teach in Colorado or United States standards-based classrooms in rural and urban communities through the development of special education roles and responsibilities, K-12 content knowledge, pedagogical knowledge, and knowledge of current challenges in the teaching profession.

The Master of Arts in Special Education includes multiple pathways for graduate students either seeking an initial licensure, added-endorsement if already licensed teachers, and alternative licensing for both non-licensed or already-licensed graduate students.

The Master of Arts in Special Education requires students to complete all requirements of the Licensure or Added-Endorsement Program as well as a Master's capstone project and special education milestone electronic teaching portfolio upon completion of the program.

## Program Goals

1. To prepare new teachers who are proficient or above in all of the Colorado Teacher Standards and corresponding, endorsement specific content area standards and who have the opportunity to implement, reflect upon and improve their classroom practices.
2. To prepare teachers who are inclusive and responsive to the needs of all students.
3. To prepare teachers who can deliver instruction using multiple modalities, including hybrid, online, and in-person instruction.

## Program Requirements

### Special Education Licensure (24-27 credits)

Code	Title	Credits
EDUC 611	Strategies for Teaching Students with Exceptionalities	3
EDUC 612	Assessment and Programming	3
EDUC 614	Inclusivity with Collaboration	3
EDUC 615	Student Teaching for Students with Exceptionalities (Can be taken twice for credit)	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
<b>Total Credits</b>		<b>24</b>

### Post-Licensure Coursework (3-6 credits)

Code	Title	Credits
One to two EDUC 600 level electives		3-6
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 613	Methods and Strategies of Effective Mathematics Instruction	
EDUC 621	Creating Effective Online Learning Environments	
EDUC 622	Using Data to Plan for Online & Blended Learning and Targeted Interventions	
EDUC 624	Managing to Differentiate	
EDUC 628	Pedagogies for English Learners	
EDUC 629	Inclusion and English Learners	
EDUC 682	Shaping School Culture	
EDUC 683	Legal and Ethical Issues in Education	
EDUC 694	School Law for Teachers	
EDUC 695	Resource Management in Education	
EDUC 696	Engaging External Stakeholders	
<b>Total Credits</b>		<b>3-6</b>

### Capstone Coursework (7 credits)

Code	Title	Credits
EDUC 680	Research and Critical Inquiry for Leaders	4
EDUC 693	Capstone	3
<b>Total Credits</b>		<b>7</b>

### Degree Plan

Course	Title	Credits
<b>Year One</b>		
<b>Fall</b>		
EDUC 611	Strategies for Teaching Students with Exceptionalities	3
EDUC 614	Inclusivity with Collaboration	3
EDUC 615	Student Teaching for Students with Exceptionalities (only initial licensure)	3
EDUC 630	Inclusivity in the Content Areas	3
EDUC 632	Overview of Special Services	3
<b>Credits</b>		<b>15</b>

<b>Spring</b>		
EDUC 612	Assessment and Programming	3
EDUC 615	Student Teaching for Students with Exceptionalities	3
EDUC 631	Inclusive Methods and Strategies for Literacy	3
EDUC 633	Differential Literacy Assessment	3
<b>Credits</b>		<b>12</b>
<b>Year Two</b>		
<b>Fall</b>		
EDUC 680	Research and Critical Inquiry for Leaders	4
EDUC XXX	EDUC Elective (only added-endorsement)	0-3
<b>Credits</b>		<b>4-7</b>
<b>Spring</b>		
EDUC 693	Capstone	3
EDUC XXX	EDUC Elective	3
<b>Credits</b>		<b>6</b>
<b>Total Credits</b>		<b>37-40</b>

## 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 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 Exercise Physiology 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 9 thesis credits, taken during the final year) and at least 12 other HAEP credits are taken over the course of two years.

Code	Title	Credits
<b>Core Courses</b>		
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 695	Thesis	9
Select at least twelve credits of the following:		12
ESS 630	Clinical Exercise Physiology	
ESS 641	Environmental Exercise Physiology II	
ESS 660	Health Promotion	
ESS 675	Clinical Exercise Programming-Lab	
ESS 685	Cardiopulmonary Physiology	
ESS 692	Independent Study	
ESS 696	Research	
ESS 699	Practicum/Internship	
<b>Total Credits</b>		<b>36</b>

## 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 ENV5, 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, ENV5, 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
<b>Core Courses</b>		
ENVS 601	Introduction to Environmental Management	5
ENVS 605	Science for Environmental Management <sup>2</sup>	3
ENVS 608	Environmental Politics and Policy	3
ENVS 611	Integrative Skills for Environmental Management	3
ENVS 612	Introduction to Analysis and Assessment for Environmental Management <sup>2</sup>	3
ENVS 615	From Climate Science to Action	3
<b>Total Credits</b>		<b>20</b>

<sup>2</sup> Students may take BIOL 606 Ecological Research Methods in lieu of ENVS 605 Science for Environmental Management and/or BIOL 613 Advanced Ecological Analysis in lieu of ENVS 612 Introduction to Analysis and Assessment for Environmental Management.

### 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):		
ENVS 623	Studies in Environmental Management	3
ENVS 625	Studies in Integrative and Public Land Management	3
Masters Project Requirement:		
ENVS 690	MEM Project Development	5
ENVS 694	Master's Project and Portfolio <sup>1</sup>	9
<b>Total Credits</b>		<b>26</b>

<sup>1</sup> 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:		
ENVS 620	Studies in Sustainable and Resilient Communities	3
ENVS 623	Studies in Environmental Management	3
Masters Project Requirement:		
ENVS 690	MEM Project Development	5
ENVS 694	Master's Project and Portfolio <sup>1</sup>	9
<b>Total Credits</b>		<b>26</b>

<sup>1</sup> 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):		
ENVS 620	Studies in Sustainable and Resilient Communities	3
ENVS 623	Studies in Environmental Management	3
ENVS 625	Studies in Integrative and Public Land Management	3
Masters Project Requirement:		
ENVS 690	MEM Project Development	5
ENVS 694	Master's Project and Portfolio <sup>1</sup>	9
<b>Total Credits</b>		<b>26</b>

<sup>1</sup> 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 (39 credit hours if needing to complete the Bridge Course, a pre-requisite for all students provisionally admitted with this requirement) 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
- Candidate with a BA or BS in an unrelated area can be provisionally accepted, needing to earn a B- in the Bridge Course (MBA 690), in the Pre-Fall term, prior to classes starting
- Any candidate, with a degree in a related area, can be provisionally accepted, needing to earn a B- in the Bridge Course (MBA 690), in the Pre-Fall term, prior to classes starting:
  - 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)
- Minimum undergraduate GPA of 3.0 on a 4.0 scale is desirable. Official transcript required.<sup>1</sup>
- Greater than three years of outdoor industry work experience<sup>2</sup>

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

<sup>2</sup> 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 Pre-Fall term, prior to their first year. In that case, MBA students will enroll in the needed course (MBA 690) once accepted to the program. These students will be considered “provisional admits” (this status will be removed once a student has completed the prerequisite).

**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
<b>MBA Core</b>		
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	Project Management	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
<b>Concentration</b>		
Select a concentration		9
<b>Total Credits</b>		<b>36</b>

## 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
<b>Total Credits</b>		<b>9</b>

### 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
<b>Total Credits</b>		<b>9</b>

## Rural Community Health, Master of Behavioral Science

The Master of Behavioral Science (MBS) in Rural Community Health program prepares for work in various behavioral and social science fields including health psychology, substance abuse prevention, elder care, youth health and empowerment, sociology, education and advocacy, training and technical assistance, and program evaluation. MBS students develop applied behavioral science projects that respond to the needs of local organizations, academic institutions, and practitioners. Typically these projects include issues such as suicide prevention, school violence, substance addictions, trauma-informed early childhood interventions,

elder care, and family poverty. The program encourages students and practitioners to embrace culturally sensitive and multi-scale definitions of "health" that include evidence based prevention practices along with a range of other strategies for healing, outreach, education, advocacy, assessment, and research. The MBS aligns with Western's liberal arts commitment by involving several disciplines (including Psychology, Sociology, and Geography) and providing a formal venue for students to develop applied experiences that generate scientific insight about community health related problems. The MBS is a 39-credit program that includes topical coursework in community health, violence and trauma, health disparities, geospatial analysis, psychopathology, health psychology, and evaluation methods. After successfully completing a practicum proposal, MBS students must complete a major research-based practicum project.

#### Program goals include:

- Improving students' understanding of behavioral and social science, especially with the most current research related to the determinants and effects of childhood trauma, the psychological and social dimensions of addiction, strategies for preventing violence in schools and households, the effects of chronic poverty, and the role of trauma-informed interventions in contributing to community health.
- Developing students' capacities for applied research in behavioral and social sciences, including the use of appropriate methods, research designs, sampling techniques, data collection, management and analysis, training and technical assistance, collaboration, health promotion, and communicating science to public audiences.
- Advancing the role of behavioral and social science in rural communities by preparing practitioners to increase capacity and collaboration among agencies, organizations, and communities to address problems of community health in rural communities.
- Fostering student capacities to work with rural and Native American communities on issues related to health promotion, healing practices, cultural trauma, youth suicide and substance use, and youth-oriented solutions for health and empowerment.
- Enhancing students' opportunities to pursue private and public sector careers, or doctoral-level study, in a range of behavioral and social science fields, including health psychology, prevention, elder care, youth health and empowerment, sociology, education and advocacy, training and technical assistance, and program evaluation.

#### Program Prerequisites:

BA or BS degree from an accredited institution of higher education is required. Preferred qualifications include a BA or BS in fields such as psychology, sociology, social work, health sciences, public health, Native American Studies, anthropology, regional planning, or communications; completion of an undergraduate course in statistics or quantitative research methods or evidence of a working knowledge of statistics or quantitative methods.

#### Admissions Criteria:

- Admission will be based on an overall package that considers academic excellence as well as relevant work experience, research, and community involvement. Admissions materials must be submitted online and must include: academic transcripts showing a recommended minimum 3.2 GPA from the degree-granting school; a resume or Curriculum Vitae outlining related research, leadership, outreach, professional experience and /or volunteer work; a letter of purpose describing the student's interests and goals regarding behavioral science and/or community health; a writing sample (course paper or professional report) of at least 3 single-spaced

pages; and two letters of recommendation from professors or supervisors in related fields.

- GRE scores will be accepted but are not required for admissions consideration. International students must submit their score from the Test of English as a Foreign Language (TOEFL) or IELTS. Students with a degree from a college or university where English is the language of instruction are not required to submit the TOEFL/IELTS score.
- Applicants are expected to have been in contact with an MBS program faculty member prior to submission of application. Documentation of this will be included as a formal expectation in the application process.

#### Provisional Admittance Policy

Students who have some deficiency in undergraduate training or incomplete credentials may be approved for provisional admission into the MBS in Rural Community Health program upon the recommendation of the Director of the MBS and approval by the Dean of the School of Graduate Studies.

To be admitted provisionally into the MBS in Rural Community Health program, applicants must demonstrate:

- some formal background or training in community health, psychology, sociology, or related field (e.g. coursework, internships, work study), and:
- ability to manage the assigned graduate courses while completing their undergraduate program or other provisions (e.g. the personal statement and references should indicate the candidate's ability to undertake such an academic load and course work at the graduate level).

In accordance with School of Graduate Studies Admissions Policies, a provisionally admitted student will have a maximum of one calendar year to complete any prerequisite academic coursework.

The MBS Program Director will assess provisionally admitted student progress towards completion of prerequisites and success in all MBS program and course work through meetings scheduled monthly and at the end of each semester within the required completion timeline.

Conferral of the MBS degree requires a total of 39 credits of 600-level coursework with a grade of B- or above, including the successful completion of a 6-credit practicum.

All students must complete the following:

Code	Title	Credits
<b>Core Courses</b>		
12 credits from the following:		12
MBS 601	Behavioral Science and Community Health	
MBS 602	Quantitative Methods and Research Design	
MBS 603	Quantitative Analysis in Behavioral Science	
MBS 604	Qualitative Methods and Analysis	
MBS 605	Health Disparities	
<b>Elective Courses</b>		
18 credits from the following:		18
MBS 611	Program Planning and Evaluation	
MBS 612	Violence and Trauma	
MBS 613	Lifespan Development I: Childhood to Emerging Adulthood	

MBS 614	Lifespan Development II: Adulthood to End of Life
MBS 640	Geographic Information Systems
MBS 660	Geospatial Analysis
MBS 668	Psychopathology
MBS 669	Health Psychology
MBS 692	Independent Study
MBS 697	Special Topics in Rural Health
<b>Practicum Coursework</b>	
minimum of 9 credits required 9	
MBS 698	Community Health Practicum Proposal
MBS 699	Community Health Practicum
<b>Total Credits</b>	<b>39</b>

## 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
<b>Total Credits</b>		<b>9</b>

## Graduate Courses

### A

- Art: Gallery and Museum Management (MGMM) (p. 36)

### C

- Creative Writing (CRWR) (p. 37)

### E

- Ecology (BIOL) (p. 40)
- Education (EDUC) (p. 42)
- Environment and Sustainability (ENVS) (p. 45)
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### M

- Master of Behavioral Science (MBS) (p. 48)
- Master of Business Administration (MBA) (p. 47)

### P

- Professional Development for Educators & Principals (p. 49)

## 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 others 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 to create a book-length collection of original poems. Students examine and discuss several poetry collections in terms of their structures and the decisions made by their authors in assembling them into a book. Students also write a prospectus for a poetry collection of their own (the Thesis in the case of MFA students) and prepare an ordering strategy for a chapbook or section of a poetry book.

**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 648. Form and Technique in Poetry. (6 Credits)**

Deep study of poetry's technical life-meter, accent, music, rhyme, the wide variety of literary tropes, and received forms. Students experiment with prosody via exercises and readings that stress poetic technique. Students consider both outward poetic forms and the inner essence of poetry, examining how one generates and reinforces the other. This close examination of form and technique reveals the philosophy contained within the work of particular poets and helps students develop their own poetic philosophy.

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

This course prepares MFA students to be active contributors to the field of poetry after graduation from the program. Students examine and discuss the diverse ways that contemporary poets engage their communities and present their work to the public. Students write an aesthetic philosophy, propose a career plan, and create an annotated list of journals to which they plan to submit their work. Students also prepare and deliver a professional craft talk.

**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. Nature Writing Now. (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. Pedagogy and Practicum. (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 625. Invertebrate Zoology with laboratory. (4 Credits)**

Invertebrate Zoology is a comprehensive overview of invertebrate organisms that comprise over 98% of all animals on Earth. This course delves into various aspects of the anatomy, biodiversity, ecology, evolutionary adaptations, physiology, systematics and taxonomy of invertebrate organisms. The laboratory portion of this course has a strong field component providing ample opportunity for students to observe invertebrates in their natural habitats and gain an appreciation for the ecological roles invertebrates play in local ecosystems.

Prerequisite: Graduate Student Status.

**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. Biology of Fishes. (3 Credits)**

This course provides a comprehensive overview of the biology and diversity of fishes. Topics that are covered include fish anatomy, behavior, biodiversity, conservation, ecology, evolution, morphology, physiology, and zoogeography. Additional topics include experimental design, data analysis and interpretation, and verbal and written professional communication. Colorado fishes will be emphasized but other freshwater and marine fishes will also be covered. Prerequisite: Graduate Student Status.

**BIOL 668. Ichthyology Laboratory. (1 Credit)**

This laboratory course focuses on several aspects of the biology and diversity of fishes. Laboratory and field activities include a phylogenetic overview of fishes, as well as examining the unique morphological characteristics, ecological roles, evolutionary histories, physiological adaptations, and zoogeography of major taxonomic groups (e.g., jawless fishes, cartilaginous fishes, bony fishes, and common fish families). Laboratory and field exercises focus heavily on the local fauna, although marine and other freshwater fishes are also included. Prerequisite or corequisite: BIOL 667.

**BIOL 670. Fisheries Management. (4 Credits)**

This course includes a lecture and laboratory and focuses on theory and methods associated with exploited populations of fish and other aquatic organisms. Covered topics include population growth, sustainable yields, conservation, community interactions, human impacts, and policy. Management techniques including sampling methods, monitoring, habitat assessment, and regulations will also be taught. Local fisheries will be highlighted in laboratory/field activities, and nationwide/global examples will be discussed in class. Prerequisite: Graduate Student Status.

**BIOL 676. Aquatic Ecology with lab. (4 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 Teaching Students with Exceptionalities. (3 Credits)**

This course outlines lesson planning that accounts for accommodations, modifications, Individual Education Plan (IEP) and assistive 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) and positive behavior supports 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 the specialized plan are eligible for under the Individuals with Disabilities Education Improvement Act. Prerequisite: admission to the Special Education Teacher Program

**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 for Students with Exceptionalities. (3 Credits)**

Provides a link between the teacher candidate's classroom experience which includes teacher candidate's collaboration with mentor teachers, and clinical coach. Addresses lesson implementation, teacher evaluation, professional development, education ethics, and caseload management. Teacher candidates develop and monitor progress on instructional goals with input from support team. This course can be taken twice for credit. Prerequisite: Admission to the Special Education Teacher Program.

**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. Exploring Educational Technology. (3 Credits)**

Empowers the effective use of technology in classrooms and schools. Using research based technology in education standards as a foundation, the course will explore how to support K-12 students in the areas of personalized learning, digital citizenship, digital and media literacy. Instructional focus will include digital equity, digital tools and learning resources, as well as creating community through professional networks.

**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)**

Teacher candidates consider the historical perspectives on Individuals with Disabilities Education Act (IDEA) and related legislation. Emphasis is 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 640. Acclimation of Beginning Teachers. (6 Credits)**

Course participants learn and develop methods to assist new and aspiring teachers to become acclimated to the school and professional practice. Course participants identify the dispositions of beginning teachers and learn evaluation techniques to encourage best teaching practices.

**EDUC 641. Professional Growth for the Beginning Teacher. (6 Credits)**

Course participants work with new and aspiring teachers to demonstrate the professional role of being a teacher. Course participants encourage and model differentiation to their mentees that encompasses diversity, equity and inclusivity in the classroom and school.

**EDUC 669. Formal and Informal Methods of Assessment. (3 Credits)**

Course participants identify and explore multiple modes of assessing and evaluating performance in the classroom. Course participants reflect on the use of current assessment practices in classrooms. Course participants implement authentic assessments and analyze the process of evaluating academic growth.

**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 Culture. (3 Credits)**

Develop an understanding of organizational culture and the components, roles, and local factors affecting school and district cultures. Consider dimensions of transformational leadership. Critically examine and reimagine a school culture so it better serves students, faculty, and other community stakeholders.

**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)**

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## Environment and Sustainability (ENVS)

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

A study of bioregional and multidisciplinary approaches to environmental management, with emphasis on community and systemic responses to rapid global environmental change. Students develop fluency in historical and contemporary responses to environmental issues and, by exploring the learning laboratories of the Gunnison Valley, study key environmental stakeholders, models of resiliency, and tools for effecting change on a range of temporal and geographic scales.

**ENVS 605. Science for Environmental Management. (3 Credits)**

A survey of contemporary environmental science focusing on the integration of ecological and social research for natural resource management and conservation. Students gain familiarity with methodologies for developing scientific knowledge, accessing scientific information, doing inclusive science, applying science to plan for and achieve management outcomes, and communicating science to a wide range of audiences. Class projects introduce students to a range of issues and provide students with opportunity to contribute to real-world initiatives bridging these spheres.

**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 National Environmental Policy Act, with attention to the institutions, actors, and ideas driving environmental policy in the US and abroad.

**ENVS 611. Integrative Skills for Environmental Management. (3 Credits)**

The course focuses on developing skills needed to manage environmental projects and for career in environmental management. Students develop a thorough understanding of skills such as project management, collaborative conservation, grant-writing, inclusivity, adaptive management, systems thinking, and environmental communication through working as groups on client projects.

**ENVS 612. Introduction to Analysis and Assessment for Environmental Management. (3 Credits)**

An overview of a range of quantitative and qualitative analytic methods essential to environmental management careers in Integrative Land Management, Sustainable and Resilient Communities, and Global Sustainability. Topics covered include descriptive and inferential statistics, research methods and design, qualitative data collection and analysis, graphic presentation of results, and evidence-based decision-making. This course empowers students to organize, analyze, and graphically present environmental data.

**ENVS 615. From Climate Science to Action. (3 Credits)**

An action-oriented course about the science of climate change, with an emphasis on climate justice, and mitigation and adaptation strategies for careers in environmental management. Topics include greenhouse gas emissions, climate forces and feedbacks, climate ethics and justice, effects on ecological and human systems, and action strategies for climate change mitigation and adaptation at the local, regional, and planetary scale.

**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 Masters Project. Course examines environmental project design strategies, successful environmental solutions, and organizations/community stakeholder groups seeking environmental management assistance from MEM students in the Masters Project. Students design, plan, and coordinate second year Masters 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 Exercise 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 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. (1-9 Credits)**

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

**ESS 696. Research. (1-6 Credits)**

High Altitude Performance Lab research supervised by HAEP faculty that falls outside the purview of Master of Science thesis work.

**ESS 699. 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.

# Master of 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 Officers (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 firms 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. Project Management. (3 Credits)**

A critical investigation of best practices in project management. This course is designed to launch students into a successful capstone project in MBA 691 with an outdoor industry organization and prepare them to be competitive in their desired career path. Students will create a professional portfolio and project proposal, both of which will be informed by a gap analysis, critical examination of case studies, academic literature, and other sources. The course will include core content related to the project proposal and project implementation, as well as content tailored to individual student projects.

## **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 firms 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 690. Bridge Course. (3 Credits)**

A critical investigation of theory in accounting, economics, finance, marketing, and statistics. This course is designed to support students without an academic business background to be successful in the outdoor industry MBA program. Students will learn key business concepts through lectures, critical examination of case studies, academic literature, and other sources. The course will include vocabulary and theories vital to participating in MBA level conversations, better enabling students to engage in their studies.

**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.

**MBA 697. Special Topics. (3 Credits)**

## Master of Behavioral Science (MBS)

**MBS 601. Behavioral Science and Community Health. (3 Credits)**

Introduction to the community health paradigm using behavioral and social science perspectives, with emphasis on community and systemic responses to community health issues. Students develop fluency with common approaches to evidence-based prevention and trauma-informed interventions, particularly in rural areas of the American West. Introduces key ideas related to the social and psychological determinants of addiction, trauma, nutritional health, and violence across the lifespan. Prerequisite: admission into MBS program.

**MBS 602. Quantitative Methods and Research Design. (3 Credits)**

Students enhance their skills of questionnaire design, sampling, survey administration, data compilation and management, the uses of secondary datasets, and basic epistemological and ethical issues in behavioral science. Emphasis on validity and measurement issues, project feasibility, assumptions underlying various types of causal models, and working with diverse constituents and modes of data collection/presentation. Prerequisite: admission into MBS program.

**MBS 603. Quantitative Analysis in Behavioral Science. (3 Credits)**

Emphasizes the principles and procedures of commonly used statistical methods in behavioral science using publicly-available datasets. Incorporates the use of statistical software such as SPSS or R for summarization, visual presentation of results, and using descriptive/inferential statistical techniques. Builds on previous coursework in graduate-level quantitative methods and undergraduate-level statistics, developing students' abilities to conduct analyses including linear, logit, and logistic regression. Emphasis on managing data, basic structure of the command language for SPSS or R, and use of online resources for SPSS or R. Prerequisite: MBS 602 with minimum grade of B-.

**MBS 604. Qualitative Methods and Analysis. (3 Credits)**

Introduces the common uses, principles, and procedures of qualitative research including participant observation, interviewing, organization and analysis of field notes, report writing, and data presentation for various audiences. Students complete a small-scale project that incorporates participant observation, in-depth interviewing, or focus groups. Prerequisite: admission into MBS program.

**MBS 605. Health Disparities. (3 Credits)**

Focus on the definitions of health at multiple scales and the unequal distribution of health outcomes across various socio-demographic and community types; includes an emphasis on rural and tribal areas in the American West. Students refine their understanding of health stratification, its origins in early life circumstances, and its consequences for later-life outcomes. Introduces several prominent U.S.-based case studies of community responses to problems such as stress, social isolation, chronic illnesses, poverty, hunger, trauma, and substance use. Prerequisite: admission into MBS program.

**MBS 611. Program Planning and Evaluation. (3 Credits)**

Emphasizes a problem-based approach to program planning, implementation, and assessment in communities and organizations. Students develop fluency in creating the rationale, research design, feasibility assessment, measurement objectives, and implementation plan for a health-relevant program or other intervention. Prerequisite: MBS 601 with minimum grade of B-.

**MBS 612. Violence and Trauma. (3 Credits)**

Examines major theories, principles, and intervention practices regarding the perpetration of violence and the experience of various traumas. Emphasis on understanding the concept of adverse childhood experiences; students will apply learning from prior coursework to examine case studies. Students become fluent in evidence-based methods of prevention and intervention regarding violence and trauma, especially within schools and households. Prerequisite: MBS 601 with minimum grade of B-.

**MBS 613. Lifespan Development I: Childhood to Emerging Adulthood. (3 Credits)**

Students learn to identify physical, cognitive, social and emotional development sequences of children, adolescents, and young adults. Emphasis on identifying psychological models of attachment, sociocultural influences on development, family structure, and the range of contemporary issues facing child, adolescent, and young adult development. Prerequisite: MBS 601 with minimum grade of B-.

**MBS 614. Lifespan Development II: Adulthood to End of Life. (3 Credits)**

Emphasizes the physical, cognitive, social and emotional development sequences of adults from young adulthood to older age and end of life. Students examine the significance of family dynamics, kin-based and non-kin care arrangements, cross-generational family formation in later life, as well as issues related to palliative, hospice, and end of life care. Prerequisite: MBS 613 with minimum grade of B-.

**MBS 640. Geographic Information Systems. (3 Credits)**

Introduction to the concepts and techniques of Geographic Information Systems (GIS), including mapping, data formats and acquisition, and quantitative analysis of spatial data as applied to community health contexts. Laboratory component emphasizes practical GIS applications to health disparities and other contemporary problems including chronic disease, toxic pollution, food security, and concentrated poverty. Prerequisite: admission into MBS program.

**MBS 660. Geospatial Analysis. (3 Credits)**

Students enhance their understanding of concepts, skills, and techniques learned in an earlier GIS course by applying additional training in advanced vector and raster analysis, use of satellite imagery, and applying geospatial analysis methods to problems such as toxic pollution, flooding, oil spills, and other human-involved catastrophes. Prerequisite: MBS 640 with minimum grade of B-.

**MBS 668. Psychopathology. (3 Credits)**

Introduction to behaviors commonly labeled abnormal or disordered in Western culture. Explores the various causes, symptoms, prevalence, treatments and prognoses of psychopathological conditions. Students become familiar with the DSM-V as a widely used classification system and examine how it may apply in various community health contexts. Prerequisite: admission into MBS program.



**MBS 669. Health Psychology. (3 Credits)**

An overview of the multidisciplinary field of health psychology, which synthesizes research from clinical psychology, behavioral medicine and alternative therapies. Psychological aspects of prevention, wellness, health promotion and education are applied to various community health contexts. Students learn how to assess the feasibility of health interventions from a psychological perspective. Prerequisite: admission into MBS program.

**MBS 692. Independent Study. (1-6 Credits)**

Prerequisite: Instructor permission.

**MBS 697. Special Topics in Rural Health. (1-4 Credits)****MBS 698. Community Health Practicum Proposal. (1-6 Credits)**

Preparation of a proposal for the master's-level practicum project in community health. Working with a faculty mentor, students create a detailed and comprehensive plan that provides an outline for completing a project serving community or organizational needs. The proposal must meet MBS Council's standards for intellectual rigor, professionalism, and relevance. This is a repeatable course. Upon completion of all core and elective coursework, students must be continuously enrolled for at least 1 credit of either MBS 698 or MBS 699 until successful completion and practicum defense. Course may span summer, fall, and spring. Prerequisite: MBS 601, MBS 602, and MBS 603 with minimum grade of B-.

**MBS 699. Community Health Practicum. (1-6 Credits)**

Completion of a master's-level practicum project in community health. Under supervision from a faculty mentor, students complete the design, coordination, and execution of a practicum project that serves community or organizational needs and that meets the MBS Council's standards for intellectual rigor, professionalism, and relevance. This is a repeatable course. Upon completion of all core and elective coursework, students must be continuously enrolled for at least 1 credit of either MBS 698 or MBS 699 until successful completion and practicum defense. Course may span summer, fall, and spring for a required minimum of 6 credit hours. Prerequisites: MBS 601, MBS 602, MBS 603, and MBS 698 with minimum grade of b-.

## 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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# PERSONNEL

(As of May 1, 2022)

## Faculty

**Melanie Armstrong** (2015) Associate Professor of Environment and Sustainability. B.A., Brigham Young University; M.A. Ohio University; Ph.D., University of New Mexico.

**Matthew Aronson** (2013) Associate Professor of Sociology. B.A., University of Montana; M.A., Ph.D., Colorado State University.

**Lindsay Beddes** (2019) Assistant Professor of Psychology. B.I.S., M.Ed., Webber State University; Ph.D., University of Northern Colorado.

**Brian Bernhardt** (2014) Associate Professor of Politics and Government. B.A., James Madison University; M.A., Ph.D., University of Colorado-Boulder.

**Robin A. Bingham** (1997) Professor of Biology. B.A., University of Vermont; M.A., Ph.D., University of Colorado.

**David Scott Borden** (2002) Assistant Professor of Business Administration. M.A., Prescott College; Ph.D., University of Exeter.

**Christina Buchanan** (2004) Professor of Exercise and Sport Science. B.A., Mount Holyoke College; M.S., Ph.D., Colorado State University.

**Bradford Burton** (2015) Professor of Geology and Rady Chair in Petroleum Geology. B.S., Montana State University; M.S., Idaho State University; Ph.D., University of Wyoming.

**Tina Butterfield** (2010) Professor of Art, B.F.A. Western State College; M.F.A. Radford University.

**Albert R. Caniff, Jr.** (1994) Professor of Art. B.F.A., M.A., M.F.A., Western Michigan University; Ed.M., Nazareth College.

**Mayela Cárdenas Surillo** (2018) Professor of Art. B.F.A., Rochester Institute of Technology; M.F.A., University of Oregon.

**Katherine Clark** (2014) Assistant Professor of Environment and Sustainability; Department Chair, School of Environment and Sustainability. M.S., Ph.D., University of Colorado.

**Robert A. Cohen** (2006) Professor of Mathematics; Chair, Department of Mathematics and Computer Science. B.A., Humboldt State University; Ph.D., University of Colorado.

**Scott I. Cohn** (2007) Associate Professor of Psychology. B.S., Lafayette College; M.A., Ph.D., American University.

**Michelle Conway** (2018) Assistant Professor of Exercise & Sport Science. B.S., Gonzaga University; M.S., San Diego State University; Ph.D., Michigan State University.

**Jonathan D. Coop** (2012) Professor of Environment and Sustainability and Biology. B.A., University of California-Santa Cruz. Ph.D., University of Wisconsin-Madison.

**Brian Coppess** (2017) Assistant Professor of Educational Leadership. B.A., Simpson College; M.S., Iowa State University; D.Ed. University of Northern Iowa.

**Steven Coughlin** (2020) Assistant Professor of English. B.A., University of Massachusetts, Boston; M.F.A., University of Idaho; Ph.D., Ohio University.

**Philip L. Crossley** (2000) Professor of Geography. B.A., Trinity Western University; M.A., Ph.D., University of Texas at Austin.

**Steven Crowley** (2014) Professor of Accounting. B.S., M.S., University of Montana; Ph.D., University of Utah.

**Lance Dalleck** (2013) Professor Exercise and Sport Science. B.A., Western State Colorado University; M.S., Colorado State University; Ph.D., University of New Mexico-Albuquerque.

**Jennifer DeBoer** (2020) Assistant Professor of Business Administration. M.B.A., Humboldt State; Ph.D., University of British Columbia.

**Lindsey Fast** (2014) Professor of Psychology. B.S., Texas State University; M.S., Ph.D., Colorado State University.

**Robert P. Fillmore** (1997) Professor of Geology. B.A., Western State Colorado University; M.S., Northern Arizona University; Ph.D., University of Kansas.

**Kimberly J. Fix** (2009) Professor of Mathematics. B.A., Winona State University; Ph.D., University of Iowa.

**Jackie Gabriel** (2016) Assistant Professor of Sociology. B.A., University of Iowa; M.A., University of Nebraska at Omaha; Ph.D., Colorado State University.

**Mark A. Gibson** (2000) Professor of Recreation and Outdoor Education; B.A., Eastern Washington University; M.S., Colorado State University; Ed.D., University of Northern Colorado.

**Lorena Gomez** (2017) Associate Professor of Spanish. B.A., Universidad Nacional de Colombia; M.A., University of Mississippi; Ph.D., University of Alabama.

**Christopher W. Greene** (2010) Professor of Business Administration. B.S., University of Wyoming; J.D., University of Colorado School of Law.

**Greg P. Haase** (1988) Professor of Sociology; Chair, Department of Behavioral and Social Sciences. B.A., M.A., Louisiana State University; Ph.D., Colorado State University.

**James Harriss** (2016) Professor of Business Administration. B.B.A., M.B.A., Sam Houston University. D.B.A., Mississippi State University.

**John C. Hausdoerffer** (2005) Professor of Environment and Sustainability and Philosophy. Dean, School of Environment and Sustainability. B.A., Western State Colorado University; M.A., St. John's College; Ph.D.,

**Sally R.E. Hays** (2004) Professor of Economics. B.A., University of Colorado; Ph.D., University of Oregon.

**Shan M. Hays** (2005) Professor of Biology. B.A., University of Colorado; Ph.D., University of Oregon.

**Steven Cole Hughes** (2019) Assistant Professor of Theatre. B.A., Indiana University, Bloomington Campus. M.F.A., National Theatre Conservatory, Denver.

**S. Chase Hutchison** (2006) Professor of Art; Chair, Department of Art. B.F.A., Western State Colorado University; M.F.A., New Mexico State University.

**Christine Jespersen** (1998) Professor of English. B.A., University of Colorado; M.A., Ph.D., Rutgers University.

**Anders Johnson** (2017) Assistant Professor of Art. B.A., North Park University; M.F.A., Indiana University.

**George Kamberelis** (2018) Professor of Education; Chair of Education Department. B.A., Bates College; M.A., University of Chicago; M.S., Ph.D., University of Michigan.

**Michelle A. King** (2019) Assistant Professor of Mathematics and Mathematics Education. B.S., Bemidji State University, Bemidji, Minnesota; M.A., University of Northern Colorado; Ph.D. graduation application filed for Summer 2019, University of Northern Colorado.

**Scott A. Lazerus** (2000) Professor of Economics. B.A., Ph.D., University of Utah.

**Christopher Lee** (2018) Assistant Professor of Biochemistry. B.A., Western State Colorado University; Ph.D., University of Missouri-Columbia.

**John F. Lucido** (2007) Professor of Communication; Chair of Communications, Arts, Language and Literature Department. B.A. Humboldt State University; M.F.A., University of North Carolina-Greensboro.

**Patrick A.M. Magee** (1996) Associate Professor of Biology. B.S. Colorado State University; M.S., Ph.D., University of Missouri.

**Salif Mahamane** (2017) Assistant Professor of Psychology. B.A., Baylor University; M.S., New Mexico Highlands University.

**Forest Mannan** (2019) Assistant Professor of Mathematics. B.S. and B.A., The Evergreen State College, Olympia, Washington; M.S., Ph.D., Tulane University, New Orleans.

**David W. Marchetti** (2007) Professor of Geology. B.A., State University of New York at Geneseo; M.S., Ph.D., University of Utah.

**John D. Mason** (2011) Professor of Physics. B.A., Colby College; M.S., Ph.D., University of California-Santa Cruz.

**Tara Mason** (2019) Assistant Professor in Education. B.A., The University of Texas at Austin; M.Ed., University of Nebraska-Lincoln; Ph.D., Texas Tech University, Lubbock.

**Taryn Mead** (2015) Assistant Professor and Product Track Coordinator, Outdoor Industry MBA. B.A. Environmental Studies, B.A. Environmental Biology, Western Colorado University. Ph.D. Management, University of Exeter.

**Anthony Miccoli** (2006) Professor of Communication and Philosophy. B.A., Pace University; Ph.D., State University of New York at Albany.

**Samuel Micka** (2020) Assistant Professor of Mathematics. Ph.D., Montana State University.

**Jason E. Mullins** (2006) Professor of Chemistry. B.S. Clemson University; Ph.D., University of Montana.

**Jeremy Muskat** (2009) Professor of Mathematics. B.A., Western State Colorado University; M.A., University of Vermont; Ph.D., Colorado State University.

**Kevin A. Nelson** (1999) Professor of Business Administration; Associate Dean, School of Business. B.A., Brigham Young University; M.A., Ph.D., Michigan State University.

**Cassandra L. Osborne** (2007) Professor of Biology. B.S., Allegheny College; Ph.D., Dartmouth College.

**Elizabeth Petrie** (2014) Moncrief Chair in Petroleum Geology and Associate Professor of Geology. B.S., University of New Mexico; M.S., Ph.D., Utah State University.

**David J. Plante** (1999) Professor of Economics. B.A., Boston University; Ph.D., University of Utah.

**Ian Renga** (2015) Associate Professor of Education. B.S., Indiana University; Ed.M., Harvard University; Ph.D., University of Colorado-Boulder.

**Heather D. Roberson** (2008) Professor of Music. B.M., Illinois Wesleyan University; M.A., University of Iowa; D.M.A., University of Kansas.

**Marc Rubin** (2018) Assistant Professor of Computer Science. B.A., Colorado College; M.S., University of Tennessee; Ph.D., Colorado School of Mines.

**Micah Russell** (2020) Assistant Professor of Environment and Sustainability. Ph.D., University of Idaho.

**Anne W. Ryter** (1996) Professor of Chemistry. B.S., Beloit College; Ph.D., University of Colorado.

**Terence S. Schliesman** (1998) Professor of Communication Arts. B.A., Central Washington University; M.A., Ph.D., Washington State University.

**Lynn L. Sikkink** (2006) Professor of Anthropology. B.A., University of Colorado; M.A., Ph.D., University of Minnesota.

**Crystal Southall** (2014) Associate Professor of Exercise & Sport Science. B.A., University of Colorado-Boulder; M.A., University of Memphis; Ph.D., University of Northern Colorado.

**Mark Stiger** (1989) Moncrief Chair in Anthropology; Professor of Anthropology. B.A., M.A., University of Colorado; Ph.D., University of New Mexico.

**Maria Boikova Struble** (2008) Professor of Politics and Government. B.A., Louisiana State University; M.A., Arizona State University.

**M. Suzanne Taylor** (2009) Professor of Physics. B.S., Linfield College; M.S., Ph.D., University of New Mexico-Albuquerque.

**Heather Thiessen-Reily** (1996) Professor of History. B.A., University of Saskatchewan; M.A., Flinders University of South Australia; Ph.D., Tulane University.

**Zachary Treisman** (2019) Assistant Professor of Mathematics. B.A., Reed College, Portland, Oregon; M.S., Ph.D., University of Washington.

**Madelon Van de Kirk** (2021) Assistant Professor of Wildlife Ecology. B.S., Utrecht University; M.S., Radboud University; Ph.D., University of Florida.

**Gary VanGuilder** (2020) Assistant Professor of High Altitude Physiology. Bachelor of Integrated Studies, M.Ed. Weber State University, Ogden, Utah; Ph.D., University of Northern Colorado.

**Ricardo Vazquez Perales** (2021) Assistant Professor of Environment and Sustainability. B.S., Tec de Monterey, M.S. University of Dortmund and

Kwame Nkrumah University of Science and Technology, Ph.D., National Autonomous University of Mexico.

**Michael Vieregge** (2011) Professor of Business Administration. M.A., M.P.A., University of Texas at Austin; Ph.D., Pennsylvania State University.

**Joel Watson** (2015) Assistant Professor of Marketing. B.S., University of Virginia; Ph.D., University of Utah.

**Jessica R. Young** (1996) Professor of Environmental Management Master's Program. B.A., University of California-San Diego. Ph.D., Purdue University.

NOTE: Dates indicate first year of employment at Western Colorado University.

(As of May 1, 2022)

## Administration

**W. Bradley Baca** (2002) President. B.A., Dartmouth College; M.A., University of Colorado.

**Julie S. Baca** (2010) Chief Financial Officer. B.A., Western State Colorado University; M.A., Southern Illinois University.

**William L. Niemi** (1997) Associate Vice President for Academic Affairs; Professor of Politics and Government. B.A., University of California-Santa Cruz; M.A., University of California-Santa Barbara; Ph.D., University of California-Los Angeles.

**Abel A. Chavez, Jr.** (2014) Vice President of Enrollment and Student Success; Professor of Environment and Sustainability. B.S., University of Colorado-Denver; M.B.A., University of Houston; Ph.D., University of Colorado-Denver.

**Michael LaPlante** (2019) Chief Advancement Officer. B.S, Bolling Green State University; M.B.A., Colorado State University.

**Maliah Abeyta** (2021) Assistant Director of Alumni Relations. B.A. Western Colorado University.

**Alejandro Alejandro** (2018) Regional Director of Recruitment and Promotions. B.A., Western State Colorado University.

**Tara Allman** (2017) Assistant Director of Campus Recreation/Wilderness Pursuits. B.S., M.A., Ohio University.

**Kevin D. Alexander** (2000) Interim Associate Vice President for Academic Affairs; Professor of Biology. B.A., University of Texas at Austin; Ph.D., University of North Texas.

**Mark Anderson** (2005) Senior Programmer Analyst. B.A. Western State Colorado University.

**Sherri Anderson** (2020) Director of Educator Licensure. B.A., Western Colorado University; M.A., Adams State University

**Alexis Armstrong** (2019) Interim Executive Assistant to the VP Student Affairs. Western State Colorado University.

**Todd Auer** (2016) Interim Assistant Football Coach. B.S., M.S., Western Illinois University.

**Jaskaran S. Bains** (2010) Head Football Coach. B.S., California State University-Fresno; M.S., Chadron State College.

**Sukhmani Bains** (2020) Assistant Registrar.

**Deanna Banker** (2019) Graduate Program Coordinator. B.S. State University of New York College at Cortland.

**Joshua Barbee** (2021) CRM Support Specialist, B.A., Texas Tech University.

**Elizabeth Bauer** (2022) Program Coordinator. B.A Cal Poly Humboldt; M.S. Western Colorado University.

**Laurel Becker** (2008) Registrar. B.A., Western State Colorado University. M.P.A., Southern Utah University.

**Craig Beebe** (2018) Director of Alumni Relations. B.A., Western Colorado University; M.S., Colorado State University; Ed.S., Florida State University.

**Kelsey L. Bennett** (2011) Associate Vice President for Academic Affairs; Dean of Graduate Studies. B.A., Saint John's College, Santa Fe; Ph.D., University of Denver.

**Katie Benoit** (2016) Associate Athletic Director of Internal Operations and Compliance and Senior Woman Administrator. B.A., University of Rochester; M.A., Northeastern University College of Professional Studies.

**Matthew Benoit** (2017) Program Analyst; BA Carleton College; MPhil, PhD, Yale University.

**Alissa Bevan** (2021) Assistant Director of Admissions and Recruitment. B.S., Western State Colorado University; M.S., Western Colorado University.

**Molly Bolyard** (2006) Assets Accountant. B.A., Western State Colorado University.

**Maria BonDurant** (2013) Human Resources Specialist. B.A., Western Colorado University.

**Campo Caceres** (2019) Network Administrator. B.A. University of Texas Dallas.

**Shane Calhoun** (2020) IT Application Administrator. B.S., Western Colorado University.

**Breanna Clark** (2017) Regional Director of Recruitment & Promotions. B.A., Dakota Wesleyan University.

**Deanna Clark** (2019) Program Coordinator - Extended Studies. B.S. Washington State University.

**Kathryn Crawford** (2019) Head, Access Service Librarian. B.A. Western Colorado University.

**Jena D'Aquila** (2019) Admissions CRM Support Specialist.

**Gage Deeter** (2021) Resident Director. B.S., Northern Michigan University; M.S., Texas A&M University.

**Michael Dooley** (2020) Accounts Payable Analyst. B.A., Western State College of Colorado.

**Nancy Duetsch** (2016) Assistant Director of Financial Aid. B.S., University of Colorado-Boulder.

**Douglas L. Driver** (2008) Director of Institutional Research. B.A., M.L.S., University of Alabama.

**Emily Eads** (2021) Academic Advisor. B.A. Western Colorado University.

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**J. Scott Faison** (2012) IT Service Manager.

**Vickie Fellows** (2021) Head Women's Swimming & Diving Coach. B.S., University of New Mexico.

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**Dustin Fife** (2016) Director of Library Services. M.L.S., Emporia State University.

**Laurel Fisher** (2019) Assistant Director of the Western-CU Boulder Partnership Program. B. A., Western Colorado University.

**Sherry Ford** (2013) Director of Business Services. B.A., Western State Colorado University.

**Marlo Frazier** (2016) Executive Director of the School of Graduate Studies. B.A., University of Northern Colorado.

**Stacy Fuller** (2019) Head Cheerleading Coach. B.S., University of South Alabama; M.A., University of Central Florida.

**Kimberly E. Gailey** (2003) Director of Human Resources. B.S., University of Oklahoma.

**Kaylee Gaswick** (2019) Athletics Manager for Conference & Events Services. B.A., Chadron State College.

**Kevin P. Geisen** (2019) Assistant Director of Campus Recreation - Mountain Sports. B.A. Western Colorado University.

**Paula Giavasis** (2015) Work Study Coordinator. A.A.S., Pikes Peak Community College; B.A., Western State Colorado University.

**Paul Giberson** (2014) Director of Student Retention and Completion. B.A., Western State Colorado University; M.A., Colorado State University; A.B.D., University of Northern Colorado.

**Desolee Gibson** (2008) Interim Budget Specialist.

**Breanna Gilbreath** (2020) Office Support Facilitator for Environment and Sustainability. B.A., Baylor University.

**Ryon Gilbreath** (2021) Financial Aid Counselor. B.S., Tarlton State University.

**Lindsey Grasmick** (2015) Head Men's & Women's Track & Field Coach. B.A., Adams State University; M.A., Minnesota State University.

**Flynn Guerrieri** (2021) Regional Director of STEM Recruitment and Promotions. B.A., Western Colorado University.

**Bree Hare** (2019) Athletics Business Manager. B.S. University of Wisconsin - Eau Claire.

**Derek H. Harwell** (2019) Community Engagement Coordinator/Lecturer Clark Family School of Environment and Sustainability. B.A. Middlebury College; M.S. Lesley University.

**Teri Sue Haus** (1998) Bookstore Manager. B.A., Western State Colorado University.

**Ginny Hayes** (2006) Institutional Research Analyst. B.A., Western State Colorado University.

**Ashley Horvat** (2015) Technical Business Analyst - IT. B.A., Metropolitan State University of Denver.

**Hope Howard** (2017) Associate Director of Residence Life. B.A., University of Washington; M.A., Seattle University.

**Melissa Huang** (2019) Librarian, Information Literacy & Reference. B.A. Wesleyan University; M.A. & M.S. University of Illinois at Urbana-Champaign.

**Shelley Jansen** (2014) Director of Residence Life and Conference Services. B.S., M.S.Ed., University of Wisconsin-La Crosse.

**Motoki Kamikura** (2018) Assistant Athletic Trainer. B.S., Metropolitan State University of Denver; M.S., West Virginia Wesleyan College.

**Chelyn Kempton** (2016) Student Accounts Manager. B.A., Western State Colorado University.

**Nanette Knuth** (2008) System Administrator. B.A., Thomas Edison State University.

**Marilyn Krill** (2020) Department Support Coordinator for Education. B.A., University of Puget Sound.

**Jill Lazo** (2018) Education Department Assistant, B.S. Regis University.

**Garn LeBaron** (2021) Systems Administrator. B.S., Southern Utah University; M.A., Miami University (Ohio).

**Paula Lee** (2018) Interim Degree Analyst. B.A., Western State Colorado University; M.S., University of Missouri-Columbia.

**Lindsay Leggett** (2017) Interim Regional Director of Recruitment. B.A., Western State Colorado University.

**Jordan L'Heureux** (2020) Program Coordinator for Outdoor Industry MBA. B.S., University of Colorado, Denver.

**Katie Lyons** (2019) Assistant Director of Marketing and Communications – Digital. B.A. Western Colorado University.

**Aaron MacLennan** (1994) Assistant Director of Enterprise Information Systems. B.A., Western State Colorado University.

**Angel Martinez Jr** (2021) Admissions Counselor. B.A., Western Colorado University. A.A., Colorado Mountain College.

**McKenzie Mathewson** (2020) Resident Hall Director. A.A., North Central Michigan College; B.S., Western Colorado University; M.S., Missouri State University

**Ryan McFadden** (2019) Assistant Football Coach.

**Erin McKenzie** (2022) Associate Vice President of Finance; Controller. B.A., Fort Lewis College; M.Phil., University of Utah.

**Joe McLain** (2019) Interim Assistant Football Coach. B.S., M.S., Chadron State College.

**Michael McIntosh** (2020) Assistant Men's and Women's Track Coach

**Donovan McMahon** (2014) Interim Assistant Wrestling Coach. B.A., Western State Colorado University; M.S., Southern Illinois University.

**Jennifer L. Michel** (2004) Head Cross-Country Coach. B.A., Western State Colorado University.

**Daniel Mirda** (2020) Assistant Volleyball Coach. B.S., University of Wisconsin, Osh Kosh; M.Ed., Northern Illinois University.

**Todd Murray** (2021) Programmer Analyst, B.A. New Mexico State University.

**Chrissie C. Nehrenberg** (2013) Director of Concurrent Enrollment. B.A., DePauw University; M.A., University of North Carolina.

**Sarita Neyman** (2015) Executive Assistant to the Chief Financial Officer. B.A., University of Oklahoma.

**Tobias Nickel** (2022) Associate Director, Center for Public Lands. B.A., University of San Diego; M.E.M., Western Colorado University.

**Kelsey N. Oettinger** (2021) Athletic Operations & Facilities Coordinator B.A. Western State Colorado University.

**Miriam Olvera** (2021) Program Coordinator - Multicultural Affairs. B.A. Western Colorado University.

**Gregg Petcoff** (2021) Assistant Athletics Director - Athletics Communications. B.S. Morehead State (Ky.) University.

**Sara Phillips** (2008) Director of Student Engagement & Orientation. B.A., University of Puget Sound; M.U.R.P., University of Colorado–Denver.

**Gary C. Pierson** (1998) Dean of Students. B.A., M.A., Adams State University.

**Shayna Pietranton** (2022) Creative Manager and Graphic Designer. B.A., Western Colorado University.

**Charles Pipher** (2011) Head Wrestling Coach. B.A., Western State Colorado University.

**Janine Pleau** (2006) Head Athletic Trainer. B.A., Fort Lewis College; M.A., Adams State University.

**M Powel** (2021) Resident Director B.A. Eastern Mennonite University, B.A. Florida State University.

**Amanda Raso** (2020) Head Women's Soccer Coach. B.A. Fort Lewis College; M.S. Lock Haven University.

**Manzil Rayamajhi** (2020) IT Support Technician. B.A. University of Louisiana Monroe.

**Chad Reich** (2021) Technical Director of Media; Lecturer in Communication Arts, BBA, University of Iowa; MFA, Ohio University.

**Carrie Reinecke** (2010) Transfer Evaluator. B.A., Western State Colorado University.

**Olivia Reinhardt** (2021) University Videographer Photographer, B.A., Western Colorado University.

**Chad Robinson** (2002) Associate Vice President for Computing, Media, and Telecommunications; CIO. B.S., University of Michigan–Ann Arbor; M.E., University of Colorado, Boulder; M.A. University of Colorado.

**Sally Jo Romero** (1996) Director of Multicultural Affairs. B.A., Western State Colorado University.

**Christine Rourke** (2019) University Communications Officer. B.S., University of Illinois, Urbana-Champaign.

**Jacqueline Rush** (2020) Campus Visit Coordinator and Marketing Associate. B.S., Arkansas Tech University.

**Angela Ryan** (2017) Payroll & Liabilities Accountant. B.A., Western State College.

**Alicia Sandstrom** (2019) Human Resources Specialist B.S., Northern Arizona University.

**Bradd E. Schafer** (2014) Head Men's Basketball Coach. B.A., Western State Colorado University; M.S., Black Hills State University.

**Shelby Schuppe** (2020) Title IX and Student Conduct Coordinator. B.S. University of Wisconsin; M.A. Brandeis University.

**Carolyn R. Shaw** (1992) Director of Financial Aid. B.A., Western State Colorado University.

**Peter Sherman** (2014) Dean of the Business School. B.S., University of Kansas; M.B.A., Creighton University; Ph.D., University of Nebraska.

**Jeff Sladewski** (2021) Assistant Director Campus Recreation – MFH, B.S. State University of New York College at Cortland; M.S. State University of New York College at Cortland.

**Spencer Smith** (2021) Success Advisor, B.A. Western Colorado University.

**Christina Sorensen** (2021) Executive Assistant for the School of Business. B.A., Indiana University.

**Kurt Stalnaker** (2021) Technology Trainer and Coordinator, B.S. Ohio University.

**Corinne Sublette** (2020) Office Support Coordinator for Graduate Program Creative Writing. B.A., Western Colorado University.

**Taylor Summers** (2019) Assistant Wrestling Coach.

**Kirsten Swift** (2014) Interim Director of Extended Studies. B.A., Western State Colorado University.

**Cheyenne Terry** (2017) Academic Advisor/Disability Services Coordinator. B.A., M.S., Arkansas Tech University.

**Nickie Thompson** (2011) Fleet Manager Facilities Services. A.D.N. Halifax Community College.

**Richard J. Toney** (2017) Senior Web Developer & Site Manager. B.S., Pennsylvania State University-Erie.

**Tamara Toomey** (2021) Executive Assistant to the President, B.A. University of Idaho, M.S. Chadron State College.

**Meagan Tracey** (2021) Director of Admissions and Recruitment. B.A. Colorado University M.A. Graduate School of Education- Arapahoe Community College.

**Jake Van Groll** (2015) Interim Assistant Football Coach. B.S., Ripon College.

**Miles C. Van Hee** (1993) Director of Intercollegiate Athletics. B.A., Western State Colorado University; M.A., University of Northern Colorado.

**Edward O. Walker** (2019) Mountain Sports Freeride Coach. B.A., Western Colorado University.

**Zachary Walsh** (2019) Esports Manager/Video Coordinator. B.A., Western State Colorado University.

**Katherine Walters** (2015) Executive Assistant to the Vice President of Academic Affairs. B.A., Western State Colorado University.

**Janice Welborn** (1997) Director of Sponsored Programs and Grants. B.A., Long Beach State University.

**Lora Westling** (2016) Head Women's Basketball Coach. B.B.A., M.B.A., Washburn University.

**Katie Wheaton** (2022) Director of the Academic Resource Center/ Academic Advisor. B.A., University of Missouri; MEd, Colorado State University.

**Ryan White** (2014) Director of Campus Recreation. B.A., Western State Colorado University.

**Svea E. Whiting** (1999) Director of University Center Operations. B.S., Colorado State University.

**Kinlee Whitney** (2021) Marketing Content Coordinator; BA, Western Colorado University.

**Tiffany Wick** (2007) Electronic Resources Librarian. B.A., Western State Colorado University, M.L.I.S., San Jose State University.

**Alexis Wieringa** (2021) Assistant Director of Residence Life. B.S., M.A., Northern Michigan University.

**Veronica Wilde** (2018) Energy Management Program External Relations Coordinator. Campus Visits Coordinator/Marketing Associate. B.A., Western State Colorado University.

**Barbara A. Woerner** (2012) Program and Advising Coordinator for Teacher Education. B.A., University of West Florida.

**Kylee Wojcik** (2021) Executive Assistant to the Vice President of Finance and Administration, B.B.A, Sam Houston State University.

**Wendy Wolfenbarger** (2015) Purchasing Specialist. B.A., Western State Colorado University.

**Eliza Worley-Ekstrom** (2021) Success Advisor, Adult Degree Completion, B.A. Western Colorado University.

**Kimberly Yadon** (2006) Instructional Technologist. B.A., M.F.A, Western State College.

**James Young** (2018) Campus AV Manager. B.A., University of California.

(As of May 1, 2022)

## Emeritus Faculty and Staff

**Eugene P. Anderson** (1961-1987) Professor of Physical Education. B.A., Yankton College; Ed.M., University of South Dakota.

**Nella B. Anderson** (1998-2013) Professor of Teacher Education. B.S., Texas Tech University; M.Ed., University of Texas at Austin; Ph.D., University of Houston.

**Martyn L. Apley** (1978-1998) Professor of Zoology. B.S., Kansas State University; M.S., Ph.D., Syracuse University.

**Robert H. Barrett** (1993-2022) Professor of Music; Chair, Department of Music. B.M., Brigham Young University; M.M., University of North Texas; D.M.A., University of Oklahoma–Norman.

**Bruce L. Bartleson** (1965-1998) Professor of Geology. B.S., Beloit College; M.S., University of Illinois; Ph.D., University of Colorado.

**Owen E. Blacklock** (1968-1999) Assistant Professor of Psychology. B.A., University of Arkansas; M.A., University of Denver.

**Kenneth W. Blair** (1986-2005) Professor of Business Administration. B.S., M.S., Colorado State University; Ph.D., Arizona State University.

**Max E. Bramble** (1969-1988) Professor of History. B.A., University of Colorado; M.A., Western Colorado University; Ph.D., Michigan State University.

**Michael R. Brooks** (1987-2015) Professor of Communication Arts. A.B., University of California–Santa Cruz; M.F.A., University of Montana.

**John W. Brown** (1981-2006) Professor of Mathematics. B.S., M.S., University of Nebraska at Kearney; Ph.D., University of Northern Colorado.

**Glenn R. Calkins** (1978-2000) Assistant Professor of Mathematics. B.A., Western Colorado University; M.A., Kansas University-Lawrence.

**Leila M. Calkins** (1987-2009) Assistant Professor of Mathematics. B.S., M.A., Northeast Missouri State University.

**John Q. Cope** (1959-1996) Associate Professor of English; Writing Facilitator. B.A., Whitman College; M.A., University of Washington.

**Susan J. Coykendall** (1997-2019) Professor of Psychology. B.A., Kalamazoo College; M.A., Ph.D., Ohio State University.

**Kenneth A. Deming** (1965-1987) Associate Professor of Business. B.S., B.A., M.B.A., University of Denver.

**Roger A. Drake** (1969-2013) Professor of Psychology. B.A., Western Washington University; M.A., University of Iowa; Ph.D., University of Tennessee.

**Cynthia L. Drexel** (1982-2015) Professor of Business Administration; Faculty Athletic Representative. B.A., M.A., Western Colorado University; Ph.D., Brigham Young University.

**Steven J. Dunn** (1988-2003) Professor of Political Science & General Education. B.A., San Francisco State University; B.S.E., University of Arkansas; M.A., M.P.A., Ph.D., Northern Arizona University.

**Paul A. Edwards** (1987-2019) Professor of Communication and Theatre. B.A. St. Michael's College; M.A., State University of New York-Albany; Ph.D., University of Colorado.

**James R. Elsnes** (1970-1998) Professor of Geography. B.S., University of Minnesota; M.A., Ed.D., University of Colorado.

**Nancy V. Gauss** (1992-2016) Director of Library Services. B.A., Goucher College; M.A., University of Denver.



**Peter H. Gauss** (1990-2019) Professor of Biology. B.S., St. Joseph's University; Ph.D., Johns Hopkins University.

**James M. Gelwicks** (1981-2004) Assistant Professor of Communication Arts. B.A., University of Colorado; M.A., Northern Illinois University.

**Curtis J. Gravis** (1983-2007) Professor of Biology. B.S., Utah State University; Ph.D., Tulane University.

**Sherryl Hall-Peterson** (1985-2009) Vice President for Student Affairs and Dean of Students. B.A., Oklahoma City University; M.A., Western Colorado University.

**Helynne H. Hansen** (1988-2014) Professor of Modern Languages. B.A., M.A., Ph.D., University of Utah.

**Virginia L. Harris** (1972-2000) Associate Professor of Kinesiology and Recreation. B.S., M.S., Winona State University.

**E. Martin Hatcher** (1949-1993) Professor of Communication Arts. A.B., M.A., Ph.D., University of Denver.

**Frederick S. Haverly** (1977-1998) Associate Professor of Business and Accounting. B.S., M.B.A., Syracuse University; M.S., State University Teachers College, New York; C.P.A.

**Harry E. Heil** (1970-2010) Professor of Art. B.F.A., M.A., Brigham Young University.

**Roger L. Hudson** (2000-2015) Professor of Business Administration. B.S., M.B.A., Ph.D., University of Minnesota.

**Richard E. Jagger, Jr.** (1982-2005) Professor of Chemistry. B.A., Albion College; M.S., Ph.D., Michigan State University.

**Karen E. Jensen** (1978-2004) Assistant Professor of Kinesiology. B.A., University of Northern Colorado; M.S., Indiana State University.

**Lee Johnson** (1968-2004) Professor of Art. B.F.A., Minneapolis School of Art; M.A., University of New Mexico; Skowhegan School of Painting & Sculpture.

**Martin A. Johnson** (1970-1999) Director of Conference Services. B.A., M.A., Western State Colorado University.

**Andrew G. Keck** (1997-2018) Professor of Mathematics and Computer Science. Chair, Department of Mathematics and Computer Science. B.A., DePauw University; M.Phil., University of Utah; Ph.D., University of Montana.

**Heidi L. Keck** (1997-2018) Professor of Mathematics. B.S., Bemidji State University; M.S., University of Utah; Ph.D., University of Montana.

**William King** (1995-2012) Professor of English. B.S., Memphis State University; M.A., University of Washington; Ph.D., University of North Carolina.

**Kathleen M. Kinkema** (1998-2020) Professor of Exercise and Sport Science. B.A., Grand Valley State University; M.S., Ph.D., University of North Carolina-Greensboro.

**Phil C. Klingsmith** (1980-2001) Professor of Business Administration. B.A., University of Colorado; M.A., Western Colorado University; J.D., California Western School of Law.

**Jerry J. Kowal** (1974-2007) Professor of Art. B.S.Ed., Chicago State University; M.Ed., DePaul University; Ph.D., Ohio State University.

**Wesley E. Lazenby** (1979-1998) Director of Registration & Records. B.A., M.A., Adams State University.

**Wallace G. Lewis** (1991-2015) Professor of History. B.A., M.A., Ph.D., University of Idaho.

**E. Keith Longpre** (1965-1999) Professor of Botany. B.S., M.S., University of Michigan; Ph.D., Michigan State University.

**Kirk D. Lorimer** (1970-1998) Professor of Teacher Education. B.A., M.A., Adams State University; Ed.D., University of Wyoming.

**Alina M. Luna** (2005-2022) Professor of English. B.A., Russell Sage College; Ph.D., State University of New York at Albany.

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**Donald A. Maguire** (1970-2002) Associate Professor of Psychology and Computer Science. B.A., Northern Arizona University; M.A., University of Montana.

**Curtiss Mallory** (1967-1997) Professor of Mathematics. B.S., University of Minnesota- Duluth; M.A., Ed.D., University of Northern Colorado.

**T. Thomas McKelvie** (1956-1987) Business Manager; Director of Auxiliary Services. B.S., University of Utah; M.A., Western Colorado University.

**L. Scott McRae** (1966-1984) Associate Professor of Mathematics. B.S., Colorado State University; M.Ed., Colorado State University; M.A., Western Michigan.

**L. Brooke Moran** (2003-2022) Professor of Recreation and Outdoor Education. B.S., University of New Hampshire; M.A., Harvard University; Ph.D., University of New Hampshire.

**Patrick J. Muckleroy** (1982-2009) Public Services Librarian. B.A., Western Colorado University; M.L.S., North Texas State University.

**Terry L. Mullen** (1982-2007) Professor of Biology. A.A., Skagit Valley College; B.A., M.S., Central Washington State University; Ph.D., Oregon State University.

**Terri J. Murphy** (1990-2018) Professor of Art. B.A., Colorado State University; M.A., Adams State University; M.F.A., Kansas State University.

**Dale F. Nielsen** (1968-2002) Associate Professor of Psychology. B.A., Pacific Lutheran University; M.S., University of Montana.

**Dale L. Orth** (2001-2019) Professor of Chemistry; B.A., Colorado College; Ph.D., University of Wisconsin- Madison.

**Heather S. Orr** (1997-2020) Professor of Art, B.A., M.A., University of Victoria; Ph.D., University of Texas at Austin.

**Harry L. Peterson** (1996-2002) President. B.A., San Diego State University; M.S.W., University of California-Berkeley; Post-Graduate Diploma, Harvard Medical School/ Massachusetts General Hospital; Ph.D., University of Wisconsin-Madison.

**F. G. Piquette** (1961-1991) Vice President for Business Affairs; Assistant Professor of Business. B.A., M.A., Western Colorado University.

**Thomas L. Prather** (1965-1999) Professor of Geology. B.A., Carleton College; M.S., Ph.D., University of Colorado.

**Donald Radovich** (1964-1988) Professor of Art. B.F.A., M.A., University of New Mexico.

**V. Paul Reid, Jr.** (1970-1998) Professor of Education. B.S., M.S., Kansas State Teachers College; Ed.D., University of Wyoming.

**Ethel M. Rice** (1965-2001) Technical Services & Special Collections Librarian. B.A., Western Colorado University; M.A., University of Washington.

**Rodney Russell** (1988-2016) Director of Accounting. B.S., Ball State University.

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**Don E. Seastrum** (1999-2018) Professor of Art. B.A., Western Colorado University; M.L.S., University of Denver; Ph.D., The Union Institute and University.

**Jeffrey Sellen** (2010-2022) Professor of Environmental Studies & Director of the Colorado Water Workshop. B.A., Wartburg College; M.A., University of Nebraska–Omaha; Ph.D., Washington State University.

**George E. Sibley** (1988-2007) Director of Special Projects, B.A., University of Pittsburg.

**John B. Sowell** (1991-2012) Professor of Biology. B.S., University of California–Davis; Ph.D., University of Idaho.

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**James M. Stewart** (1988-2013) Professor of History. B.A., University of Northern Colorado; M.A., Ph.D., University of Colorado.

**Mark D. Todd** (1988-2019) Professor of English. B.A., M.A., Eastern New Mexico University; Ph.D., Texas Tech University.

**Charles R. Tutor** (1974-1999) Professor of Technology. A.A., College of the Desert; B.A., M.A., Ed.D., University of Northern Colorado.

**Frank A. Ventura** (1974-2011) Professor of Communication. B.A., Western State Colorado University; M.A., Ph.D., University of Colorado.

**Martha W. Violet** (1972-2010) Professor of Music. B.M.E., Illinois Wesleyan University; M.A., M.F.A., D.M.A., University of Iowa.

**Terri L. Wenzlaff** (1996-2012) Professor of Teacher Education. B.A., Dakota State University; M.A., Ed.D., University of South Dakota.

# CATALOG ADDENDUM

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Any Addendums made to the catalog after publication on May 1st will be listed here by date of edit.

7/12/2022 - edit made to how repeated classes are notated. Undergrad catalog only, Academic Policies (<https://catalog.western.edu/undergraduate/policies/>) -> Grades and Grade-Point Average -> Repetition of Classes.

8/1/2022 - edits made to CU Partnership Programs to align with CU Boulder's catalog wording. Undergrad catalog only -> Computer Science, Western - University of Colorado Boulder Partnership (<https://catalog.western.edu/undergraduate/programs/computer-science/computer-science-western-university-colorado-partnership/>) and Undergrad catalog only -> Engineering; (<https://catalog.western.edu/undergraduate/programs/engineering/#text>) (all tabs within the program had minor edits).

8/3/2022 - added Base Contact Hours Guide. Approved by Academic Policies April 2022. Undergraduate Catalog location (<https://catalog.western.edu/undergraduate/policies/#:~:text=To%20establish%20a%20statewide>) -> under Unit of Credit. Graduate Catalog location (<https://catalog.western.edu/graduate/academic-policies/#:~:text=To%20establish%20a%20statewide>) -> under Unit of Credit.

10/4/2022 - updated verbiage of Education Overview section as well as verbiage on some sections of the Education undergraduate catalog entries. Added CLD endorsement section for 5th year of Elementary Ed 3+2 and Secondary Licensure 3+2 emphases. All edits based on previously approved 2022-23 catalog changes.

10/5/2022 - updated verbiage of the Graduate catalog related to the MA in Education overview and program requirements entries. All edits based on previously approved 2022-23 catalog changes.