

TABLE OF CONTENTS

Graduate Catalog	2	Master of Behavioral Science (MBS)	46
President's Message	2	Professional Development for Educators & Principals	48
General Information	2	Index	49
Academic Calendar for 2023-2024	2	Personnel	50
Governance	3	Catalog Addendum	59
History of Western	3		
Leslie J. Savage Library	4		
Mission of the Graduate Programs	4		
The Western Colorado University Foundation	4		
Admission Policies for Graduate Programs	4		
Program Costs and Financial Aid	6		
Student Services	7		
Graduate Academic Policies	7		
Academic Programs	15		
Certificates	15		
Marketing and Branding in the Outdoor Industry Certificate	15		
Responsible Organizational Leadership in the Outdoor Industry	15		
Sustainable Financial Management in the Outdoor Industry	16		
Creative Writing, Master of Arts	16		
Creative Writing, Master of Fine Arts	18		
Gallery and Museum Management, Master of Arts	21		
Ecology, Master of Science	22		
Education, Master of Arts	23		
Special Education, Master of Arts	28		
Exercise & Sport Science: High Altitude Exercise Physiology, Master of Science	29		
Master in Environmental Management	30		
Outdoor Industry, Master of Business Administration	31		
Rural Community Health, Master of Behavioral Science	33		
Professional Development for Educators & Principals	34		
Graduate Courses	34		
Art: Gallery and Museum Management (MGMM)	34		
Creative Writing (CRWR)	35		
Ecology (BIOL)	39		
Education (EDUC)	40		
Environment and Sustainability (ENVS)	43		
Exercise and Sport Science (ESS)	44		
Master of Business Administration (MBA)	45		

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>) • admissions@western.edu

May 2023

Published by Western Colorado University,
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

- Academic Calendar for 2023-2024 (p. 2)
- Governance (p. 3)
- History of Western (p. 3)
- Institutional Accreditation (<https://catalog.western.edu/graduate/information/accreditation/>)
- Leslie J. Savage Library (p. 4)
- Mission of the Graduate Programs (p. 4)
- The Western Colorado University Foundation (p. 4)

Academic Calendar for 2023-2024

Term	Event	Date
Summer 2023	Classes begin 1st 3 weeks (Mayterm) and full term	May 8, 2023
	Memorial Day --no classes	May 29, 2023
	Classes begin 1st 5 week and 10 week sessions	May 30, 2023
	Juneteenth -- no classes	June 19, 2023
	Classes begin 2nd 5 week session	July 3, 2023
	Independence Day --no classes	July 4, 2023
	End of Summer Semester	August 4, 2023

Fall 2023	New Faculty Report	August 14, 2023
	Classes begin	August 21, 2023
	Labor Day --no classes	September 4, 2023
	Fall Break --no classes	November 20-24, 2023
Spring 2024	Final Exams	December 11-14, 2023
	Classes begin	January 8, 2024
	Martin Luther King Day --no classes	January 15, 2024
	Presidents Day --no classes	February 19, 2024
	Spring Break --no classes	March 11-15, 2024
	Final Exams	April 30-May 3, 2024
Summer 2024	Spring Commencement	May 4, 2024
	Classes begin 1st 3 weeks (Mayterm) and full term	May 6, 2024
	Memorial Day -- no classes	May 27, 2024
	Classes begin 1st 5 week and 10 week sessions	May 28, 2024
	Juneteenth -- no classes	June 19, 2024
	Classes begin 2nd 5 week session	July 1, 2024
	Independence Day -- no classes	July 4, 2024
	End of Summer Semester	August 2, 2024

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, 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:

- Complete the admission process and be fully admitted to the graduate program.
- Submit a Free Application for Federal Student Aid (FAFSA) at [<https://studentaid.gov/>] to the federal student aid processor.
- 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)

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)
-------------	--	-----------------

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)
----------------------------	--	-----------------

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 gradation at the doctoral level. Thesis and dissertation credits should correlate with the scope and level of research work	1.67 (25 chrs)

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)
-------------------------------	--	----------------

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.
------------------	---	--

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)
-------------------	---	----------------

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

Full-Time Status

During the **fall** or **spring** semesters, a minimum of nine (9) credit hours is considered a full-time course load for graduate students. Graduate students may take a course load of up to 15 credit hours without special approval. A student may petition to enroll in more than 15 credit hours during the fall or spring semesters if the student's grade point average is at least 3.500 from most recent course work. Petitions for course overload may be requested through the School of Graduate Studies and must be approved by the student's advisor, program director, and School of Graduate Studies. If the student's cumulative grade point average is

below 3.500, the petition also requires approval of the Dean of Graduate Studies.

During the **summer** semester, a minimum of six (6) credit hours is considered a full-time course load for graduate students. Graduate students may take a course load of up to nine (9) credit hours without special approval. An additional three (3) credit hours of student teaching, internship, or other on-the-job credit may also be taken. A student may petition to enroll in more than 12 credit hours during the summer semester if the student's grade point average is at least 3.500 from most recent course work. Petitions for course overload may be requested through the School of Graduate Studies and must be approved by the student's advisor, program director, and School of Graduate Studies. If the student's cumulative grade point average is below 3.500, the petition also requires approval of the Dean of Graduate Studies.

Part-Time Status

During the **fall** or **spring** semesters, graduate students who enroll in fewer than nine (9) credit hours are classified as a part-time student. During the **summer** semester, graduate students who enroll in fewer than six (6) credit hours are classified as a part-time student.

Federal Financial Aid

To qualify for federal financial aid, a graduate student must enroll in a minimum of 4.50 credit hours during any semester. Consult the Office of Financial Aid with questions.

Requirements for International Students

International students must comply with any regulations or conditions associated with their visa status, in addition to the requirements of this enrollment policy. F-1 visa holders enrolled in less than nine (9) credit hours in either the fall or spring semesters must file a request with the Western's SEVIS Coordinator in the Office of the Registrar. F-1 and J-1 visa holders have no summer enrollment requirement per federal immigration regulations; however, if the summer semester is the first semester of an academic program, six (6) credit hours are required to maintain the visa status.

Graduate Course Load and Student Status for VA Students*

Student status for VA Benefits is based on a semesterly course load. Western offers several academic sessions of varying lengths. Any combination of credit hours pursued across multiple academic sessions in the fall and spring semesters must total 9+ credit hours to qualify for full-time benefit levels, 6.75 credit hours for three-quarter time benefit levels, 4.50 credit hours for part-time benefit levels, and 2.25 credit hours for quarter-time benefit levels.

Any combination of credit hours pursued across multiple academic sessions in the summer semester must total 6+ credit hours to qualify for full-time benefit levels, 4.50 credit hours for three-quarter time benefit levels, 3-credit hours for part-time benefit levels, and 1.50 credit hours for quarter-time benefit levels.

The table below does not apply to Federal Student Aid. If you are applying for Federal Student Aid, there is a different enrollment status standard for determining aid eligibility. See **Full-Time and Part-Time definition above**.

Fall and Spring Semester Parts of Term	Academic Load	Graduate Student Status	Rate of Pursuit
Full Term Session	9+ Credit Hours	Full-time	100%
	6.75 Credit Hours	Three-Quarter Time	75%
	4.50 Credit Hours	Part-time	50%
	2.25 Credit Hours	Quarter-time	25%
Summer Semester Parts of Term	Academic Load	Graduate Student Status	Rate of Pursuit
Full Term Session	6+ Credit Hours	Full-time	100%
	4.50 Credit Hours	Three-Quarter Time	75%
	3.00 Credit Hours	Part-time	50%
	1.50 Credit Hours	Quarter-time	25%
10-week Session	6+ Credit Hours	Full-time	100%
	4.50 Credit Hours	Three-Quarter Time	75%
	3.00 Credit Hours	Part-time	50%
	1.50 Credit Hours	Quarter-time	25%

*The university does not have access to military records and cannot determine eligibility. All eligibility and payment questions should be directed to the Department of Veterans Affairs by calling 1-888-GIBILL-1.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

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 at any time during the semester. Withdrawals from courses shorter than one semester (16-weeks), may be granted up to and including the last day of class. If a course has concluded before a withdrawal is processed, a grade is recorded. Students must contact the graduate program director and the School of Graduate Studies for approval to officially withdraw from the University.

A medical withdrawal may be requested when a student has a documented health or mental health condition preventing completion of the semester. A student who wishes to withdraw under a medical withdrawal must withdraw from all in-progress classes. Students must contact the Office of Student Affairs to initiate a medical withdrawal.

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 when enrolled in a variable credit course (i.e., special topics, independent studies, internships, etc.) must receive the approval of the graduate program director. If a student obtains this

authorization, a grade of "W" or "WF" may be assigned; a "WF" may be assigned if the student is failing the course at the time of withdrawal.

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.

Prior to departure from Western all students should check out by contacting applicable departments. Students that live in on-campus housing must contact Residence Life. Students with financial aid must contact the Office of Financial Aid for exit counseling and should not register for courses in a future term.

Re-entry

Graduate students in academic good standing who have been withdrawn from the University for one or more semesters, but fewer than five calendar years, who wish to return must submit a Graduate Application for Readmission to the School of Graduate Studies.

University Graduation Requirements

Students must complete a minimum of 30 graduate semester credits for each master's degree. This may include up to nine (9) 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 the section on Transfer Credits.)

Candidates for a graduate certificate must take all associated credits in residence at Western.

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 is a formal collection of courses that together form a specialized, coherent program of study offered by one or more academic unit(s). As such, a graduate certificate is distinct from a master's degree in providing continuing education for professionals or enhancing the educational programming for graduate students. All graduate certificates should enhance existing programs, not take their place, and sufficient resources must exist to support the certificate program.

Certificate Requirements

A graduate certificate is an academic credential granted by Western Colorado University. Students that wish to earn a graduate certificate must follow the requirements of admission, complete approved graduate-level coursework, apply to receive the credential and enroll in at least one graduate-level credit during the term in which the certificate is awarded and posted to the transcript.

- The total number of credits required for a graduate certificate may vary by academic discipline but must require a minimum of nine (9) credit hours.
- Graduate certificates may include courses that are a part of an academic program, explicitly created for the certification, or cross-listed courses.

- c. Courses for a graduate certificate must be 500-level or above. A minimum course grade of B- is required to earn credit toward the certification.
- d. Students may use Western graduate certificate coursework and credits to fulfill some requirements for a Western graduate degree with the approval of the relevant academic disciplines and SGS Dean.
- e. Specified courses may be required 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, must be completed to meet the credit hour requirement of the second or subsequent certificate.
- f. Students may not use credits earned at another institution to meet the requirements of a Western graduate certificate.
- g. Students must complete the requirements for a graduate certificate during the five (5) year period after initial enrollment. The period begins with the first course taken toward the certification. Credits taken more than five (5) years before initial enrollment in a graduate certificate program will not be counted toward certificate requirements.
- h. The Office of the Registrar verifies the completion of certificate requirements and posts the certificate to student transcripts. Western's third-party diploma/certificate service issues students a paper certificate upon completion.
- i. The relevant shared governance structure must approve all changes to certificate requirements.

Graduate Degree and Non-Degree-Seeking Students

- a. Graduate certificates are designed for students who have earned a bachelor's degree or equivalent.
- b. Currently enrolled Western graduate students may complete a graduate certificate that enhances their career.
- c. Degree-seeking graduate students may add a certificate before completing degree requirements by meeting admission and/or completion requirements for the desired certificate.
- d. International students (J or F visa students) may pursue certificates only as degree-seeking students.
- e. 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.
- f. For non-degree seeking or post-baccalaureate students, graduate-level credits earned at Western less than five (5) years before formal admission to a graduate certificate program may be applied toward the certificate, with approval of the academic unit and SGS Dean, provided that 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.

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

- Certificates (p. 15)
- Creative Writing, Master of Arts (p. 16)
- Creative Writing, Master of Fine Arts (p. 18)
- Ecology, Master of Science (p. 22)
- Education, Master of Arts (p. 23)
- Exercise & Sport Science: High Altitude Exercise Physiology, Master of Science (p. 29)
- Gallery and Museum Management, Master of Arts (p. 21)
- Master in Environmental Management (p. 30)
- Outdoor Industry, Master of Business Administration (p. 31)
- Professional Development for Educators & Principals (p. 34)
- Rural Community Health, Master of Behavioral Science (p. 33)
- Special Education, Master of Arts (p. 28)

Certificates

Programs

Western offers the following graduate certificates to both degree-seeking and non-degree seeking students:

- Marketing and Branding in the Outdoor Industry Certificate (p. 15)
- Responsible Organizational Leadership in the Outdoor Industry (p. 15)
- Sustainable Financial Management in the Outdoor Industry (p. 16)

Marketing and Branding in the Outdoor Industry Certificate

Marketing and Branding in the Outdoor Industry

The Graduate Certificate in Marketing and Branding in the Outdoor Industry provides the analytic and technical skills professionals need to address today's complex marketing and branding issues in the Outdoor Industry. The certificate focuses on industry-specific content to enable professionals to develop the capacity and skill necessary to effectively and strategically lead marketing efforts for their organizations, better understand consumer behavior, engage and reach new audiences, manage and measure marketing campaigns, and enhance sales performance to derive better business value in the outdoor industry. The coursework engages professionals with content related to marketing management, customer service, customer experience, sales development, go-to-market strategies, and sustainable marketing.

Program Benefits

This program offers professionals an opportunity to enhance and/or specialize their education without committing to a full MBA program. Courses in this program are held online and in the evening, to allow working professionals an opportunity to gain specialized education and advance their careers in the Outdoor Industry. Additionally, this program offers organizations an opportunity to invest in their employees, leading to improved job satisfaction and higher retention.

Admission Requirements

Admission requirements will match those associated with the OIMBA program.

- BA or BS degree in Business or related program from a regionally accredited college or university or completion of MBA 690: MBA Essentials
- Minimum undergraduate GPA of 3.0 on a 4.0 scale is desirable.* Official transcript required.
- Greater than three years of work experience in the outdoor industry**

*Candidates who do not meet the minimum GPA but have significant work experience will be considered.

**Candidates with less than three years of professional experience will be evaluated on a case-by-case basis.

Program Requirements

9 credits are required, including:

Code	Title	Credits
MBA 606	Marketing and Brand Strategy in the Outdoor Industry	3
MBA 614	Sales and Customer Experience	3
MBA 697	Special Topics	3
Total Credits		9

Responsible Organizational Leadership in the Outdoor Industry

Responsible Organizational Leadership in the Outdoor Industry

The Graduate Certificate in Responsible Organizational Leadership in the Outdoor Industry provides the tools and skills required for professionals to advance their careers in the Outdoor Industry. The certificate focuses on industry-specific content to enable professionals to develop the capacity and skill necessary to effectively and strategically lead organizations, manage change, improve financial, environmental, and social performance, and create and execute strategic plans. The coursework engages professionals with content related to executive leadership, business ethics, organizational behavior, diversity, equity, inclusion, and belonging (DEIB), social responsibility, and environmental sustainability in the outdoor industry.

Program Benefits

This program offers professionals an opportunity to enhance and/or specialize their education without committing to a full MBA program. Courses in this program are held online and in the evening, to allow working professionals an opportunity to gain specialized education and advance their careers in the Outdoor Industry. Additionally, this program offers organizations an opportunity to invest in their employees, leading to improved job satisfaction and higher retention.

Admission Requirements

Admission requirements will match those associated with the OIMBA program.

- BA or BS degree in Business or related program from a regionally accredited college or university or completion of MBA 690: MBA Essentials

- Minimum undergraduate GPA of 3.0 on a 4.0 scale is desirable.* Official transcript required.
- Greater than three years of work experience in the outdoor industry**

*Candidates who do not meet the minimum GPA but have significant work experience will be considered.

**Candidates with less than three years of professional experience will be evaluated on a case-by-case basis.

Program Requirements

9 credits are required, including:

Code	Title	Credits
MBA 603	Leadership, Ethics, and Organizational Behavior	3
MBA 607	Sustainable Strategic Management in the Outdoor Industry	3
MBA 697	Special Topics	3
Total Credits		9

Sustainable Financial Management in the Outdoor Industry

Sustainable Financial Management in the Outdoor Industry

The Graduate Certificate in Sustainable Financial Management in the Outdoor Industry is designed to provide the essential concepts, theories, and practices relevant to sustainable finance and accounting in the Outdoor Industry. The certificate focuses on industry-specific content to enable professionals to advance their skills in assessing and managing the financial health of organizations in the outdoor industry. The coursework engages professionals with content related to financial, ethical, and environmental accounting issues and frameworks, financial decision-making theory and practice, financial analysis and forecasting, risk management, capital budgeting, sustainable finance, economic, environmental, social, and governance (ESG) issues, and alternative financing arrangements.

Program Benefits

The requirements of the certificate allow working professionals who may not have the time or resources to dedicate to the full MBA program to gain specialized education in Sustainable Financial Management to advance their career in the Outdoor Industry. The courses are offered fully-online and in the evening to enable students to gain valuable education while continuing to work full-time. The program also offers companies an opportunity to make a feasible investment in their employees that could lead to higher retention and job satisfaction.

Admission Requirements

Admission requirements will match those associated with the OIMBA program.

- BA or BS degree in Business or related program from a regionally accredited college or university or completion of MBA 690: MBA Essentials
- Minimum undergraduate GPA of 3.0 on a 4.0 scale is desirable.* Official transcript required.
- Greater than three years of work experience in the outdoor industry**

*Candidates who do not meet the minimum GPA but have significant work experience will be considered.

**Candidates with less than three years of professional experience will be evaluated on a case-by-case basis.

Program Requirements

9 credits are required, including:

Code	Title	Credits
MBA 600	Sustainability Accounting	3
MBA 602	Managerial Finance	3
MBA 615	Sustainable Finance	3
Total Credits		9

Creative Writing, Master of Arts

The Graduate Program in Creative Writing offers an M.A. in Genre Fiction, Nature Writing, Poetry, Publishing, or Screenwriting. Western's curricula differ from other low-residency programs by emphasizing intense training in craft, building of a writing community, close study of historically underrepresented writers, and exposure to the business of being a writer or publisher.

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

1. through rigorous online curricula and regular virtual classes spanning the Summer, Fall, and Spring semesters during which students work closely with faculty and with members of their peer community;
2. through a one-week residency at the end of each summer semester that facilitates connection and community.

All programs require a high degree of commitment and excellence from candidates, who must maintain at least a 3.00 course average to complete the program. A minimum grade of B- in each course is required.

In their first summer, M.A. students complete 3-credits of intensive coursework in their concentration and take CRWR 600, The Common Read & Writing Craft, for an additional 2-credits. In their second summer, M.A. students complete a 1-credit capstone project in which they demonstrate their competency through a craft talk, reading, or similar presentation.

During the Fall and Spring semesters, full-time students take two 6-credit courses for a total of 12-credits per semester. Students may anticipate spending between 25 and 30 hours per week on assigned coursework. The coursework typically consists of readings and viewings, asynchronous discussions, and writing assignments for which instructors offer online feedback. Students also participate regularly in live virtual classes and one-on-one meetings with faculty.

Program Information

The low-residency Master of Arts in Creative Writing at Western Colorado University is a 13-month program that emphasizes the development of creative, analytical, and pedagogical abilities. Students choose from five concentrations: Genre Fiction, Nature Writing, Poetry, Publishing, or Screenwriting. The curriculum consists of two regular academic semesters and two summer semesters. During the fall and spring semesters, students complete courses using both live virtual classrooms and online learning platforms. During each of the two summer semesters,

students take courses online and also attend an on-campus residency at the end of the summer term.

Total Credits for the M.A. in Creative Writing

First summer = 5 credits

Second summer = 1-credit capstone

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 screenplay of 15-30 pages.
 - 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. As the culmination of their work, M.A. students complete a capstone project and present it at their final Summer Residency.

The M.A. Concentration in Genre Fiction requires the following 30 credits:

Code	Title	Credits
CRWR 600	The Common Read & Writing Craft	2
CRWR 601	Fundamentals of Writing Genre Fiction I	3
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 Young Adult Fiction	6
CRWR 619	Genre Writing II- Western, Speculative, and Young Adult Fiction	6
CRWR 693	Master's Capstone	1
Total Credits		30

Concentration in Nature Writing

The Concentration in Nature Writing brings students into the contemporary and complex conversation of environmental writing, introducing them to a wide range of authors, literary techniques, and styles relevant to the field. The concentration provides readings and training in all major literary sub-genres including memoir and personal essay, fiction, nature writing, science and advocacy writing, and hybrid and experimental work. Courses include significant reading in primary and secondary sources, workshop, and writing extensive short- and long-format work. As the culmination of their work, M.A. students complete a capstone project and present it at their final summer residency.

The M.A. Concentration in Nature Writing requires the following 30 credits:

Code	Title	Credits
CRWR 600	The Common Read & Writing Craft	2
CRWR 680	Writing Place: New Forms and Techniques	6
CRWR 681	Introduction to Nature Writing	3
CRWR 685	Craft of Creative Nonfiction	6
CRWR 686	Genres of Nature Writing	6
CRWR 688	Writing about Nature and Society	6
CRWR 693	Master's Capstone	1
Total Credits		30

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 craft and technique, special topics in poetry, and professional development. As the culmination of their work, M.A. students complete a capstone project and present it at their final Summer Residency.

The M.A. Concentration in Poetry requires the following 30 credits:

Code	Title	Credits
CRWR 600	The Common Read & Writing Craft	2
CRWR 630	Foundations of Poetry	3
CRWR 634	Poetry Now	6
CRWR 635	Poetry Workshop I	6
CRWR 644	Poetic Lineages	6
CRWR 648	Poetry Craft and Technique	6
CRWR 693	Master's Capstone	1
Total Credits		30

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 the editing, 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 skill sets, including copyright law, and working with authors and agents. As the culmination of their work, students complete a capstone project and present it at their final Summer Residency.

The M.A. Concentration in Publishing requires the following 30 credits:

Code	Title	Credits
CRWR 600	The Common Read & Writing Craft	2
CRWR 613	Introduction to the Publishing World	3
CRWR 614	Traditional Publishing I	6
CRWR 615	Publishing and Marketing a Book	1
CRWR 623	Independent and New Model Publishing I	6
CRWR 624	Traditional Publishing II	6
CRWR 625	Independent and New Model Publishing II	6
Total Credits		30

Concentration in Screenwriting

The Concentration in Screenwriting teaches screenwriting for both film and television. Each semester pairs an intensive analytical course with an intensive generative writing course. The concentration emphasizes story and scene structure, visual storytelling, character development, development of concept and theme, genre, dialogue—never forgetting that a screenplay is a document that will ultimately be translated to the screen. Through regular mentorship, students refine and consolidate their own best writing practices. As the culmination of their work, M.A. students complete a capstone project and present it at their final Summer Residency.

The M.A. Concentration in Screenwriting requires the following 30 credits:

Code	Title	Credits
CRWR 600	The Common Read & Writing Craft	2
CRWR 660	Scenes & Sequences	3
CRWR 664	Adapting the Feature	6
CRWR 665	Feature Structure & Genre	6
CRWR 667	Writing the Television Screenplay	6
CRWR 669	TV Structure & Genre	6

CRWR 693	Master's Capstone	1
Total Credits		30

Creative Writing, Master of Fine Arts

The Graduate Program in Creative Writing offers an MFA in Genre Fiction, Nature Writing, Poetry, or Screenwriting. Western's curricula differs from other low-residency programs by emphasizing intense training in craft, building of a writing community, close study of historically underrepresented writers, and exposure to the business of being a writer.

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

1. through rigorous online curricula and regular virtual classes spanning the Summer, Fall, and Spring semesters, during which students work closely with faculty and with members of their peer community;
2. through a one-week residency at the end of each summer semester that facilitates connection and community.

All programs require a high degree of commitment and excellence from candidates, who must maintain at least a 3.00 course average to complete the program. A minimum grade of B- in each course is required.

In all three summer semesters, MFA candidates complete a 3-credit intensive course in their concentrations. In their first summer, they take a first-year intensive course and also complete two credits of CRWR 600, The Common Read & Writing Craft. In their second summer, they take a second-year intensive course and also earn two credits for starting their thesis project. In their third summer, they take a final intensive course, plus a 1-credit elective which allows them to explore other concentrations.

During the Fall and Spring semesters of their first year, full-time students take two 6-credit courses for a total of 12 credits per semester. Students may anticipate spending between 25 and 30 hours per week on assigned coursework. The coursework typically consists of readings and viewings, asynchronous discussions, and writing assignments for which instructors offer online feedback. Students also participate regularly in live virtual classes and one-on-one meetings with faculty.

In the Fall semester of their second year, full-time students take one 6-credit course, plus three credits of mentor-guided thesis work, for a total of 9-credits, so that they can focus on the thesis project. In the Spring semester, students return to taking two 6-credit courses in their concentration, plus one final credit of mentor-guided thesis work.

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, and are required to take a 1-credit elective during their final summer semester.

Full-time students require 25 months to finish the program, which comprises four academic semesters and three summer semesters. During the Fall and Spring semesters, students engage in courses using both live virtual classrooms and online learning tools. In each of the three summer semesters, students take courses online and attend an on-campus residency at the end of the summer term.

Total Credits for the MFA in Creative Writing

First two summer residencies @5 hours/term = 10 credits

Third summer residency @4 hours/term = 4 credits

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

Third academic semester @9 hours/term = 9 credits

Fourth academic semester @13 hours/term = 13 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 screenplay of 15-30 pages.
 - 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.

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 MFA Concentration in Genre Fiction requires the following 60 credits:

Code	Title	Credits
CRWR 600	The Common Read & Writing Craft	2
CRWR 601	Fundamentals of Writing Genre Fiction I	3
CRWR 602	Fundamentals of Writing Fiction II	3
CRWR 604	Career Planning for Genre Writers	3
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 Young Adult 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 626	Pedagogy & Practicum	6
CRWR 697	Special Topics	1
Six credits of:		6
CRWR 694	MFA Thesis (must be taken for a total of six 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 604	Career Planning for Genre Writers	3
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 Young Adult Fiction	6
CRWR 619	Genre Writing II- Western, Speculative, and Young Adult Fiction	6
CRWR 693	Master's Capstone	2
CRWR 697	Special Topics	1
Total Credits		30

Concentration in Nature Writing

The Concentration in Nature Writing brings students into the contemporary and complex conversation of environmental writing, introducing them to a wide range of authors, literary techniques, and styles relevant to the field. The concentration provides readings and training in all major literary sub-genres including memoir and personal essay, fiction, nature writing, science and advocacy writing, and hybrid and experimental work. Courses include significant reading in primary and secondary sources, workshop, and writing extensive short- and long-format work. As the culmination of their work, MFA students complete a creative thesis, which consists of part of a book-length manuscript, and engage in professional development for future publication and career opportunities.

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

Code	Title	Credits
CRWR 600	The Common Read & Writing Craft	2
CRWR 680	Writing Place: New Forms and Techniques	6
CRWR 681	Introduction to Nature Writing	3
CRWR 682	Book-Length Considerations	3
CRWR 683	Thesis Seminar in Nature Writing	3
CRWR 685	Craft of Creative Nonfiction	6
CRWR 686	Genres of Nature Writing	6
CRWR 687	Nature Writing Workshop	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
CRWR 697	Special Topics	1
Six credits of:		6
CRWR 694	MFA Thesis (must be taken for a total of six credits)	
Total Credits		60

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 680	Writing Place: New Forms and Techniques	6
CRWR 682	Book-Length Considerations	3
CRWR 685	Craft of Creative Nonfiction	6
CRWR 686	Genres of Nature Writing	6
CRWR 688	Writing about Nature and Society	6
CRWR 693	Master's Capstone	2
CRWR 697	Special Topics	1
Total Credits		30

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 craft and technique, special topics in poetry, and professional development. MFA students also take one elective during their final summer residency.

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	The Common Read & Writing Craft	2
CRWR 630	Foundations of Poetry	3
CRWR 634	Poetry Now	6
CRWR 635	Poetry Workshop I	6
CRWR 640	From Thesis to Book	3

CRWR 644	Poetic Lineages	6
CRWR 645	Poetry Workshop II	6
CRWR 648	Poetry Craft and Technique	6
CRWR 649	Special Topics in Poetry	6
CRWR 650	Graduate Poetry Seminar	3
CRWR 653	The Writing Life	6
CRWR 697	Special Topics	1
Six credits of:		6
CRWR 694	MFA Thesis (must be taken for a total of six credits)	
Total Credits		60

Poetry as a Second Concentration

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

Code	Title	Credits
CRWR 634	Poetry Now	6
CRWR 635	Poetry Workshop I	6
CRWR 640	From Thesis to Book	3
CRWR 644	Poetic Lineages	6
CRWR 648	Poetry Craft and Technique	6
CRWR 693	Master's Capstone	2
CRWR 697	Special Topics	1
Total Credits		30

Concentration in Screenwriting

The Concentration in Screenwriting teaches screenwriting for both film and television. Each semester pairs an intensive analytical course with an intensive generative writing course. The concentration emphasizes story and scene structure, visual storytelling, character development, development of concept and theme, genre, dialogue—never forgetting that a screenplay is a document that will ultimately be translated to the screen. Through regular mentorship, students refine and consolidate their own best writing practices.

The MFA Concentration in Screenwriting requires the following 60 credits:

Code	Title	Credits
CRWR 600	The Common Read & Writing Craft	2
CRWR 660	Scenes & Sequences	3
CRWR 664	Adapting the Feature	6
CRWR 665	Feature Structure & Genre	6
CRWR 667	Writing the Television Screenplay	6
CRWR 669	TV Structure & Genre	6
CRWR 670	Visual Storytelling	3
CRWR 672	Screenwriting Workshop I	6
CRWR 673	The Concept & The Pitch	6
CRWR 674	Screenwriting Workshop 2	6
CRWR 679	Screenwriting Thesis Production	3
CRWR 697	Special Topics	1
Six credits of:		6

CRWR 694	MFA Thesis (must be taken for a total of six credits)	
Total Credits		60

Screenwriting as a Second Concentration

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

Code	Title	Credits
CRWR 664	Adapting the Feature	6
CRWR 665	Feature Structure & Genre	6
CRWR 667	Writing the Television Screenplay	6
CRWR 669	TV Structure & Genre	6
CRWR 670	Visual Storytelling	3
CRWR 693	Master's Capstone	2
CRWR 697	Special Topics	1
Total Credits		30

Gallery and Museum Management, Master of Arts

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 interests with the education and professional training of this degree program.
- Effectively support the realistic demands of art gallery and museum management, in both the artistic and the business dimensions of the field, in the for-profit and not-for-profit sectors.
- Be fully proficient as exhibition specialists for art and cultural heritage venues, including a wide variety of contemporary, historic, and antique art and material culture objects, in the for-profit and not-for-profit sectors.

- Plan, develop and execute gallery and exhibition design and layout, synthesizing and implementing knowledge of aesthetic and design principles, theory and best practices, CAD design tools, and relevant federal and state laws and regulations.
- Continue to develop knowledge and experience in areas of interest beyond graduation, implementing the program readings, tools, and educational materials.

Program Prerequisites

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

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

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

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

Program Requirements

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

All students must complete the following courses and residencies:

Code	Title	Credits
Two Weeks Prior to Fall Semester Start Date		
MGMM 600	Orientation and Practicum	3
Fall Semester		
MGMM 601	Exhibition Principles I	3

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

Course	Title	Credits
Year One		
Fall		
Two weeks prior to fall semester start date.		
MGMM 600	Orientation and Practicum	3
Regular Fall Semester		
MGMM 601	Exhibition Principles I	3
MGMM 612	Business Principles I	3
MGMM 621	Curatorship Principles I	3
MGMM 631	Curating the Past	3
Credits		15
Spring		
MGMM 602	Exhibition Principles II	3
MGMM 613	Business Principles II	3
MGMM 622	Curatorship Principles II	3
Credits		9
Summer		
MGMM 691	Master's Project	3
MGMM 699	Program Internship	3
Credits		6
Total Credits		30

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, and modeling. Students may also work on any number of organisms or ecological processes (e.g., invertebrates, plants, wildlife, fire, and 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 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 and the application of ecological knowledge toward broader social-ecological impacts. The Ecology and Conservation Emphasis is a 33-credit track with 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 continuously enroll in at least one credit of BIOL 695 until a 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 with 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 continuously enroll in at least one credit of BIOL 696 until a 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
Core Ecology MS Courses		
BIOL 606	Ecological Research Methods	3
BIOL 613	Advanced Ecological Analysis	3
BIOL 690	Ecology MS Proposal Development	3
BIOL 695	Ecology/ Conservation Thesis Research	3-9
or BIOL 696	Fisheries/ Wildlife Thesis Research	
Total Credits		12-18

Ecology and Conservation Emphasis (beyond required Core courses)

Code	Title	Credits
15-21 credits of the following electives to be chosen in consultation with thesis committee:		
BIOL 620	Ornithology	
BIOL 622	Mammalogy	
BIOL 625	Invertebrate Zoology with laboratory	
BIOL 627	Field Entomology	
BIOL 630	Wildlife Ecology and Management	
BIOL 633	Wildlife Population Analysis	
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 633	Wildlife Population Analysis	
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

Western's Educational Department's mission is to prepare knowledgeable, effective, and inclusive practitioners committed to providing equitable learning opportunities for all students. We are committed to supporting students' understanding of schools' cultural, social, and economic realities and guiding all students to be engaged citizens in an increasingly diverse and globalized world.

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 30-45 semester credits of graduate course work, specific to the emphasis or endorsement chosen. A summer on-campus or online program orientation must be completed before coursework is begun.

Upon acceptance to the program, an advisor will be assigned to assist the applicant in developing a degree plan, which includes a graduate capstone or final comprehensive examinations in the form of professional portfolios that are required for graduation.

Western's Education Department provides graduate pathways for an initial teaching license in the following endorsement areas:

- Elementary Education (K-6)
- Secondary (7-12) Endorsements: Agriculture and Natural Resources; Business and Marketing Education; English Language Arts; Family and Consumer Science; Mathematics; Science; Social Studies; Technology Education
- K-12 Endorsements: Drama and Theatre Arts; Health; Instructional Technology; Music; Physical Education; Visual Arts; World Languages
- Special Education Generalist (K-12)

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 Master 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](#).

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.

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

- a. 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
- b. 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

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

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

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

- a. 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

- a. Obtain a Statement of Eligibility from CDE.
- b. Secure a full-time principal or assistant principal position.

- c. 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.

- a. 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), and Secondary (Business, English, Mathematics, Science, and Social Studies).

Elementary Education Licensure

Code	Title	Credits
EDUC 600	Foundations of Literacy Development	3
EDUC 601	Methods and Strategies of Effective Reading Instruction	3

EDUC 604	Learning Environments	3
EDUC 605	Curriculum Development and Assessment	3
EDUC 608	Methods and Strategies of Effective Writing Instruction	3
EDUC 613	Methods and Strategies of Effective Mathematics Instruction	3
EDUC 619	Elementary Student Teaching (taken twice)	6
EDUC 628	Pedagogies for English Learners	3
Total Credits		27

Secondary or K-12 Licensure

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

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.

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

Completion of the Emphasis in K-12 Online Teacher Leadership

Code	Title	Credits
27 credits of Teacher Licensure course work is required in addition to the following:		
EDUC 621	Creating Effective Online & Blended 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.

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. Successful completion of the Reading Leadership emphasis will result in earning the MA degree. To be recommended for a Colorado Department of Education Reading Teacher or Reading Specialist endorsement, the candidate must also take one of the following courses: Reading Teacher Internship or Reading Specialist Internship.

Completion of the emphasis in Reading Leadership

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

Education with emphasis in Teacher Leadership, Master of Arts

Teacher Leadership is defined as the work of an individual (a teacher-leader) within a school who is regarded as an excellent educator; is well respected by peers; is recognized for his or her leadership capacity; holds a lifelong learning orientation; and has been identified to facilitate, advocate, and advance school reform and improvement of student learning. The work of a Teacher Leader is typically carried out through informal and formal venues and processes; for example, with teachers in their classrooms, and district level task forces, committee, and/or membership in district level professional development projects. In order to earn the MA in Education with emphasis in Teacher Leadership, the candidate must successfully complete 43 graduate credits of education course work in conjunction with in-classroom/school practical experience. Already licensed teachers have the option of adding an

endorsement in the licensure areas listed above during their first year of study. Successful completion of the Teacher Leadership emphasis will result in earning the MA degree.

Completion of the emphasis in Teacher Leadership

Code	Title	Credits
27 credits of Teacher Licensure course work is required in addition to 27 the following:		
EDUC 680	Research and Critical Inquiry for Leaders	4
EDUC 693	Capstone	3
Additionally, completion of the Teacher Leadership emphasis requires nine 600 level education elective credits. Students may select 3 courses from the following:		
EDUC 632	Overview of Special Services	
EDUC 669	Formal and Informal Methods of Assessment	
EDUC 681	Instructional Program Evaluation	
EDUC 682	Shaping School Culture	
EDUC 697	Special Topics	
EDUC 697 may only be taken upon instructor approval. Students interested in EDUC 697 must consult with the graduate advisor prior to enrolling in this course.		
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
27 credits of Teacher Licensure course work is required in addition to 27 the following:		
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
Total Credits		46

Education with emphasis in Educational Administration, Master of Arts

Educational administration 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.

To earn the MA 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 coursework 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 results in earning the MA degree, as well as eligibility to become licensed as a district administrator.

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

Education with emphasis in Educator Effectiveness, Master of Arts

The MA in Education emphasis in Educator Effectiveness delivers a curriculum that provides a customized and relevant program of study based upon the candidate's specific needs as measured by Colorado's Teacher Quality Standards for performance. Candidates may complete the MA in one academic year by completing fifteen credits per semester. Programs of study may be made up from five, 3-credit courses. Candidates also have the option to combine 1-6 credit offerings during fall and spring semesters only. Additionally, 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 for meeting specific goals established in the candidate's professional growth plan.

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 also requires an extensive capstone experience: 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 in the 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 & Blended 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 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
Total Credits	30

K-12 Online Teacher Series

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

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

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

- 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.
- To prepare teachers who are inclusive and responsive to the needs of all students.
- 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
Total Credits		24

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 in the 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 & Blended 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	
Total Credits		3-6

Capstone Coursework (7 credits)

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

Degree Plan

Course	Title	Credits
Year One		
Fall		
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
Credits		15
Spring		
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
Credits		12
Year Two		
Fall		
EDUC 680	Research and Critical Inquiry for Leaders	4
EDUC XXX	EDUC Elective (only added-endorsement)	0-3
Credits		4-7
Spring		
EDUC 693	Capstone	3
EDUC XXX	EDUC Elective	3
Credits		6
Total Credits		37-40

- 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.

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.

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
Core Courses		
ESS 600	Advanced Statistics	3
ESS 601	Quantitative Research Methods	3
ESS 605	Exercise and Sport Science Testing and Instrumentation-Lab	3
ESS 606	Exercise and Sport Science Testing and Instrumentation-Field	3
ESS 640	Environmental Exercise Physiology I	3
ESS 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	
Total Credits		36

Master in Environmental Management

The Master in Environmental Management (MEM) is a professional terminal degree, specifically focused on the content understanding and methods necessary to manage environmental organizations, public lands agencies, and communities towards sustainable solutions. The program emphasizes entrepreneurial and systems-thinking approaches to environmental issues associated with increasing climate disturbances,

natural resource demands, and socio-economic insecurity. The MEM offers a “hybrid” learning environment for full-residency students rooted in the learning laboratories of the Gunnison County, combined with a low-residency option for select environmental professionals from all over the world.

Program Goals

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

Student Outcomes

Students will be able to:

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

Program Prerequisites

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

- BA degree, BS degree, or Provisional Admittance to the graduate program is required.
- Minimum Prerequisites must be completed by end of first MEM Fall term:
 - college-level statistics course.
 - two college-level natural or environmental science courses (BIOL, GEOL, ENVS, PHYS, CHEM, SCI), at least one course with lab or field component.
 - two college-level social science courses.
- Integrative and Public Land Management Recommended Prerequisites
 - one upper-level Ecology course
 - one GIS course
- Sustainable and Resilient Communities Recommended Prerequisites
 - one course in Economics (Micro or Macro preferred)
 - Financial Accounting
- Faculty Mentor may recommend further coursework or certifications for students to complete before Master’s Portfolio is due in Spring II, depending upon student career ambitions and professional career standards.
- **Admissions Criteria:** a holistic package balancing academic excellence with environmental leadership experience encouraged. Admissions packages will include: academic transcripts showing a

recommended 3.0 undergraduate GPA or above in relevant courses; a portfolio outlining environmental employment, leadership and volunteer experience; a statement of purpose describing the student's intellectual and professional interests in environmental management; and three letters of recommendation from professors or supervisors in related fields.

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

Program Requirements

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

All MEM students must complete the 20-credit Core.

Code	Title	Credits
Core Courses		
ENVS 601	Introduction to Environmental Management	5
ENVS 605	Science for Environmental Management ²	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 ²	3
ENVS 615	From Climate Science to Action	3
Total Credits		20

² 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	
ENVS 625	Studies in Integrative and Public Land Management	
Masters Project Requirement:		
ENVS 690	MEM Project Development	5
ENVS 694	Master's Project and Portfolio ¹	9
Total Credits		26

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

Sustainable & Resilient Communities Emphasis (beyond required Core courses)

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

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

Global Sustainability Emphasis (beyond required Core courses)

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

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

Outdoor Industry, Master of Business Administration

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

A successful master's candidate must complete 36 credit hours (39 credit hours if MBA 690 MBA Essentials is required; a prerequisite 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 (immersion in Gunnison, cohort community building and industry networking)
- One week – spring of first year (industry networking immersion)
- One week – prior to start of second year (immersion in Gunnison, project presentation and graduation)

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.
- Prospective students with a BA or BS in an unrelated area may be provisionally admitted. Provisionally admitted students with this requirement must earn a B- in the fall semester pre-term course MBA 690: MBA Essentials prior to classes starting.
- Prospective students with a degree in a related area may be provisionally admitted. Provisionally admitted students with this requirement must earn a B- in the fall semester pre-term course MBA 690: MBA Essentials 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.¹
- Greater than three years of outdoor industry work experience.²

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

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

Provisional Admission: If an applicant applies without all of the requirements listed above, they will be reviewed for provisional admission. Students who enter the program with prerequisite deficiencies can make up those deficiencies during the fall semester pre-term prior to their first year. In that case, MBA students will enroll in the required MBA 690 course 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
MBA Core		
MBA 600	Sustainability Accounting	3
MBA 601	Managerial Economics	3
MBA 602	Managerial Finance	3
MBA 603	Leadership, Ethics, and Organizational Behavior	3
MBA 604	Business Law for the Outdoor Industry	3
MBA 605	Project Management	3
MBA 606	Marketing and Brand Strategy in the Outdoor Industry	3
MBA 607	Sustainable Strategic Management in the Outdoor Industry	3
MBA 611	Topics in Outdoor Industry	0
MBA 691	Capstone Project	3
Concentration		
Select a concentration		9
Total Credits		36

Concentrations

Product Concentration

Code	Title	Credits
MBA 609	Sustainable Outdoor Product Development and Material Sourcing	3

MBA 610	Supply Chain and Logistics in the Outdoor Industry	3
MBA 615	Sustainable Finance	3
Total Credits		9

Service Concentration

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

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 IETLS. Students with a degree from a college or university where English is the language of instruction are not required to submit the TOEFL/IETLS 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
Core Courses		
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	
Elective Courses		
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	
Practicum Coursework		
minimum of 9 credits required		9
MBS 698	Community Health Practicum Proposal	
MBS 699	Community Health Practicum	
Total Credits		39

Professional Development for Educators & Principals

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

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

Program Requirements

K-12 Online Teacher Series

The following three courses may be taken in series to provide the student with a sequential learning experience of nine credits, in which the student will become prepared to teach K-12 Online and Blended classes in the virtual classroom. These courses are offered as professional

development only and may not be transferred into the MA in Education. Upon successful completion of the nine credit series, participants will earn a Certificate of Completion from the Office of Graduate Studies.

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

Graduate Courses

A

- Art: Gallery and Museum Management (MGMM) (p. 34)

C

- Creative Writing (CRWR) (p. 35)

E

- Ecology (BIOL) (p. 39)
- Education (EDUC) (p. 40)
- Environment and Sustainability (ENVS) (p. 43)
- Exercise and Sport Science (ESS) (p. 44)

M

- Master of Behavioral Science (MBS) (p. 46)
- Master of Business Administration (MBA) (p. 45)

P

- Professional Development for Educators & Principals (p. 48)

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. The Common Read & Writing Craft. (2 Credits)

Provides incoming students with an introduction to Western's creative writing community and to the contemporary state of creative writing through readings and discussions conducted prior to the residency and through participation in craft talks, readings, panels, seminars, workshops, and other literary events at the residency itself.

CRWR 601. Fundamentals of Writing Genre Fiction I. (3 Credits)

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

CRWR 602. Fundamentals of Writing Fiction II. (3 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. (3 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 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 613. Introduction to the Publishing World. (3 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. (1 Credit)

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 626. Pedagogy & 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 630. Foundations of Poetry. (3 Credits)

This course provides students with the foundations and language necessary to write, discuss, and understand contemporary and modern poetry and poetics. It offers students an immersive residency experience involving community building activities, generative writing, craft talks, workshops, panels, readings, and other literary events. The course requires significant work prior to the residency in the form of reading, online discussions, generative assignments, and discussions.

CRWR 634. Poetry Now. (6 Credits)

This course focuses on the factors that influence the composition of poetry and teaches students how to engage in careful readings of the work of modern poets to get a comprehensive grasp of the authors' vision, philosophy, sensibility, voice, and craft. Students track evolving ideologies and social circumstances and investigate how literary schools and counterinfluences contribute to the creation of contemporary poetry. Some seminars may concentrate on questions of craft or aesthetics-figuration, the line, or open field theory - while others will have a theme focus - politics and poetics, revolution and poetics, psychoanalysis and surrealism, ecopoetics, etc.

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. From Thesis to Book. (3 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. Poetic Lineages. (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 648. Poetry Craft and Technique. (6 Credits)

In-depth research and study of the technical aspects of poetry, such as its meter, accent, music, and rhyme, as well as the numerous literary tropes and received and invented forms. Students experiment through readings and exercises that have an emphasis on poetic craft. Students investigate the inner essence of poetry as well as the external forms of poetry, focusing on how one aspect of poetry can develop and strengthen another. This close examination of craft and technique reveals the philosophy contained within the work of particular poets and helps students develop their own poetic philosophy.

CRWR 649. Special Topics in Poetry. (6 Credits)

Offers advanced study of special topics in poetry as chosen by the instructor. Examples of special topics include Eco Poetics, Narrative Poetry, Translation, Erasure Poetry, Native American poetry, The Confessional Poet, etc.

CRWR 650. Graduate Poetry Seminar. (3 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. The Writing Life. (6 Credits)

This course helps students develop as writing professionals. It teaches students how to prepare their creative manuscripts for publication, write a literary review, create a cover or query letter, generate a professional CV or resume, become involved with a professional publication, and teach or give an effective craft presentation. Students identify short- and long-term professional and creative goals, learn writing habits and hygiene and develop skills that promote a lifetime of writing and make connections that help to build a robust writing community.

CRWR 660. Scenes & Sequences. (3 Credits)

This course offers students an in-depth introduction to graduate-level work in the construction of dramatic scenes and sequences. Students examine starting and ending points, conflict, escalation, stakes, jeopardy, wants and obstacles, and resolution. Focus on a series of craft exercises designed to increase mastery of these dramatic tools. This course also covers special topics in screenplay formatting.

CRWR 664. Adapting the Feature. (6 Credits)

Tutorial-style course in adapting public domain, pre-existing source material (books, articles, true stories) into a feature-length screenplay. Students source and study story source material from another medium. They then write an outline and a first draft of an adapted short film; an outline of a feature film; and two to three acts of their own adapted feature.

CRWR 665. Feature Structure & Genre. (6 Credits)

The primary course in feature structure and genre for the first semester of the program. Through screenings of feature films, study of feature screenplays, and close reading of texts on feature structure, students learn to apply the tools of feature-writing to their own work.

CRWR 667. Writing the Television Screenplay. (6 Credits)

Tutorial-style course in outlining and writing a half-hour or one-hour episode for a TV series or streaming series. Students write a spec episode beat sheet, an original pilot concept document and beat sheet, and an outline and first draft of either an original pilot or a spec episode.

CRWR 669. TV Structure & Genre. (6 Credits)

The primary course in series structure and genre for the second semester of the program. Through screenings of pilots, study of pilot screenplays, and close reading of texts on pilot and series structure, students analyze the tools of pilot-writing in order to apply them to their own work

CRWR 670. Visual Storytelling. (3 Credits)

Deep study of how the screenwriter uses the tools of the medium to tell a highly visual story, without directing the director. Topics include use of space, light, writing to the cut, wardrobe, behavior, gaze, and realism.

CRWR 672. Screenwriting Workshop I. (6 Credits)

Peer workshop with emphasis on learning to present and collectively critique work in development. Students present and critique a short treatment, an outline, and a first draft of a screenplay of 30-120 pages (feature, hourlong pilot, or half-hour pilot). Students also complete modules in advanced screen writing technique, including, in the first semester: outlining, theme, character development, character arcs, series concept development, season arcs, and sequence method of feature writing.

CRWR 673. The Concept & The Pitch. (6 Credits)

Student learn to track and interpret news from the trades as they develop their future project slate. Emphasis on idea generation, pitching, story research, outlining, and market research as students develop pitches and outlines for their next (post-thesis) projects. Students finish the course with at least three pitches and one outline.

CRWR 674. Screenwriting Workshop 2. (6 Credits)

Peer workshop with emphasis on learning to present and collectively critique work in the revision and polish phases. Students present and critique a structural revision (the right scenes with the right content in the right order) and a polish of the thesis screenplay (30-120 pages). Students also complete modules in advanced screenwriting technique, including: revising for structure, polishing for character/dialogue, polishing the action line, advanced topics in formatting, scene editing, and polishing for theme. Time permitting, students may workshop an additional project.

CRWR 679. Screenwriting Thesis Production. (3 Credits)

Students collaborate with storyboard artists, directors, actors, and/or editors to complete either an animated story reel or a videotaped live reading of a short excerpt from the thesis screenplay-to be screened at the final summer residency. Students collaborate with actors, directors, and artists to collect the video and audio, then work with editors to shape footage into a final cut of the film.

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. Introduction to Nature Writing. (3 Credits)

This course surveys important works in the field of contemporary environmental literature and examines the history, culture, and philosophies shaping them. Through freewriting, creative storytelling, workshoping, and revision, students learn writing techniques in several genres. Emphasis is placed on establishing productive writing practices and establishing a writing community.

CRWR 682. Book-Length Considerations. (3 Credits)

The course fosters the process of writing the thesis or other book-length work. It facilitates the brainstorming, focus, and pre-writing necessary for the completion of a long work; provides students the opportunity to consider comp titles in both style and content; and provides a series of activities designed to help writers think through the scope, arc, themes, characters, and narrative structure of longer works.

CRWR 683. Thesis Seminar in Nature Writing. (3 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 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. Nature Writing Workshop. (6 Credits)

This workshop focuses on the development of craft and creativity. Students submit original work regularly, workshop their peers' work in a student-centered environment, and read selected works of contemporary nature writers. Students practice revision and submit revised work in a final portfolio of at least 20 pages.

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 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 693. Master's Capstone. (1-3 Credits)

Culmination of the curriculum for M.A. concentrations and Second Concentrations. Students complete a project, exhibit or publish a work, or offer a performance that demonstrates Master's-level knowledge and expertise in their field. Can be taken for 1-3 credits in the final year of coursework.

CRWR 694. MFA Thesis. (1-6 Credits)

Culmination of the curriculum for all MFA concentrations. In consultation with a thesis mentor, 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 Summer, Fall, and Spring of the second year of coursework, for a total of 6 credits.

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 699. Creative Writing Internship. (1-6 Credits)

An opportunity for a professional learning experience with an outside organization, institution, business, or agency. Program internship placements are crafted to promote unique learning experiences and address students' career goals. This is a repeatable course for variable credit, up to 6 credits total. Prerequisite: Concentration and Program Director permission.

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 633. Wildlife Population Analysis. (3 Credits)

Students learn about tools and techniques used by wildlife managers for analysis of populations, such as distance sampling, mark-recapture methods, survival analysis, home range analysis, and population modeling. Students are introduced to quantitative techniques and learn to use computer software that allows them to analyze wildlife populations. Prerequisites: admission to the MEM or MS programs.

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 in the 21st Century. (3 Credits)

Students investigate contemporary theory and research on 21st century learning and teaching, which include an increased emphasis on the use of new information technologies, collaboration, problem solving, creativity, and experiential learning. In this course, students develop effective 21st century teaching strategies through readings, simulations and collaborative projects.

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 needing specialized services in K-12 schools with a special focus on issues related to secondary grade levels, including transition. 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)

This course provides opportunities to explore content knowledge while working in a K-12 school setting with linguistically diverse students over the course of one semester in collaboration with support teachers. The focus is on instructional techniques, methodologies, and strategies designed to develop English language literacy and to meet the diverse needs of second language learners, including those students with learning challenges.

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 & Blended Learning Environments. (3 Credits)

An inquiry into how K-12 educators can best develop relevant and engaging online and blended 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 that 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 and blended environments. 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; or instructor permission.

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 licensure-year course for candidates seeking their elementary education teaching license 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 elementary teachers who work with students in 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. This course also provides an introduction to inclusive education. Prerequisite: Admission to M.A. in Education Program.

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

This licensure-year course for candidates seeking their K-12 or secondary teaching license 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. This course also provides an introduction to inclusive education. Prerequisite: Admission to the M.A. in Education Program.

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 science of reading from the acquisition process and current issues in reading research related to conventional and emergent readers through observation, analysis, and review of reading and written language development and strategies. Additionally, students learn strategies for reading intervention for students served by special programs as well as multimodal literacy supports to provide to students struggling in their literacy. Students will increase understanding and application of scientifically-based methods of teaching reading comprehension, vocabulary and fluency.

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 Evaluation. (3 Credits)

Students investigate theories and trends in curriculum and instruction while understanding their relations to student data and performance at the school and district levels. Students evaluate teaching and assessment as they affect student growth. Students 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.

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.

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)

.

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

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

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

.

Environment and Sustainability (ENVS)

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

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

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

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

Exercise and Sport Science (ESS)

ESS 600. Advanced Statistics. (3 Credits)

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

ESS 601. Quantitative Research Methods. (3 Credits)

Research design and methodology in environmental exercise physiology.

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

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

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

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

ESS 612. Exercise Biochemistry. (3 Credits)

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

ESS 630. Clinical Exercise Physiology. (3 Credits)

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

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

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

ESS 641. Environmental 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. Over two semesters, students take 3-6 credits of thesis each semester to meet the 9 credit minimum requirement. If, at the end of the chosen two semesters the thesis is not defended, the student must continuously enroll in 1 credit until successful thesis defense. Prerequisite: second year standing.

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 Officer's (CFO) perspective. This course includes financial analysis, forecasting financial needs, sources and use of funds, efficient allocation of funds within the firm, risk/return decisions, capital budgeting, and the firm's relationships with investors, financial markets and financial institutions.

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

A critical exploration of concepts and theories relevant to understanding human behavior and ethical dilemmas in organizations. This course examines individuals, groups, and the organization in the context of complex management issues facing business leaders in the Outdoor Industry. Topics include leadership, organizational culture, change management, conflict resolution, human resource management, business ethics, and diversity, equity, inclusion, and belonging (DEIB). Students learn how to become more effective and authentic leaders.

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. Sustainable Strategic Management in the Outdoor Industry. (3 Credits)

Students develop their ability to analyze internal and external factors essential for crafting and executing an organization's strategy for sustained success. The course draws heavily from the key concepts, theories, and frameworks of strategic management. Additional topics include innovative business models, competitive advantage, business ethics, social responsibility, environmental sustainability, strategic positioning, diversification, international strategy, corporate culture and leadership.

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)

An introduction to how sustainability/ESG (economic, environmental, social & governance) issues have become financially material to the global credit, underwriting, insurance, risk management, venture capital and asset management capital markets. These issues have a direct impact on risk exposure and the quality of public, private and government debt/equity investments. Prerequisite: MBA 602.

MBA 690. MBA Essentials. (3 Credits)

This course covers essential business disciplines included in the Outdoor Industry MBA; specifically, it includes an analysis of theory and practice in accounting, economics, finance, marketing, and statistics. This course is designed to support students who lack an academic business background to be successful in the Outdoor Industry MBA program, as well as to advance the analytical business skills of working professionals interested in a career in the Outdoor Industry. Students will learn and apply key business concepts through management and academic literature, synchronous and asynchronous lectures, class discussion, and group activities. This course will include theories and frameworks vital to participating in MBA- and management-level conversations, better enabling students to engage in their studies and professionals to advance in their careers.

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. (1-6 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)

INDEX

A

Academic Calendar for 2023-2024	2
Academic Programs	15
Admission Policies for Graduate Programs	4
Art: Gallery and Museum Management (MGMM)	34

C

Certificates	15
Creative Writing (CRWR)	35
Creative Writing, Master of Arts	16
Creative Writing, Master of Fine Arts	18

E

Ecology (BIOL)	39
Ecology, Master of Science	22
Education (EDUC)	40
Education, Master of Arts	23
Environment and Sustainability (ENVS)	43
Exercise & Sport Science: High Altitude Exercise Physiology, Master of Science	29
Exercise and Sport Science (ESS)	44

G

Gallery and Museum Management, Master of Arts	21
General Information	2
Governance	3
Graduate Academic Policies	7
Graduate Catalog	2
Graduate Courses	34

H

History of Western	3
--------------------------	---

L

Leslie J. Savage Library	4
--------------------------------	---

M

Marketing and Branding in the Outdoor Industry Certificate	15
Master in Environmental Management	30
Master of Behavioral Science (MBS)	46
Master of Business Administration (MBA)	45
Mission of the Graduate Programs	4

O

Outdoor Industry, Master of Business Administration	31
---	----

P

President's Message	2
Professional Development for Educators & Principals	34
Professional Development for Educators & Principals	48
Program Costs and Financial Aid	6

R

Responsible Organizational Leadership in the Outdoor Industry	15
Rural Community Health, Master of Behavioral Science	33

S

Special Education, Master of Arts	28
Student Services	7
Sustainable Financial Management in the Outdoor Industry	16

T

The Western Colorado University Foundation	4
--	---

PERSONNEL

(As of May 1, 2023)

Faculty

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.

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.

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.

Christopher Clugston (2021) Assistant Professor of Business Administration. B.S., J.D., University of California, Davis.

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.

Kanae Haneishi (2022) Assistant Professor of Exercise and Sport Science. B.S., M.S., University of Memphis; Ph.D., University of Massachusetts, Amherst.

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

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.

Derek Houston (2017) Assistant Professor of Biology. Ph.D., University of Nevada, Las Vegas.

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.

Thanasis Kinias (2021) Assistant Professor of History. Ph.D., Northeastern University.

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

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.

Samuel McCarthy (2022) Assistant Professor of Biology. B.A., Hiram College; Ph.D., University of Nebraska-Lincoln.

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.

Andrew Nere (2022) Assistant Professor of Computer Science. B.S., St. Cloud State University; M.S., Ph.D., University of Wisconsin, Madison.

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.

Casey Richardson (2022) Assistant Professor of Education. B.A., University of Oklahoma; M.A., Ph.D., University of Arizona.

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.

Bernadette Salem (2020) Assistant Professor of Communication. B.A., Vassar College; M.A., Ph.D., Lancaster University.

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 Monterrey, 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.

Muhabbat Yakubova (2021) Assistant Professor of Communications. M.A., M.S., North Dakota State University.

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

(As of May 1, 2023)

Administration

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

Jessica Young (1996) Provost B.A., University of California-San Diego; Ph.D., Purdue University.

Ian Higgins (2022) Vice President for Finance and Administration/Chief Financial Officer. B.S., Sacred Heart University.

Michael LaPlante (2019) Vice President for Advancement. B.S., Bowling Green State University; M.B.A Colorado State University.

Steven Parker (2023) Vice President for Inclusivity. B.S, St. Cloud State University; M.A., University of Colorado, Colorado Springs.

Leslie Taylor (2022) Interim Vice President for Marketing and Enrollment. B.S., University of Oklahoma; M.S., University of Idaho.

Cierra Abbott (2022) Assistant Director of Campus Recreation - Club Sports. B.A., M.B.A., Western Colorado 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.

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

Todd Auer (2016) 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) Executive Assistant for Student Affairs. B.A., Thomas Edison State University.

Jared Balik (2022) Post-Doctoral Research Associate. B.S., Allegheny College; Ph.D., North Carolina State University.

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

Gillian Bauer (2022) Executive Assistant to the Clark School for Environment and Sustainability. B.A., M.A., Western Colorado University.

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

Craig Beebe (2018) Director of Residence Life. 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.

Alissa Bevan (2021) Associate Director of Admissions B.S., M.S., Western Colorado University.

James Bivens (2022) Information Technology Application Administrator - Student Services. B.S., Western Colorado University.

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

Joshua Brown (2022) Information Technology Technician. B.A., Western Colorado University.

Jordan Bruere (2023) Head Volleyball Coach. B.S., Colorado State University, Pueblo; M.S., University of Louisiana, Monroe.

Rocio Burgos Barria (2021) University Center Services Manager. B.A., DuocUC.

Tristan Buss (2021) Interlibrary Loan - Night Manager. B.A., Western Colorado University.

Jacob Butler (2022) Aquatic Director.

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

Samantha Coleman (2022) Resident Director. B.A., Western Colorado University.

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

Lance Dalleck (2013) Interim Associate Vice President for Academic Affairs B.A., Western State Colorado University; M.S., Colorado State University; Ph.D., University of New Mexico-Albuquerque.

Matthew DaSilva (2022) Director of Campus Security. B.A., Western Colorado University.

Douglas Debose (2022) Resident Director. B.A., University of Nebraska, Lincoln.

Rebecca Deluccia (2022) Program Coordinator, Graduate Program in Creative Writing. B.A., Montclair State University; M.A., Seton Hall University.

Lindsay Dolezal (2022) Program Facilitator, Clark School of Environment and Sustainability. B.A., Western Colorado University.

Uma Domakonda (2022) Technical Business Analyst. B.T., Jawaharlal Nehru Technological University.

Melissa Duetsch (2022) Financial Aid Counselor. B.A., Western Colorado University.

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

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

Joshua Eberly (2017) Mountain Sports Coach - Trail Running. B.F.A., Western Colorado University.

Ronald Edwards (2022) Facilities Operation Manager. B.A., Western Colorado University.

J. Scott Faison (2012) IT Service Manager.

Jakob Faison (2022) Admissions CRM Support Specialist. B.S., Western Colorado University.

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

Miranda Fennewald (2018) Assistant Bookstore Manager. B.A. Western State Colorado University.

David Fisher (2023) Rady Director of Strategic Initiatives. B.S., Oklahoma State University; M.S., Colorado State University.

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

Sherry Ford (2013) Associate Vice President for Campus Operations and Construction. 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.

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.

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

Mark Giles (2023) Senior Financial Aid Counselor. B.A., Southeastern Oklahoma St. University.

Ciera Glenn (2015) Mountain Sports Coach - Head Alpine. B.A., Western Colorado University.

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

Jason Grosse (2022) Custodial Manager.

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.

Charlotte Haston (2022) Admissions Counselor. B.S., Northern Arizona University.

Sara Hathaway (2022) Director of Career Services. B.S., Marian University; M.S., University of Wisconsin-Oshkosh.

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

John C. Hausdoerffer (2005) Dean, Clark School of Environment and Sustainability. B.A., Western State Colorado University; M.A., St. John's College; PhD., Washington State University.

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

Lindsey Herman (2022) Mountain Sports Advancement Officer. B.A., Western Colorado University.

Adam Jacobson (2022) Head Women's Basketball Coach. B.S., University of North Dakota.

Shelley Jansen (2014) Director of Center for Learning and Innovation. B.S., M.S.Ed., University of Wisconsin-La Crosse.

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

Laura Kerr (2023) Director of Sponsored Programs and Grants. B.A., Beloit College; M.A., University of Arizona.

Courtney King (2023) NSF Research Traineeship Program Coordinator. M.S., Western 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.

Agnes Kroneraff (2022) Director of Career Success, School of Business. B.A., Western Colorado University; M.P.A., Colorado State University, Global.

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.

Anne Linville (2022) Academic Advisor and Success Coordinator, Rady School. B.A., Fort Lewis College.

Katie Lyons (2019) Senior Content Developer. B.A., Western Colorado University.

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

Dillen Martinez (2022) Knowledge and Data Management Director. B.S., M.S. New Mexico State University.

Nikola Martinez (2022) Athletics Manager for Conference & Event Services. B.S., University of Kansas.

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

Brett McClure (2023) Director of Procurement and Contracts. B.A., Texas Tech University; J.D., South Texas College of Law.

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

Karen McLean (2022) Director of Marketing. B.A., Taylor University.

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.

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.

William L. Niemi (1997) Special Projects Manager B.A., University of California– Santa Cruz; M.A., University of California–Santa Barbara; Ph.D., University of California–Los Angeles.

Colton Oleski (2022) Student Accounts Counselor. B.A., Western Colorado University.

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

Taylor Paulson (2022) Finance and Administration Analyst. B.A., Western Colorado University.

Mallory Perschke (2022) Enrollment Communications Strategist. B.S., University of Colorado - Boulder.

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.

Sophia Phillips (2023) Technical Services and Archives Librarian. B.A., University of Colorado – Boulder; M.L.S., Indiana University.

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.

Shelby Pilcher (2023) Education Department Assistant. B.A., Baylor University; M.A., University of Central Oklahoma.

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

Jazmine Poole (2022) Purchasing Specialist. B.F.A., Western Colorado 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.

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

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

Cary Rhodes (2022) Executive Assistant for the OIMBA Program. B.S., Unity College; M.S., University of New Hampshire.

Hanna Riepl (2022) Human Resources Generalist. B.A., Western Colorado University.

Paul Rivera (2022) Center for Public Lands Fellow. B.S., New Mexico State 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.

Jermaine Rodney (2015) CRM/Database Administrator. B.A., Western Colorado University.

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

Enrique Rosario (2022) Resident Director. B.A., Western Colorado University.

Caitlin Rovner (2022) Executive Assistant to the President. B.A., Otago University- New Zealand; M.S., University of New English, Australia.

Paige Rumery (2022) Biology Lab Coordinator. B.S., Western Colorado University.

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.

Emma Schmidtke (2022) Education and Research Librarian. M.L.I.S., University of Wisconsin-Madison.

Joseph Sharman (2022) Senior System Administrator and Team Lead. B.A., Colorado College; M.Div., St. Tikhon's Orthodox Theological Seminary.

Sarah Sharsmith (2022) Assistant Registrar. B.F.A., Western State College of Colorado; M.Ed., Arizona State University.

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

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.

Joseph Spillyards (2022) Athletics Vehicle Manager/Driver. B.S., Fort Lewis College.

Aleksander Spiridonov (2017) Junior Network Administrator. B.S., Colorado State University- Pueblo.

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

Alex Sturde (2022) Audio-Visual Technician.

Brenda Suarez (2014) Senior Web Designer. B.A., Western Colorado University.

Corinne Sublette (2020) Graduate Program Coordinator - School of Graduate Studies. B.A., Western Colorado University.

Kaylee Summers (2019) Associate Athletics Director for Internal Operations & Compliance/Senior Women's Administrator. B.A., Chadron State College.

Taylor Summers (2019) Assistant Wrestling Coach.

Matthew Svoboda (2022) Assistant Track and Field Coach. B.A., St. Ambrose University.

Nicole Swaggerty (2022) Director of Student Wellness. B.S., Boise State University; M.P.H., University of Colorado, Denver.

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.

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.

Culum Walsh (2022) Resident Director. B.A., University of Colorado, Boulder.

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.

Brandon Warr (2021) Assistant Sports Information Director. B.A., Western Colorado University.

Katherine Wasson (2022) Marketing Content Coordinator. B.A., Western Colorado University.

Megan West (2011) Director of Alumni Relations. B.A., University of Denver.

Marita Whalen (2022) Equal Opportunity Officer. B.A., George Washington University; Med., American College of Education; Ed.S., University of Northern Colorado.

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.

Tiffanie 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 the Academic Resource Center. 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.

Brandon Wilson (2021) Assistant Men's Basketball Coach. B.A., Metro State University.

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

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.

Vadood Ziroki (2022) Admissions and Recruitment Counselor: International Focus. B.A., California State University, Fullerton.

(As of May 1, 2023)

Emeritus Faculty and Staff

Kevin D. Alexander (2000-2023) Professor of Biology. B.A., University of Texas at Austin; Ph.D., University of North Texas.

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.

David J. Axelson (1982-2000) Professor of Economics. B.A., M.A., University of Northern Colorado; Ed.D., University of Colorado.

James R. Baril (1967-1998) Professor of English. B.S., Bemidji State College; M.A., Washington State University; Ph.D., University of Colorado.

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.
- Peter H. Burkhardt** (1989-2003) Professor of Business Administration. B.S., University of Minnesota; M.S., Purdue University; J.D., University of Minnesota, School of Law.
- Leila M. Calkins** (1987-2009) Assistant Professor of Mathematics. B.S., M.A., Northeast Missouri State University.
- John W. Cambell** (1961-1998) Director of Sports Information; Assistant Professor of English. B.A., Abilene Christian University; M.A., Western State College.
- Albert R. Caniff, Jr.** (1994-2023) Professor of Art. B.F.A., M.A., M.F.A., Western Michigan University; Ed.M., Nazareth College.
- 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.
- Jeffrey Dykes** (2013-2021) Associate Professor of Business Administration. B.A., Western State Colorado University; J.D., University of Denver.
- 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.
- Elmer G. Garcia** (1970-1998) Professor of Spanish. B.S, M.A., Northern Arizona University; Ph.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** (1981-2005) Assistant Professor of Communication Arts. B.A., University of Colorado; M.A., Northern Illinois University.
- Paul H. Gery** (1963-2000) Associate Professor of Philosophy. B.A., Pennsylvania State University; M.A., University of Colorado.
- 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.
- Helynn H. Hansen** (1988-2014) Professor of Modern Languages. B.A., M.A., Ph.D., University of Utah.
- Harvey L. Harriman** (1969-2008) Assistant Professor of Music. B.S., Livingston University; M.M., Emporia State University.
- 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.
- Dr. Jeanne A. Hull** (1976-1996) Professor of Education. B.S., Edgewood College; M.S., Indiana University; Ed.D., Ball State University.
- 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.
- Ralph I. Johnson** (1970-1998) Professor of English. B.A., University of Illinois; M.S., Kansas State University; Ph.D., University of Denver.
- Theodore C. Johnson** (1957-2002) Professor of Communication. B.S., Northern Illinois University; M.A., Ph.D., State University of Iowa.

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.

Joseph P. LaPlante (1964-1999) Professor of Chemistry. B.A., Western State College; Ph.D., Iowa 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.

Nathan A. Lund (1972-1998) Government Documents/ Public Services Librarian. B.A., State University of Iowa; M.L.S., University of Oregon.

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.

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

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.

Daniel L. Schuster (1988-2022) Professor of Computer Science and Mathematics. B.A., University of Colorado; B.S., M.S., Eastern Washington University; Ph.D., University of Texas at Austin.

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 Pittsburgh.

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

J. Wesley Spore (1971-2005) Director of Computing, Media, and Telecommunication Services. B.A., Western Colorado University.

Patricia A. Sterling (1974-2001) Professor of English. B.A., University of St. Catherine; M.A., Ohio State University; Ph.D., University of Colorado.

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

Allen L. Stork (1985-2021) Professor of Geology. B.A., Pomona College; Ph.D., University of California–Santa Cruz.

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

Robert M. Versluis (1968-1994) Director of Continuing Education. B.A., M.A., Western State College 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.

Jessica R. Young (1996-2012) Associate Professor of Biology. B.A., University of California-San Diego. Ph.D., Purdue University.

CATALOG ADDENDUM

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