

**Western State Colorado  
University**

**Graduate Academic Catalog**

**2016-2017**

## PRESIDENT'S MESSAGE

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

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

This excellence is gaining attention. Just since 2013 enrollment in Western's graduate programs has increased 82% -- and we expect it to increase even further this year. As we grow, so do the number and quality of our offerings. Graduate students are Western's greatest ambassadors to the region, the country, and the world as leaders of educational distinction, and we are honored by their commitment.

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

Welcome to the new year.

Greg Salisbury, PhD President, Western State Colorado University.

## GENERAL INFORMATION

### Mission of the Graduate Programs

Graduate studies at Western State 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 State Colorado University fulfills its statutory mission by promoting intellectual maturity and personal growth in its students and graduates citizens prepared to assume constructive roles in local, national, and global communities. Western helps its students to develop the skills and commitments needed to continue learning for the rest of their lives and strives to elucidate the connections unifying academic domains which have traditionally existed separately: the sciences, the liberal arts, and professional programs. The University provides students with a solid foundation of skills in written and spoken communication, problem solving, critical thinking, and creativity. Our programs encourage a breadth and depth of knowledge, which will serve as a foundation for a professional career or graduate study, and an appreciation of values appropriate to a liberally educated individual. Western's distinctive character emerges from its unity among academic and professional disciplines, its high standards of scholarship, and its unique environment in the mountains of western Colorado.

### Institutional Accreditation

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

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

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

Educator Preparation: Colorado Department of Education;  
Colorado Commission on Higher Education;  
Higher Learning Commission – North Central Association

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

## 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 State 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

Western was established in 1901. It was the first college on Colorado's Western Slope and is the fourth-oldest public institution in the state. The school actually opened for classes in 1911 as the Colorado State Normal School. Originally a preparatory college for teachers, Western's role changed when it became Western State College of Colorado in 1923. Though for many years Western was known for its graduates who became teachers, it was, in fact, the first Colorado college designed to teach a primarily liberal arts curriculum, and the liberal arts have remained at the core of Western's academic mission ever since.

Western offers a broad range of courses of study in a beautiful mountain setting. Many degree programs take advantage of this environment, which has been called "one of the world's greatest natural laboratories." Western offers students opportunities to study in a wide range of fields, such as business, computer science, communications, the social and behavioral sciences, outdoor leadership, the arts and sciences, and teacher education.

The school is known for its beautiful setting and campus. Savage Library, the President's House, and Ute Hall—all constructed during the Depression—are architecturally striking and add character to the campus. After World War II, Western's enrollment soared as veterans took advantage of the GI Bill and new programs were added. By the 1970s, enrollment was exceeding 3,000, crowding the institution so much that new freshmen often slept in the halls of their dorms for the first few days until rooms became available. Today, after an extended building campaign over the past decade, many facilities, classroom buildings and dormitories are spacious, attractive and well-designed. Starting with the construction of the Borick Business Building, which opened in 2007, all new construction on campus adheres to energy efficiency and environmentally sustainable building practices.

During the 1980s, Western reinvigorated its focus on undergraduate education in three core areas: the liberal arts, teacher education, and professional programs. Undergraduate and graduate programs continue to grow and develop to meet the needs of our students while simultaneously honoring the past. Beyond the classroom, the academic year is full of opportunities for students to learn from outstanding scholars, performers, professionals and others who visit from throughout the world. Just as importantly, summer in Gunnison is full of educational opportunities, such as the Summer Teacher Institute, which offers a wide range of graduate level courses to teachers throughout the region and the state, along with residencies and intensives in our graduate programs.

Western's excellence extends into non-academic programs. The University is home to the only nationally certified university mountain rescue team, and the Wilderness Pursuits program offers students ample opportunities to explore the mountains, rivers, and forests that surround the University. The University's vibrant theatre and fine arts departments provide performances and education not only for our students but also for the entire Gunnison Valley. Western also has one of the country's finest small university athletic programs. Many of our teams are consistently ranked among the top in the NCAA Division II. Athletic opportunities also include a vibrant mountain sports program, competitive club sports and intramural teams.

Now in its second century, Western continues to build on its long tradition of excellence. Governor John Hickenlooper signed HB 1331 on Monday, June 4, 2012, officially changing the institution's name to Western State Colorado University. Two graduate degree programs were approved in 2009 and offered for the first time in fall of 2010. In 2016-'17, Western offers five graduate degree programs with more under development.

Throughout its history, Western has been a source of innovation and excellence, which is reflected in the quality of its programs and in the success and achievements of its graduates. Entering its second century of service, Western continues its tradition of providing a high quality education of value.

## 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 State 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.

## **The Western State Colorado University Foundation**

The Western State Colorado University Foundation, Inc., is a private non-profit corporation founded in 1975 to advance the mission and goals of Western State Colorado University. The Foundation is the primary depository of private gifts from alumni, friends, corporations, and foundations. In the last 10 years, Western State Colorado University has received \$50 million in gifts from donors investing in Western's people and mission. Each year, the Foundation gives more than \$2 million to the University, with the greatest portion directed to scholarships. In 1997, the Foundation established The Foundation Scholars Program. This program offers the most prestigious, renewable scholarships awarded at Western to date. In recent years, the Foundation has increased its role in raising private support for Western. The Foundation receives annual fund contributions, one-time gifts, and major gifts made over a period of years. Many different gift options have been utilized: 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](mailto:tburggraf@western.edu), or mail inquiries to the Western Foundation, Inc., 909 Escalante Drive, P.O. Box 1264, Gunnison, CO 81230.

## **Graduate Degree Programs**

Western State Colorado University offers the following graduate degree programs and emphases:

### **Graduate Program in Creative Writing**

#### **Master of Fine Arts in Creative Writing**

- Genre Fiction
- Poetry with emphasis on Versecraft
- Screenwriting for Film and Television

#### **Master of Arts in Creative Writing**

- Genre Fiction
- Poetry with emphasis on Versecraft
- Screenwriting for Film and Television

#### **Graduate Certificate in Publishing**

### **Master of Arts in Education**

- Teacher Licensure
- Teaching Leadership
- Reading Leadership
- K-12 Online Teacher Leadership
- Culturally and Linguistically Diverse Leadership
- Educator Effectiveness
- Principal Licensure
- Educational Administration
- Administrator Licensure

### **Master of Arts in Gallery Management and Exhibits Specialization**

### **Master in Environmental Management**

- Sustainable & Resilient Communities
- Integrative Land Management

### **Master of Science in High Altitude Exercise Physiology**

# ACADEMIC CALENDAR FOR 2016-2017

## Summer Session 2016

May 9 - Classes begin  
May 30 Memorial Day - No classes  
July 5 Independence Day - No classes  
Aug. 5 - End of Summer Session

## Fall Semester 2016

Aug. 22 - Classes begin  
Sept. 5 Labor Day – no classes  
Oct. 14 Mid-Fall break  
Nov. 21-25 Thanksgiving break

## Spring Semester 2017

Jan. 9 Classes begin  
Jan. 16 Martin Luther King Jr. Day - no classes  
Feb. 20 Presidents' Day - no classes  
March 20-24 Spring break  
May 6 Spring Commencement (10:00 a.m.)

\*See the University web page for additional information, updates, and future calendars. All calendars are subject to change [Link to University Calendar page.](#)

## 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.](#)

### 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.](#) Evidence to prove eligibility for acceptance may include official undergraduate and graduate college transcripts (translated into English), a credential evaluation, and other supporting documentation as determined by the specific program. Applicants from countries where English is not a national language must have a minimum score on the TOEFL (Test of English as a Foreign Language) of 79-120 on the iBT (internet based test), 550 on the Paper Version, or 213 on the Computer-Based Test. Applicants must demonstrate by a letter of financial support and bank affidavit (English translation) that a total sum adequate to cover the first year of study is available in U.S. currency.

### 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 of 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.](#)

### 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.

### 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 Extended Studies. Enrollment in 600-level 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 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 graduate degree. Courses in these programs are numbered at the 500-level.

A maximum of nine 600-level credits earned at Western, each at a minimum of 3.0 GPA or equivalent, may be applied to a graduate degree at Western upon approval by the graduate program director and Dean of Graduate Studies. 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.](#)

### Payment of Charges

Tuition and fees are due the first day of classes. 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 Western (see Graduate Academic Policies section on Withdrawal from the University), tuition and fees are refunded according to the following schedule:

Tuition & Fees:

- 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

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 1<sup>st</sup> 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](#) website for additional information.

## Applying for Aid

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

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

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

## 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](#).

# STUDENT SERVICES

## Immunization Records

Students attending Western's residential graduate year-long programs on campus must submit proof of immunization to the Office of Extended Studies by October 15<sup>th</sup> 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 State 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](#) 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 State 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 Extended 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 the students who fail to meet the standards. The Vice President for Academic Affairs, in consultation with the Faculty Academic Policies Committee and the Faculty Senate, is responsible for the development and implementation of these academic standards and policies.

## Unit of Credit

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

## Direct Instructional Time and Student Directed Learning

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

## Internships

Internships, residencies and place-based learning opportunities are integral elements of some of Western's graduate degree programs. The 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. They may lead to certificates, or serve in some professions as evidence of continuing education or professional development. Course formats include workshops and seminars and are primarily practice-based.

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

## Academic Load

During a 16-week semester a graduate student must take a minimum of nine credits to be considered full-time. Students may take a course load of up to 15 credits without special approval. During a 10-week summer session, a student must take a minimum of six credits to be considered full-time, and a course load of nine credits may be taken without special approval. An additional three credits of student teaching, internship, or other on-the-job credit may also be taken. A student may enroll in more credits in either session if the student's grade-point average is at least 3.5 from most recent course work and a petition is filed with the signatures of the academic advisor, graduate program director, and the Dean of Graduate Studies. To receive financial aid, a graduate student must be enrolled for at least half-time in the program, which is a minimum of 4.5 credits during any semester.

## Registration

### Course Descriptions

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

### Add/Drop

After classes have begun in a 16-week semester, students may add an open class without petition until 5 p.m. on the fourth day of the semester. After the fourth day and until the end of the official drop period, students may add a course only with approval by the instructor. The add deadline for any course that meets for less than 16 weeks is two days. 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," explained below.)



Western State 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 their 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 Registrar. To register for a variable credit course, the student must submit a completed and signed Variable Credit Course form to the Office of Extended 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

To maintain active status, graduate students must register in at least one graduate course per academic year. Students who wish to enroll in classes after an absence of one to three years must complete a Graduate Application for Readmission form and submit to the Office of Extended Studies. If active status is not maintained, access to western.edu email account and MyWestern will be deactivated, unless students make special arrangements with their programs. Students returning to Western after an absence of one to three years have the same registration status as continuing students when applications for readmissions are received by mid-October for spring registration and mid-March for fall registration. Contact the Extended Studies Office for more information about this process.

Prior to departure from Western, all students must check out by contacting applicable departments. Students who have on-campus housing must contact Residence Life. Students with financial aid should contact the Office of Financial Aid for exit counseling and should not be registered for courses in a future term. Students should discuss departure plans with their academic advisor.

## Time Limit for Degree Completion

Students have a maximum of five years for completion of a Master's degree from initial enrollment. A graduate student who does not complete all degree requirements within the specified period of time may be required to validate past course work. Course validation may be done in one of the following ways: (1) retake the course final examination, (2) take an oral examination over course content, or (3) prepare a paper on the course content. In some cases, students may be required to retake the comprehensive examination (dependent upon the respective program's requirements). All decisions on time limit regulations 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](#) website. Course instructors may also withdraw a student from a class for reasons such as inadequate academic progress or attendance, academic dishonesty, or disruptive behavior.

## Withdrawal from the University

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

### Withdrawal from Variable Credit Courses

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

### Withdrawal in Absentia

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

## University Graduation Requirements

Master's degree programs have a minimum requirement of 30 semester credits, numbered at 600 or above. This may include up to nine

transfer credits accepted as part of a graduate degree program at the sending institution.

## Completion Requirements

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

### Grades

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

A	= 4.000 grade points	C	= 2.000 grade points
A-	= 3.670 grade points	C-	= 1.670 grade points
B+	= 3.330 grade points	D+	= 1.330 grade points
B	= 3.000 grade points	D	= 1.000 grade points
B-	= 2.670 grade points	D-	= 0.670 grade points
C+	= 2.330 grade points	F	= 0.000 grade points

### 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. Grades of "IN" 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.

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 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 three to six thesis credits. All courses must be from a graduate degree program. A faculty advisor is assigned to guide the student's thesis.

The thesis must comply with specifications outlined in **Guidelines for the Master's Thesis**, which is obtainable from the website of the graduate programs that require a thesis.

## **Graduate Capstone**

Students must earn a minimum of 30 semester credits of graduate work. All courses must be from a graduate degree program to meet this requirement. Graduate work includes a Graduate Capstone 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 In Progress (IP) grade or a Failing (F) grade may be reported.

## **Graduation Audit and Participation in Commencement**

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. Students must file a Graduation Application during the first two weeks of the semester in which they expect to complete all degree requirements. 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 term.

## **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**

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, 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 State Colorado University, and ultimately, to the Board of Trustees.

# GRADUATE PROGRAM IN CREATIVE WRITING

The Graduate Program in Creative Writing offers a Certificate in Publishing and an MA and MFA in three concentrations: Genre Fiction, Screenwriting for Film and TV, and Poetry with an Emphasis on Versecraft. Western's curricula differ from most other comparable programs by emphasizing intense training in craft, formal exposure to the business side of the profession, and imitation of models as the basis of study. The program is the home of *THINK*, a national journal of poetry, criticism and reviews; of the nationally distributed Western Press Books; and of Writing the Rockies, a national summer writers' festival required of students and open to the public.

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

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

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

In the first and second summer residencies, candidates in MA and MFA degree complete one credit each summer of CRWR 600, learning or updating online tools mastery, attending faculty and student readings, and meeting with professors and visiting faculty. MFA third-summer candidates earn one credit attending and participating in critiques and readings for cohorts attending their first and second summers. All students also complete 2-credit intensive workshop courses in their concentrations each summer they attend. All students are required to attend and participate in Writing the Rockies, a summer creative writing conference hosted on campus at the end of each residency, which is also open to the public.

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

Certificate in Publishing students attend a 3-credit editorial practicum during both of the summers they enroll, along with pursuing multiple practical courses for two academic semesters.

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

## FACULTY

Assistant Professor and Program Director David J. Rothman  
Visiting Professor and Genre Fiction Concentration Director Russell Davis  
Visiting Professor and Poetry Concentration Director Ernest Hilbert  
Visiting Professor and Screenwriting Concentration Director J S Mayank  
Visiting Professor and Certificate of Publishing Director Caleb Seeling  
Visiting Professors of Genre Fiction Stacia Deutsch, Candace Nadon, Michaela Roessner-Herman  
Visiting Professor of Screenwriting Bob Shayne  
Program Founder and Professor Mark Todd (Conference Coordinator, Writing the Rockies)

## Master of Fine Arts in Creative Writing

### **Program Information**

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

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

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

### Total Credits for the MFA in Creative Writing

Two summer residencies @3 hours/summer = 6 credits

Third summer residency, with capstone = 6 credits

Four academic semesters @12 hours/term = 48 credits

*Total Credits: 60*

### Concentration in Genre Fiction

The Concentration in Genre Fiction includes instruction in writing for such forms as science fiction/fantasy, the mystery, romance, and other forms of mainstream commercial fiction. Study includes short and long written forms, the business aspects of writing and publishing in the current market, and teaching pedagogy. Students may also elect to study two of these concentrations by increasing the duration of their program to six academic semesters and a fourth summer residency.

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

CRWR 600 Summer Orientation ( <i>taken three times with different emphasis each summer</i> )	1 cr
CRWR 601 Fundamentals of Writing Genre Fiction I	2 cr
CRWR 602 Fundamentals of Writing Genre Fiction II	2 cr
CRWR 604 Career Planning for Genre Writers	2 cr
CRWR 608 Genre Writing I – Romance and Mystery Fiction	6 cr
CRWR 609 Genre Studies I – Romance and Mystery Fiction	6 cr
CRWR 618 Genre Studies II – Western Speculative and Young Adult Fiction	6 cr
CRWR 619 Genre Writing II – Western Speculative and Young Adult Fiction	6 cr
CRWR 620 Short Forms Genre Fiction Writing	6 cr
CRWR 621 Business Fundamentals for Genre Writers	6 cr
CRWR 684 Teaching and Pedagogy	6 cr
<i>One of the following two out-of-concentration courses during the second Fall term:</i>	
CRWR 646 Narrative Poetry	6 cr
CRWR 665 Screenwriting Genre	6 cr
<i>And:</i>	
CRWR 694 Capstone	3 cr

### Genre Fiction as a Second Concentration

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

CRWR 600 Summer Orientation	1 cr
CRWR 604 Career Planning for Genre Writers	2 cr
CRWR 608 Genre Writing I – Romance and Mystery Fiction	6 cr
CRWR 609 Genre Studies I – Romance and Mystery Fiction	6 cr
CRWR 618 Genre Studies II – Western Speculative and Young Adult Fiction	6 cr
CRWR 619 Genre Writing II – Western Speculative and Young Adult Fiction	6 cr
CRWR 694 Capstone	3 cr

Students may count CRWR 609 or CRWR 610 toward the second concentration if they have already taken it to fulfill the out-of-concentration course required by their primary concentration.

### Concentration in Poetry with an Emphasis on Versecraft

The Concentration in Poetry with an Emphasis on Versecraft requires that students achieve demonstrable mastery of a wide range of poetic forms and techniques along with acquiring historical and analytical knowledge about them. Students also learn to apply strategies and techniques for the effective teaching of creative writing. Students who complete the program will also be required to demonstrate their readiness to participate fully in the literary world through public speaking and relevant prose (book reviews, metrical analysis, historical investigation, etc.). This concentration requires passing a comprehensive exam on versecraft and poetics as well as sufficient reading competency in a foreign language, aided by a dictionary, to translate foreign-language poetry into English.

The MFA Concentration in Poetry with an Emphasis on Versecraft requires the following 60 credits:

CRWR 600 Summer Orientation ( <i>taken three times with different emphasis each summer</i> )	1 cr
CRWR 631 Scansion Immersion	2 cr
CRWR 632 Public Performance	2 cr
CRWR 633 Poetry and Music	2 cr
CRWR 636 Metrical Traditions and Versification I	6 cr
CRWR 638 History of English Language; Studies in Translation	6 cr
CRWR 641 Metrical Traditions and Versification II	6 cr
CRWR 643 Historical Foundations of English Prosody	6 cr
CRWR 646 Narrative Poetry	6 cr
CRWR 647 Dramatic Poetry and Satiric Verse	6 cr
CRWR 653 Poetry Book Reviewing; Poetry, Literacy, Pedagogy	6 cr
<i>One of the following three out-of-concentration courses during the second Fall term:</i>	
CRWR 609 Genre Studies I – Romance and Mystery Fiction I	6 cr
CRWR 610 Genre Fiction Writing and Reading Survey	6 cr
CRWR 665 Screenwriting Genre 6	6 cr
<i>And:</i>	
CRWR 694 Capstone	3 cr

## Poetry as a Second Concentration

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

CRWR 600 Summer Orientation	1 cr
<i>One of the following two summer residency courses:</i>	
CRWR 632 Public Performance	2 cr
CRWR 633 Poetry and Music	2 cr
<i>And:</i>	
CRWR 636 Metrical Traditions and Versification I	6 cr
CRWR 641 Metrical Traditions and Versification II	6 cr
CRWR 646 Narrative Poetry	6 cr
CRWR 647 Dramatic Poetry and Satiric Verse	6 cr
CRWR 694 Capstone	3 cr

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

## Concentration in Screenwriting for Feature Film and Television

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

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

CRWR 600 Summer Orientation ( <i>taken three times with different emphasis each summer</i> )	1 cr
CRWR 661 Film History and Analysis; the Visual Narrative	2 cr
CRWR 662 Story, Conflict, Character, and Genre in Screenwriting	2 cr
CRWR 663 Screenwriting Competition, Representation, the “Option”	2 cr
CRWR 665 Screenwriting Genre	6 cr
CRWR 668 Television Drama and Situation Comedy	6 cr
CRWR 671 Writing the First Feature-Length Screenplay	6 cr
CRWR 675 Writing the TV Pilot	6 cr
CRWR 678 Adaptation	6 cr
CRWR 690 Screenwriting Thesis I	6 cr
CRWR 691 Screenwriting Thesis II	6 cr
<i>One of the following three out-of-concentration courses during the second Fall term:</i>	
CRWR 609 Genre Studies I – Romance and Mystery Fiction I	6 cr
CRWR 610 Genre Fiction Writing & Reading Survey	6 cr
CRWR 646 Narrative Poetry	6 cr
<i>And:</i>	
CRWR 694 Capstone	3 cr

## Screenwriting as a Second Concentration

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

CRWR 600 Summer Orientation	1 cr
CRWR 663 Screenwriting Competition, Representation, the “Option”	2 cr
CRWR 665 Screenwriting Genre	6 cr
CRWR 668 Television Drama and Situation Comedy	6 cr
CRWR 671 Writing the First Feature-Length Screenplay	6 cr
<i>One of the following:</i>	
CRWR 675 Writing the TV Pilot	6 cr
CRWR 678 Adaptation	6 cr
<i>And:</i>	
CRWR 694 Capstone	3 cr

Students may count CRWR 665 toward the second concentration if they have already taken it to fulfill the out-of-concentration course required by their primary concentration.

## Master of Arts in Creative Writing

### Program Information

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

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

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

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

Each emphasis requires comprehensive examinations at the conclusion of coursework.

#### Total Credits for the MA in Creative Writing

Two summer residencies @3 hours/summer = 6 credits

Two academic semesters @12 hours/term = 24 credits

*Total Credits: 30*

#### **Concentration in Genre Fiction**

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

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

CRWR 600 Summer Orientation ( <i>taken two times with different emphasis each summer</i> )	1 cr
CRWR 601 Fundamentals of Writing Genre Fiction I	2 cr
<i>One of the following:</i>	
CRWR 604 Career Planning for Genre Writers	2 cr
CRWR 605 Writing Pedagogy Strategies	2 cr
<i>And:</i>	
CRWR 608 Genre Writing I – Romance and Mystery Fiction	6 cr
CRWR 609 Genre Studies I – Romance and Mystery Fiction	6 cr
<i>One of the following two courses:</i>	
CRWR 618 Genre Studies II – Western Speculative and Young Adult Fiction	6 cr
CRWR 619 Genre Writing II – Western Speculative and Young Adult Fiction	6 cr
<i>And:</i>	
CRWR 684 Teaching and Pedagogy	6 cr

#### **Concentration in Poetry with an Emphasis on Versecraft**

The Concentration in Poetry with an Emphasis on Versecraft requires that students achieve demonstrable mastery of a wide range of poetic forms and techniques along with acquiring historical and analytical knowledge about them. Students also learn to apply strategies and techniques for the effective teaching of creative writing.

The MA Concentration in Poetry with an Emphasis on Versecraft requires the following 30 credits:

CRWR 600 Summer Orientation ( <i>taken two times with different emphasis each summer</i> )	1 cr
CRWR 631 Scansion Immersion	2 cr
<i>One of the following two courses:</i>	
CRWR 632 Public Performance	2 cr
CRWR 633 Poetry and Music	2 cr
<i>And:</i>	
CRWR 636 Metrical Traditions and Versification I	6 cr
CRWR 641 Metrical Traditions and Versification II	6 cr
CRWR 646 Narrative Poetry	6 cr
<i>One of the following two courses:</i>	
CRWR 647 Dramatic Poetry and Satiric Verse	6 cr
CRWR 684 Teaching and Pedagogy	6 cr

#### **Concentration in Screenwriting for Feature Film and Television**

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

The MA Concentration in Screenwriting requires the following 30 credits:

CRWR 600 Summer Orientation ( <i>taken two times with different emphasis each summer</i> )	1 cr
CRWR 661 Film History and Analysis; the Visual Narrative	2 cr
CRWR 663 Screenwriting Competition, Representation, the "Option"	2 cr
CRWR 665 Screenwriting Genre	6 cr
CRWR 668 Television Drama and Situation Comedy	6 cr



*Two of the following three courses:*

CRWR 675 Writing the TV Pilot	6 cr
CRWR 678 Adaptation	6 cr
CRWR 684 Teaching and Pedagogy	6 cr

## CREATIVE WRITING MA and MFA COURSES

### **CRWR 600 Summer Orientation**

**1 credit**

Focus on learning mastery of online tools, attending faculty and student readings, and meeting with non-residency mentors during first summer; focus on attending presentations and participating in workshop sessions during second summer; and focus on presenting student thesis as well as attending and participating in other readings during third summer. Must be repeated three times for credit.

### **CRWR 601 Fundamentals of Writing Genre Fiction I**

**2 credits**

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

### **CRWR 602 Fundamentals of Writing Genre Fiction II**

**2 credits**

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

### **CRWR 604 Career Planning for Genre Writers**

**2 credits**

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

### **CRWR 605 Writing Pedagogy Strategies**

**2 credits**

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

### **CRWR 608 Genre Writing I – Romance and Mystery Fiction**

**6 credits**

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

### **CRWR 609 Genre Studies I – Romance and Mystery Fiction**

**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. Prerequisite: Admission to the program.

### **CRWR 610 Genre Fiction Writing and Reading Survey**

**6 credits**

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

### **CRWR 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 631 Scansion Immersion**

**2 credits**

Focus on an intensive review of prosody – how to make meter and rhythm work in the poetic line as well as how to discern that structure in the works of others.

### **CRWR 632 Public Performance**

**2 credits**

Focus on the quintessence of public speaking, particularly as it applies to the performance of poetry, delivery of lectures, and participation in panels, understanding of the craft of using their voices and their physical presence to deliver creative, critical and pedagogical work orally to the public, and how to participate in conversations with the greatest possible skill and grace.

### **CRWR 633 Poetry and Music**

**2 credits**

Focus on exploring some of the complex relations between these two arts, from theoretical discussion to the practical aspects of writing

everything from song lyrics to choral odes to opera libretti.

**CRWR 636 Metrical Traditions & Versification I**

**6 credits**

Focus on tracing the development of the metrical tradition in English poetry from the beginning to the present. Students read poems in all the major forms (Anglo-Saxon Strong Stress Meter, the ballad, classical imitations, blank verse, the sonnet, iambic tetrameter, etc.) along with historical and theoretical commentary. Students also model such forms and scan their own work and that of others. Students will also trace the development of theories of versification and prosody in English. Students read a wide range of works, many of them by poets, in which they describe their craft and that of others, and they compare theories of and approaches to metrical poetry. In this course students are expected to produce a wide range of short essays on various traditions of versification, along with at least one substantial research paper.

**CRWR 638 History of the English Language/Poetry Translation**

**6 credits**

Focus on a two-pronged study, first of the historical development and evolution of English, and second, work to understand translating poetry, studying and comparing translations, reading theories of translation and attempting translations. Prerequisites: Proof of second-year, or its equivalent, of reading competency in a foreign language, and admission to the program.

**CRWR 641 Metrical Traditions & Versification II**

**6 credits**

Focus on emphasizing advanced topics in metrical composition, e.g. stanza forms, longer forms and sequences, narrative forms, nonce forms (including free verse forms). Students not only practice the forms, but read and scan them along with delving into the history, criticism and theory. The course also selects several major traditions in verse theory and explores them in depth, e.g., linguistic theories of verse; structuralist theories; relations between verse and music; attempt to imitate classical forms in modern languages; etc.

**CRWR 643 Historical Foundations of English Prosody**

**6 credits**

Focus on an exploration of the theory and practice of rhythm and rhyme, including all variations, their sources and their traditions in consideration of aesthetic, linguistic, and anthropological theories.

**CRWR 646 Narrative Poetry**

**6 credits**

Focus on examination, analysis, study, and writing in the narrative genres and modes of poetry, from the ballad to the epic and novel in verse.

**CRWR 647 Dramatic Poetry and Satiric Verse**

**6 credits**

Focus on examination, analysis, discussion, and writing in all the modes of comic verse, including all the modes of satire (Menippean, Horatian, parodic), to verse-based comic approaches such as light verse, doggerel, children's verse, and more. Additionally, an exploration of dramatic techniques of verse from ancient Greece through the Renaissance, and to modern writers such as T. S. Eliot and up to the present.

**CRWR 653 Poetry Book Reviewing/Poetry, Literacy, Pedagogy**

**6 credits**

Close analysis of the best reviews and criticism of the past and present, and practice in writing similar pieces. Second half of the course focuses on a wide range of techniques and materials available to teachers of poetry. Prerequisite: Admission to the Graduate Program in Creative Writing.

**CRWR 661 Film History and Analysis; the Visual Narrative**

**2 credits**

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

**CRWR 662 Story, Conflict, Character, and Genre in Screenwriting**

**2 credits**

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

**CRWR 663 Screenwriting Competition, Representation, the "Option"**

**2 credits**

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

**CRWR 665 Screenwriting Genre**

**6 credits**

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

**CRWR 668 Television Drama and Situation Comedy**

**6 credits**

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

**CRWR 671 Writing the First Feature-Length Screenplay**

**6 credits**

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

**CRWR 675 Writing the TV Pilot**

**6 credits**

Focus on choosing and writing an original TV pilot for either a 1-hour drama series, or a half-hour sitcom. In addition to the pilot script, this course requires the students to pitch the idea, come up with marketing materials – i.e. treatment for the series, outline of the pilot, a series "bible," and loglines for at least 4-5 future episodes.

**CRWR 678 Adaptation**

**6 credits**

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

**CRWR 684 Teaching and Pedagogy****6 credits**

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

**CRWR 690 Screenwriting Master's Capstone Project I****6 credits**

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

**CRWR 691 Screenwriting Master's Capstone Project II****6 credits**

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

**CRWR 692 Independent Study****1-6 credits**

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

**CRWR 694 Capstone****3 credits**

Culmination of the student's education at Western. In consultation with his or her adviser, the student completes a single work of genre fiction OR a collection of shorter genre fiction works (such as short stories or novellas) of publishable quality, suitable for public reading, and for thesis binding.

**CRWR 697 Special Topics****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.

# CERTIFICATE IN PUBLISHING

The 13-month Certificate in Publishing teaches students about the publishing industry through direct experience. Students produce, from start to finish, a volume of Manifest West, the literary anthology series of Western Press Books and also have the opportunity to assist with production of THINK, Western's national journal of poetry, criticism and reviews. Throughout the program, students work with experts in the publishing industry to gain insight into this rapidly changing field. Graduates of the program are prepared to enter the publishing field as agents, editors, or to start their own small presses.

Students take four 3-credit practicum courses over 13 months, including two residential summer intensive terms and two non-resident academic terms. In addition, students take six 1-credit courses online during the academic year to learn theoretical concepts. The content of these six credits is closely correlated to practicum courses. Students may also take an elective internship as part of the certificate programming.

## Total Credits for the Certificate in Publishing

Two summer residencies @3 hours/summer = 6 credits

Two academic semesters @6 hours/term = 12 credits

*Total Credits: 18*

The Certificate in Publishing requires a minimum of 18 credits:

CRWR 520 Summer Intensive I	3 cr
CRWR 521 Editorial Practicum I	3 cr
CRWR 522 Editorial Skills	1 cr
CRWR 523 Acquisitions	1 cr
CRWR 524 Business Models for Press Houses	1 cr
CRWR 525 Editorial Practicum II	3 cr
CRWR 526 Design and Layout	1 cr
CRWR 527 Marketing and Sales	1 cr
CRWR 528 Back Office and Fulfillment	1 cr
CRWR 530 Summer Intensive II	3 cr

## CREATIVE WRITING CERTIFICATE IN PUBLISHING COURSES

### **CRWR 520 Summer Intensive I**

**3 credits**

Introduces students to the entire publishing process from book concept to taking a book out of print, the different models of publishing companies, the book anatomy and basic design, author relations and acquisitions strategies. The theme, title, and student responsibilities in producing the literary journal is also decided upon. Graded Satisfactory/Unsatisfactory only. Prerequisite: Admission to the publishing program.

### **CRWR 521 Editorial Practicum I**

**3 credits**

Involves students in an acquisitions editorial staff that reads and evaluates submissions for publication in the book project for the year. Students review submissions ahead of time and e-mail comments to acquisitions editor on whether work should be considered by entire board, then participate in online discussions every other week. Students also meet online three times to discuss materials from learning modules, and how that information relates to book project and their duties as editors and publishers. Graded Satisfactory/Unsatisfactory only. Prerequisite: CRWR 520. Co-requisites: CRWR 522, CRWR 523, CRWR 524.

### **CRWR 522 Editorial Skills**

**1 credit**

Teaches these topics: what an editor does (and does not do); what "house style" is and how books conform; steps from developmental edit to copyedit to proofread; and appropriate interaction with authors. Graded Satisfactory/Unsatisfactory only. Prerequisite: CRWR 520. Co-requisites: CRWR 521, CRWR 523, and CRWR 524.

### **CRWR 523 Acquisitions**

**1 credit**

Focuses on these topics: identifying potential authors and conducting author outreach; market analysis; working with agents and book packagers; negotiating the author contract; and working in editorial review groups – who participates and why. Graded Satisfactory/Unsatisfactory only. Prerequisite: CRWR 520. Co-requisites: CRWR 521, CRWR 522, and CRWR 524.

### **CRWR 524 Business Models for Press Houses**

**1 credit**

Familiarizes students with traditional publishing house models such as nonprofit, for-profit, academic press, and trade press, as well as the emerging online electronic delivery models of publishing. Graded Satisfactory/Unsatisfactory only. Prerequisite: CRWR 520. Co-requisites: CRWR 521, CRWR 522, CRWR 523.

### **CRWR 525 Editorial Practicum II**

**3 credits**

Involves students in an acquisitions editorial staff that will select, proof, and ready submissions for publication of the book project for the year. Students participate in online discussions every week, meeting as an editorial board to select submissions for publication in the book project. Students finalize selections, proof work, and ready book for publication. The class also meets online three times to discuss materials from learning modules, and how that information relates to book project and their duties as editors and publishers. Graded Satisfactory/Unsatisfactory only. Prerequisite: CRWR 521. Co-requisites: CRWR 526, CRWR 527, CRWR 528.

### **CRWR 526 Design and Layout**

**1 credit**

Provides students with an understanding of such design and layout consideration as typography, use of graphics, cover design, interior book layout, creation of an index, interaction with printers, as well as alternative considerations for electronic and e-reader delivery. Graded Satisfactory/Unsatisfactory only. Prerequisite: CRWR 521. Co-requisites: CRWR 525, CRWR 527, CRWR 528.

**CRWR 527 Marketing and Sales****1 credit**

Familiarizes student with the topics of 1) the role of the author in marketing and selling a book; 2) the marketing done prior to book publication and what happens after release; 3) effective public relations; 4) sales model-direct, bookstores/retail, hybrid distribution; and electronic promotion, marketing, and delivery; 5) selling books in-house by team, by distribution, and by commissioned reps; 6) tracking and evaluating sales. Graded Satisfactory/Unsatisfactory only. Prerequisite: CRWR 521. Co-requisites: CRWR 525, CRWR 526, CRWR 528.

**CRWR 528 Back Office and Fulfillment****1 credit**

Covers accounting and inventory issues, customer service, warehousing and shipping of physical book inventory, as well as electronic delivery systems. Graded Satisfactory/ Unsatisfactory only. Prerequisite: CRWR 521. Co-requisites: CRWR 525, CRWR 526, CRWR 527.

**CRWR 530 Summer Intensive II****3 credits**

Focuses on final preparation of the product as well as formulating and launching a marketing plan for distribution. Graded Satisfactory/Unsatisfactory only. Prerequisite: CRWR 525.

**CRWR 597 Special Topics****1-3 credits**

Studies of a particular topic of interest to students of the Publishing Certificate program to be announced each time the course is offered. Graded Satisfactory/ Unsatisfactory only. Prerequisite: instructor permission.

**CRWR 599 Internship in Publishing****1-6 credits**

Provides an opportunity to work as an intern for a publishing house or press outside the university. Graded Satisfactory/Unsatisfactory. Prerequisite: instructor permission.

## MASTER OF ARTS IN EDUCATION

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

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

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

### FACULTY

Associate Professor Gaye R. Jenkins; Assistant Professors Ian P. Renga and Christopher Benedetti;  
Senior Lecturer Brooke M. Hanks;  
Lecturers Caroline Forrest, Jeffery Hulbert, Gillian Lie, and Cori Woytek.

## DESCRIPTION OF THE PROGRAMS

### Teacher Licensure Areas

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

#### Elementary Education Licensure

EDUC 600 Foundations of Literacy Development	3 cr
EDUC 601 Methods and Strategies of Effective Reading Instruction	3 cr
EDUC 602 Literacy Assessment Informed Instruction	3 cr
EDUC 604 Learning Environments	3 cr
EDUC 605 Curriculum Development and Assessment	3 cr
EDUC 608 Methods and Strategies of Effective Writing Instruction	3 cr
EDUC 613 Methods and Strategies of Effective Mathematics Instruction	3 cr
EDUC 619 Elementary Student Teaching ( <i>must be taken twice</i> )	3 cr

#### Secondary or K-12 Licensure

EDUC 603 Content Area Learning	3 cr
EDUC 604 Learning Environments	3 cr
EDUC 605 Curriculum Development and Assessment	3 cr
EDUC 606 Reading and Writing in the Content Area	3 cr
EDUC 607 Rethinking Learning Through 21 <sup>st</sup> Century Skills	3 cr
EDUC 620 Engaging Diverse Learners	3 cr
EDUC 624 Managing to Differentiate	
<i>Appropriate Student Teaching Course</i>	
EDUC 609 Secondary Student Teaching ( <i>must be taken twice</i> )	3 cr
EDUC 610 K-12 Student Teaching ( <i>must be taken twice</i> )	3 cr

#### Secondary English Licensure

EDUC 601 Methods and Strategies of Effective Reading Instruction	3 cr
EDUC 602 Literacy Assessment Informed Instruction	3 cr
EDUC 603 Content Area Learning	3 cr
EDUC 604 Learning Environments	3 cr
EDUC 605 Curriculum Development and Assessment	3 cr

EDUC 607 Rethinking Learning Through 21st Century Skills	3 cr
EDUC 608 Methods and Strategies of Effective Writing Instruction	3 cr
EDUC 609 Secondary Student Teaching ( <i>must be taken twice</i> )	3 cr

### Special Education Generalist Licensure

EDUC 600 Foundations of Literacy Development	3 cr
EDUC 601 Methods and Strategies of Effective Reading Instruction	3 cr
EDUC 602 Literacy Assessment Informed Instruction	3 cr
EDUC 611 Strategies & Techniques for Teaching Students with Support Needs	3 cr
EDUC 612 Behavioral Analysis & Intervention	3 cr
EDUC 613 Methods and Strategies of Effective Mathematics Instruction	3 cr
EDUC 614 Collaborating for Students with Support Needs	3 cr
EDUC 615 Special Education Student Teaching ( <i>must be taken twice</i> )	3 cr

### Master of Arts in Education with emphasis in Educator Effectiveness

The MA in Education emphasis in Educator Effectiveness delivers a curriculum that provides a customized and relevant program of study based upon the candidate's specific needs as measured by Colorado's Teacher Quality Standards for performance. Candidates may complete the MA in one academic year by completing fifteen credits per semester. Programs of study may be made up from five, 3-credit courses or the equivalent by inserting 1-6 credit offerings during fall and spring semesters only, so that the candidate may choose to spread out their program to complete the 30 credits over more than one year, within the five year maximum. Courses are limited to the fall and spring semesters due to the fact that coursework is designed to be completed and applied within a K-12 teaching setting for maximum internalization and improvement. Candidates may begin or end the program in either fall or spring semesters. Upon acceptance into the program, candidates will work with a profile identifier and academic advisor to register for the most applicable sequence of courses which will help meet specific goals established from the candidate's professional growth plan.

In order to earn the MA in Education with emphasis in Educator Effectiveness, the candidate must successfully complete 30 graduate credits of 600-level education course work. Final comprehensive exams will require an extensive portfolio of 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.

Candidate will complete 30 credits from the following:

EDUC 600 Foundations of Literacy Development	3 cr
EDUC 601 Methods and Strategies of Effective Reading Instruction	3 cr
EDUC 602 Literacy Assessment Informed Instruction	3 cr
EDUC 605 Curriculum Development and Assessment	3 cr
EDUC 606 Reading and Writing in the Content Area	3 cr
EDUC 607 Rethinking Learning Through 21st Century Skills	3 cr
EDUC 608 Methods and Strategies of Effective Writing Instruction	3 cr
EDUC 611 Strategies & Techniques for Teaching Students with Support Needs	3 cr
EDUC 612 Behavioral Analysis & Intervention	3 cr
EDUC 613 Methods and Strategies of Effective Mathematics Instruction	3 cr
EDUC 614 Collaborating for Students with Support Needs	3 cr
EDUC 616 Language Acquisition for Linguistically Diverse Students	3 cr
EDUC 617 Cognitive Academic Language Proficiency in the Content Area	3 cr
EDUC 620 Engaging Diverse Learners	3 cr
EDUC 621 Creating Effective Online Learning Environments	3 cr
EDUC 622 Using Data to Plan for Online Learning and Targeted Interventions	3 cr
EDUC 623 Designing and Delivering Effective Online Instruction	3 cr
EDUC 624 Managing to Differentiate	3 cr
EDUC 625 Relevant Data Analysis to Inform Instruction ( <i>Required</i> )	3 cr
EDUC 674 Parent and Community Involvement	3 cr
EDUC 681 Instructional Program Evaluation	3 cr
EDUC 682 Shaping School Culture	3 cr
EDUC 684 Materials and Motivation for Reading	2 cr
EDUC 685 Assessing, Evaluating, and Instructing at-risk & Struggling Readers	3 cr
EDUC 686 Literacy Coaching and Mentoring	2 cr
EDUC 687 School-Wide Comprehensive Literacy Program Development	2 cr
EDUC 688 Reading Teacher Internship	3 cr
EDUC 689 Reading Specialist Internship	3 cr
EDUC 692 Issues and Trends in Leadership Seminar	1 cr
EDUC 694 School Law for Teachers	3 cr
EDUC 695 Resource Management in Education	3 cr
EDUC 697 Special Topics in Education	1-6 cr

*If seeking to add a Colorado endorsement to an existing license, prescribed courses and department approval are needed.*

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

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

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

#### **Completion of the Emphasis in K-12 Online Teacher Leadership**

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

### **Master of Arts in Education with emphasis in Reading Leadership**

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

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

#### **Completion of the emphasis in Reading Leadership**

EDUC 680 Research and Critical Inquiry for Leaders	4 cr
EDUC 684 Materials and Motivation for Reading	2 cr
EDUC 685 Assessing, Evaluating, and Instructing at-risk & Struggling Readers	3 cr
EDUC 686 Literacy Coaching and Mentoring	2 cr
EDUC 687 School-Wide Comprehensive Literacy Program Development	2 cr
EDUC 693 Capstone	3 cr
<i>Optional courses required in the Reading Leadership emphasis to add Colorado endorsements in Reading Teacher and/or Reading Specialist</i>	
EDUC 688 Reading Teacher Internship	3 cr
EDUC 689 Reading Specialist Internship	3 cr

### **Master of Arts in Education with emphasis in Teacher Leadership**

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. This work 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**

EDUC 680 Research and Critical Inquiry for Leaders	4 cr
EDUC 681 Instructional Program Evaluation	3 cr
EDUC 682 Shaping School Culture	3 cr
EDUC 693 Capstone	3 cr
<i>Three credits from the following:</i>	
EDUC 684 Materials and Motivation for Reading	2 cr
EDUC 692 Issues and Trends in Leadership Seminar	1 cr
EDUC 694 School Law for Teachers	3 cr
EDUC 695 Resource Management in Education	3 cr



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

Culturally and Linguistically Diverse (CLD) Leadership is defined as the work of an individual (a CLD Interventionist or CLD Teacher Leader) who serves as a liaison between various constituents accountable for meeting the needs of CLD learners in the school and community settings. This individual is aware of state, national and local cultural norms, legalities, and policies that impact student learning and the acquisition of English language proficiency. The CLD leader has the ability to guide and support stakeholders associated with serving CLD learners to sustained high levels of productivity, collaboration, and achievement.

In order to earn the MA in Education with emphasis in CLD Leadership, the candidate must successfully complete 43 graduate credits of education course work in conjunction with in-classroom/school practical experience. The candidate must be a licensed teacher and will be eligible to add a CLD endorsement at the conclusion of the first year of MA course work.

#### **First year CLD endorsement course work requires 27 credits:**

EDUC 600 Foundations of Literacy Development	3 cr
EDUC 601 Methods and Strategies of Effective Reading Instruction	3 cr
EDUC 602 Literacy Assessment Informed Instruction	3 cr
EDUC 605 Curriculum Development and Assessment	3 cr
EDUC 616 Language Acquisition for Linguistically Diverse Students	3 cr
EDUC 617 Cognitive Academic Language Proficiency in the Content Area	3 cr
EDUC 618 Linguistically Diverse Student Teaching ( <i>must be taken twice</i> )	3 cr
EDUC 620 Engaging Diverse Learners	3 cr

#### **Completion of the emphasis in Culturally and Linguistically Diverse Leadership:**

EDUC 674 Parent and Community Involvement	3 cr
EDUC 680 Research and Critical Inquiry for Leaders	4 cr
EDUC 682 Shaping School Culture	3 cr
EDUC 693 Capstone	3 cr
EDUC 694 School Law for Teachers	3 cr

### **Master of Arts in Education with emphasis in Educational Administration**

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

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

#### **First year Principal Licensure course work requires 25 credits:**

EDUC 670 Introduction to School Leadership	4 cr
EDUC 672 Personnel Selection and Development	3 cr
EDUC 673 School Safety and Facilities Management	3 cr
EDUC 674 Parent and Community Involvement	3 cr
EDUC 675 Student Learning and Accountability	3 cr
EDUC 678 Principal Internship I	3 cr
EDUC 679 Principal Internship II	3 cr
EDUC 683 Legal and Ethical Issues in Schools	3 cr

#### **Second Year Administrator Licensure course work requires 12 credits:**

EDUC 681 Instructional Program Development and Evaluation	3 cr
EDUC 682 Shaping School Culture	3 cr
EDUC 695 Resource Management in Education	3 cr
EDUC 696 Engaging External Stakeholders	3 cr

#### **Completion of emphasis in Educational Administration requires 7 credits:**

EDUC 680 Research and Critical Inquiry for Leaders	4 cr
EDUC 693 Capstone	3 cr

### **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 Extended Studies.

EDUC 535 Engaging the K 12 Online Learner	3 cr
EDUC 536 Assessing the K 12 Online Learner	3 cr
EDUC 537 Field Based Application of Online Instruction	3 cr

## EDUCATION COURSES

<b>EDUC 600 Foundations of Literacy Development</b>	<b>3 credits</b>
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.	
<b>EDUC 601 Methods and Strategies of Effective Reading Instruction</b>	<b>3 credits</b>
Provide in-depth understanding and application of scientifically-based methods of teaching reading comprehension vocabulary, and fluency.	
<b>EDUC 602 Literacy Assessment Informed Instruction</b>	<b>3 credits</b>
Screen, diagnose, and monitor student progress in reading and writing to inform instruction and build home-school partnerships that promote reading and writing.	
<b>EDUC 603 Content Area Learning</b>	<b>3 credits</b>
Apply concepts, methods, and practices related to curriculum, assessment of learning, and teaching in content areas.	
<b>EDUC 604 Learning Environments</b>	<b>3 credits</b>
Recognize needs for a successful classroom environment and apply strategies to support learning.	
<b>EDUC 605 Curriculum Development and Assessment</b>	<b>3 credits</b>
Study and apply standards-based curriculum and assessment practices.	
<b>EDUC 606 Reading and Writing in the Content Area</b>	<b>3 credits</b>
Analyze, evaluate, and apply methods for developing effective reading and writing strategies that improve student academic achievement in the content area.	
<b>EDUC 607 Enhancing Student Learning with Digital Technology</b>	<b>3 credits</b>
Use technology meaningfully to enhance learning in the content area and broaden students' information literacy.	
<b>EDUC 608 Methods and Strategies of Effective Writing Instruction</b>	<b>3 credits</b>
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.	
<b>EDUC 609 Secondary Student Teaching</b>	<b>3 credits</b>
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.	
<b>EDUC 610 K-12 Student Teaching</b>	<b>3 credits</b>
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.	
<b>EDUC 611 Strategies and Techniques for Teaching Students with Support Needs</b>	<b>3 credits</b>
Address critical issues, content, and pedagogy needed by special education professionals. Apply these theories to the daily activities of the teacher.	
<b>EDUC 612 Behavioral Analysis and Intervention</b>	<b>3 credits</b>
Use critical thinking and problem solving skills to study and apply current behavioral research and school law regarding the education of students with emotional/behavioral disabilities.	
<b>EDUC 613 Methods and Strategies of Effective Mathematics Instruction</b>	<b>3 credits</b>
Examine and apply research-based teaching strategies that promote mathematics learning.	
<b>EDUC 614 Collaborating for Students with Support Needs</b>	<b>3 credits</b>
Use data and collaboration process to develop Individual Educational Plans, and provide support needs and technologies for students with disabilities.	
<b>EDUC 615 Special Education Student Teaching</b>	<b>3 credits</b>
Work in a K-12 school setting with students with disabilities over the course of the year, in collaboration with mentor teachers. This course can be repeated twice for credit.	
<b>EDUC 616 Language Acquisition for Linguistically Diverse Students</b>	<b>3 credits</b>
Develop and apply understanding of language acquisition and awareness of the historical, legal, social and educational background surrounding linguistically diverse education.	
<b>EDUC 617 Cognitive Academic Language Proficiency in the Content Area</b>	<b>3 credits</b>
Differentiate social and cognitive academic language and use research to develop cognitive academic language for English Language Learners.	
<b>EDUC 618 Linguistically Diverse Student Teaching</b>	<b>3 credits</b>
Work in a K-12 school setting with linguistically diverse students over the course of the year, in collaboration with mentor teachers. This course can be repeated twice for credit.	
<b>EDUC 619 Elementary Student Teaching</b>	<b>3 credits</b>
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.	
<b>EDUC 620 Engaging Diverse Learners</b>	<b>3 credits</b>
A study and application of research-based instruction to engage diverse learners. Focus is on creating learning experiences to maximize student engagement and achievement, while evaluating and reflecting on teaching practices.	
<b>EDUC 621 Creating Effective Online Learning Environments</b>	<b>3 credits</b>
An inquiry into how K-12 educators can best develop relevant and engaging blended and online instructional contexts to meet the needs of all K-12 learners. Focus is on exploration of tools, resources and emerging technologies to determine how to build and manage learning environments which maximize student achievement.	

<b>EDUC 622 Using Data to Plan for Online Learning and Targeted Interventions</b>	<b>3 credits</b>
A study of best practices in creating, implementing, and using assessments in the online environment. Focus is on analyzing real-time data and findings from assessments to make instructional decisions and to plan targeted interventions to ensure student success.	
<b>EDUC 623 Designing and Delivering Effective Online Instruction</b>	<b>3 credits</b>
Online 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.	
<b>EDUC 624 Managing to Differentiate</b>	<b>3 credits</b>
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.	
<b>EDUC 625 Relevant Data Analysis to Inform Instruction</b>	<b>3 credits</b>
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.	
<b>EDUC 670 Introduction to School Leadership</b>	<b>4 credits</b>
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.	
<b>EDUC 672 Personnel Selection and Development</b>	<b>3 credits</b>
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.	
<b>EDUC 673 School Safety and Facilities Management</b>	<b>3 credits</b>
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.	
<b>EDUC 674 Parent and Community Involvement</b>	<b>3 credits</b>
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.	
<b>EDUC 675 Student Learning and Accountability</b>	<b>3 credits</b>
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.	
<b>EDUC 678 Principal Internship I</b>	<b>3 credits</b>
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.	
<b>EDUC 679 Principal Internship II</b>	<b>3 credits</b>
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 Principal Internship I.	
<b>EDUC 680 Research and Critical Inquiry for Leaders</b>	<b>4 credits</b>
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.	
<b>EDUC 681 Instructional Program Development and Evaluation</b>	<b>3 credits</b>
Investigate theories and trends in curriculum and instruction while understanding their relationship to student data and performance at the school and district levels. Evaluate teaching and assessment as they affect student growth. Assess best practices for developing teachers and schools to increase student learning outcomes.	
<b>EDUC 682 Shaping School Culture</b>	<b>3 credits</b>
Understand the characteristics of effective organizational culture from various perspectives. Explore systemic structures and issues within a school and district. Examine and apply critical analysis and creativity related to educational group dynamics that advocate for all students, staff, and stakeholders within an educational community.	
<b>EDUC 683 Legal and Ethical Issues in Education</b>	<b>3 credits</b>
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.	
<b>EDUC 684 Materials and Motivation for Reading</b>	<b>2 credits</b>
Select and evaluate materials, develop independent readers, involve the community, and establish and manage the literacy environment.	
<b>EDUC 685 Assessing, Evaluating, and Instructing At-risk and Struggling Readers</b>	<b>3 credits</b>
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.	
<b>EDUC 686 Literacy Coaching and Mentoring</b>	<b>2 credits</b>
Examine roles and functions of literacy coaching and mentoring to provide professional development for literacy in the school setting.	

<b>EDUC 687 School-Wide Comprehensive Literacy Program Development</b>	<b>2 credits</b>
Prepare educators for school-wide comprehensive literacy program development and delivery.	
<b>EDUC 688 Reading Teacher Internship</b>	<b>3 credits</b>
Complete supervised practicum(s) or internship(s) as a reading teacher at the appropriate grade level(s) for Colorado Department of Education Reading Teacher graduate endorsement. This course can be repeated twice for credit.	
<b>EDUC 689 Reading Specialist Internship</b>	<b>3 credits</b>
Complete supervised practicum(s) or internship(s) as a reading specialist at the appropriate grade level(s) for Colorado Department of Education Reading Specialist graduate endorsement. This course can be repeated twice for credit.	
<b>EDUC 692 Issues and Trends in Leadership Seminar</b>	<b>1 credit</b>
The role of professional literature and experience in the development of leadership capacity that advocates for improvements of education.	
<b>EDUC 693 Capstone</b>	<b>3 credits</b>
Interpreting, planning, conducting, and reporting research results in the field of education. The student must be enrolled in EDUC 693 when utilizing Western State 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.	
<b>EDUC 694 School Law for Teachers</b>	<b>3 credits</b>
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.	
<b>EDUC 695 Resource Management in Education</b>	<b>3 credits</b>
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.	
<b>EDUC 696 Engaging External Stakeholders</b>	<b>3 credits</b>
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.	
<b>EDUC 697 Special Topics in Education</b>	<b>1-6 credits</b>
<b>EDUC 698 Independent Study</b>	<b>1-6 credits</b>
Work individually with a professor to design and complete a self-paced course of study.	
<b>EDUC 699 Research Problems</b>	<b>1-6 credits</b>

## PROFESSIONAL DEVELOPMENT FOR EDUCATORS & PRINCIPALS

The following Education course offerings are provided through the Office of Extended 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.

### **EDUC 597 Special Topics in Education**

**1-6 credits**

#### **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 Extended Studies.

EDUC 535 Engaging the K-12 Online Learner	3 cr
EDUC 536 Assessing the K-12 Online Learner	3 cr
EDUC 537 Field Based Application of Online Instruction	3 cr

#### **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 & EDUC 536.

# MASTER OF ARTS: GALLERY MANAGEMENT AND EXHIBITS SPECIALIZATION

The Master's in Gallery Management and Exhibits Specialization (MGES) is a professional terminal degree specifically focused on the content understanding, methods, and skills necessary for professions in arts management; art gallery, art museum, and art collections management, directorship, and sales; and exhibits specialization (design, preparatorship, installation, curatorial practices). The program emphasizes the development of practical, managerial, and entrepreneurial approaches to increasingly complex demands in the professional sector of exhibiting, collecting, and selling art objects. The MGES offers a "hybrid" low-residency learning environment of online courses, combined with residencies in both the program practicum on the Western campus and an arranged internship at an art gallery or museum.

## Program Goals:

- Improving student understanding in the demanding professional world of gallery management and exhibits specialization, including practical, managerial and entrepreneurial solutions.
- Developing students' capacity for inter-disciplinary critical thinking, innovation, and collaborative problem-solving with diverse stake-holders in the gallery management and exhibits specialization sector.
- Enhancing career opportunities in arts 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 arts/gallery 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 exhibits specialists for art and related exhibits, including a wide variety of contemporary, historic, and antique art objects, in the for-profit and not-for-profit sectors.
- Plan, develop and execute gallery and exhibit 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 MGES 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
- Admissions Criteria: a holistic package balancing academic excellence with experience in arts leadership encouraged. Admissions packages will include: transcripts showing a recommended 3.0 undergraduate GPA or above 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 three letters of recommendation from professors or supervisors in related fields.

## DESCRIPTION OF THE PROGRAM

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

All students must complete the following courses and residencies:

### Two Weeks Prior to Fall Semester Start Date:

MGES 600, 3 credits, Orientation and Practicum

#### Fall Semester:

MGES 601 Gallery Principles I	3 cr
MGES 612 Business Principles I	3 cr
MGES 621 Curatorship Principles I	3 cr
MGES 631 Curating the Past	3 cr

#### Spring Semester:

MGES 602 Gallery Principles II	3 cr
MGES 613 Business Principles II	3 cr
MGES 622 Curatorship Principles II	3 cr

**Spring or Summer or second Fall Semester:**

MGES 699 Program Internship 3 cr

MGES 691 Capstone Project 3 cr

*Students may optionally undertake the following residency for professional development:*

MGES 698 Independent Internship 0 cr

## GALLERY MANAGEMENT AND EXHIBITS SPECIALIZATION COURSES

### **MGES 600 Orientation and Practicum**

**3 credits**

Scheduled fourteen days prior to Fall semester start date, 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 studio classroom settings, field trips, and workshops with arts professionals.

### **MGES 601 Gallery Principles I**

**3 credits**

Professional careers in the contemporary gallery world require a number of practical skills. This course addresses those demands by building upon fundamentals covered in the summer practicum, with in-depth practical explorations of design, installation, preparatorship and the management of the gallery space and contemporary art exhibits. Prerequisite: MGES 600.

### **MGES 602 Gallery Principles II**

**3 credits**

Professional careers in gallery administration 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 professional relationships and relationship building in the contemporary art world: artists, patrons, collectors, diverse artists, audiences, and stake-holders.

Prerequisite: MGES 601.

### **MGES 612 Business Principles I**

**3 credits**

Considerable planning, entrepreneurship, and bureaucratic skill are required in the building and development of successful for-profit or non-profit art galleries. 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 multiple policies and laws. Prerequisite: MGES 600.

### **MGES 613 Business Principles II**

**3 credits**

Gallery 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. Students in this class learn how to gain market share through innovations in gallery marketing, and managerial skills enabling them to effectively manage human resources, in the art gallery and museum sector. Prerequisite: MGES 612.

### **MGES 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: MGES 600.

### **MGES 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: MGES 621.

### **MGES 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: MGES 600.

### **MGES 691 Capstone Project**

**3 credits**

An art gallery or art museum proposal, 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, compliances with applicable laws and regulations, staffing plan, marketing plan, and community building strategies. Prerequisites: completion of all program coursework (excluding internship).

### **MGES 697 Special Topics in Art Exhibits**

**3 credits**

### **MGES 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: approval by the program director.

### **MGES 699 Program Internship**

**3 credits**

The MGES 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 art institution in their vicinity or elsewhere. Prerequisites: 15 credits of program coursework and program director approval.

# MASTER IN ENVIRONMENTAL MANAGEMENT

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

## Program Goals:

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

## Student Outcomes

Students will be able to:

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

## Program Prerequisites

- BA or BS degree is required before attending the first summer in MEM Program.
- 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 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.

## DESCRIPTION OF THE PROGRAMS

### Master in Environmental Management

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

All MEM students must complete the 20-credit Core.

#### Core Courses:

ENVS 601 Introduction to Environmental Management	5 cr
ENVS 605: Applied Environmental Science	3 cr
ENVS 608: Environmental Politics and Policy	3 cr
ENVS 611: Integrative Skills for Environmental Management	3 cr
ENVS 612: Quantitative Skills for Environmental Management	3 cr
ENVS 615: Science of Climate Mitigation and Adaptation	3 cr

#### Sustainable & Resilient Communities Emphasis (beyond required Core courses)

ENVS 616 Environmental Organizational Development and Management	3 cr
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*Nine credits of:*



ENVS 620 Topics in Sustainable and Resilient Communities	3 cr
<i>Masters Project Requirement:</i>	
ENVS 690 Master's Project Development	5 cr
ENVS 694 Master's Project and Portfolio	9 cr
Students must take 3 cr of ENVS 694 Fall II and 6 cr of ENVS 694 Spring II	

### **Integrative Land Management Emphasis (beyond required Core courses)**

ENVS 618 Public Lands Management	3 cr
<i>Nine credits of:</i>	
ENVS 625 Topics in Integrative Land Management	3 cr
<i>Masters Project Requirement:</i>	
ENVS 690 Master's Project Development	5 cr
ENVS 694 Master's Project and Portfolio	9 cr
Students must take 3 cr of ENVS 694 Fall II and 6 cr of ENVS 694 Spring II.	

## **ENVIRONMENTAL MANAGEMENT COURSES**

**ENVS 601 Introduction to Environmental Management** **5 credits**  
 An introduction to the MEM program, to bioregional and resilient approaches to environmental management, and to the environmental stakeholders, problems, solutions, and learning laboratories of the Gunnison Valley. Requires two-week residency in Gunnison during culmination of course.

**ENVS 605 Science of Environmental Management** **3 credits**  
 Provides a rigorous and hands-on overview of the principles and methods of environmental science. Students gain practical experience with a range of laboratory, field, and analytical approaches, with a focus on current environmental research in the Gunnison Basin. Topics include water quality, riparian condition, rangeland monitoring, forest health, threatened and endangered species, air quality, conservation, and ecological restoration. Students develop skills in scientific literature searches, writing monitoring protocols, ensuring quality data collection, statistical analysis, interpretation of results, written and oral communication, and peer review. Prerequisites: ENVS 601.

**ENVS 608 Environmental Politics and Policy** **3 credits**  
 Analysis of the key interactions between environmental policy and management, focusing on environmental decision-making within an array of policy contexts. Emphasis is on important federal policies such as the Clean Water Act and NEPA, with additional attention to relevant state and local policies. Prerequisites: ENVS 601.

**ENVS 611 Integrative Skills in Environmental Management** **3 credits**  
 Course focuses on developing and managing environmental projects and organizations. Students develop a thorough understanding of integrative assessment, adaptive management, and triple bottom line strategies. Students apply these approaches to the development of professional skills such as organizational development, conflict management, and environmental communication. Prerequisites: ENVS 601.

**ENVS 612 Quantitative Skills in Environmental Management** **3 credits**  
 An overview of a range of quantitative analytical methods and statistical approaches essential to environmental management careers in both Integrative Land Management and Sustainable and Resilient Communities. Topics covered include descriptive and inferential statistics, geographic information systems, cost-benefit analysis, and graphic presentation of results. Course empowers students to organize, analyze, and graphically present environmental data. Prerequisites: ENVS 601 and an undergraduate-level course in statistics.

**ENVS 615 Science of Climate Mitigation and Adaptation** **3 credits**  
 An investigation of the science of climate change, with an emphasis on mitigation and adaptation strategies for careers in environmental management. Students will develop an understanding of the principles of atmospheric and earth sciences that form the scientific basis of climate change and survey the large body of evidence of anthropogenic warming. Topics include greenhouse gas emissions, climate forcings and feedbacks, observed and projected climate changes, effects on ecological and human systems, and the opportunities and challenges of a diverse suite of strategies for climate change mitigation and adaptation at the local, regional, and planetary scale. Prerequisites: ENVS 605; two undergraduate courses in natural or environmental sciences, one of which must be upper-level with lab/field component.

**ENVS 616 Environmental Organization Development and Management** **3 credits**  
 An introduction to developing and managing environmental organizations, including managing change within and beyond organizations to maximize the effectiveness of environmental solutions. Course discusses competitively advantageous strategies and practices organizations adopt to write successful grants, grow revenues, cut costs, and redesign projects and processes. Management examples will include sustainable innovation, creativity, and entrepreneurship in private, government, and nonprofit sectors from around the world. Students learn leadership skills that foster 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 612.

**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 612.

**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.

**ENVS 625 Studies in Integrative Land Management**

**3 credits**

An examination of selected topics covering the content understanding, analytical skills, and management approaches vital to integrative land management. Topics include subjects such as Watershed Coalition Development; Forest Ecology and Management; Rangeland Ecology and Management; Wildlife Ecology and Management; The History and Future of Energy on Public Lands; Public/Private Conservation Partnerships; Managing the Urban/Wildland Interface; and Conservation Advocacy. This course is repeatable, since students are required to take this course three times, but cannot repeat the same topic. Prerequisites: 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, management project to an active environmental organization, green business, land agency, or community stakeholder group. Requires students 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 694 Master's Project and Portfolio**

**3-6 credits**

Students design and apply a specific research and environmental 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.

# MASTER OF SCIENCE HIGH ALTITUDE EXERCISE PHYSIOLOGY

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 that complete the HAEP program will be prepared for careers in academia, research, or clinical practice, as well as further study in the discipline.

## FACULTY

Assistant Professors Christina Buchanan and Lance Dalleck;  
Lecturers Angela Dalleck and Ryan Weatherwax

### Program Goals

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

## STUDENT OUTCOMES

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

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

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

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

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

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

## PROGRAM REQUIREMENTS

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

### Core Courses:

ESS 600: Advanced Statistics	3 cr
ESS 601: Quantitative Research Methods	3 cr
ESS 605: Exercise and Sport Science Testing and Instrumentation – Lab	3 cr
ESS 606: Exercise and Sport Science Testing and Instrumentation – Field	3 cr
ESS 640: Environmental Exercise Physiology I	3 cr
ESS 650: HAEP Seminar – Thesis Proposal Development	3 cr
ESS 695: Thesis	6 cr
<i>At least 12 credits from the following:</i>	
ESS 630 Clinical Exercise Physiology	3 cr
ESS 641 Environmental Exercise Physiology II	3 cr
ESS 660 Health Promotion	3 cr
ESS 675 Clinical Exercise Programming	3 cr
ESS 685 Cardiopulmonary Physiology	3 cr
ESS 692 Independent Study	1-3 cr
ESS 698 Practicum/Internship	1-6 cr

## HIGH ALTITUDE EXERCISE PHYSIOLOGY COURSE DESCRIPTIONS

<b>ESS 600 Advanced Statistics</b>	<b>3 credits</b>
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.	
<b>ESS 601 Quantitative Research Methods</b>	<b>3 credits</b>
Research design and methodology in environmental exercise physiology.	
<b>ESS 605 Exercise and Sport Science Testing and Instrumentation – Lab</b>	<b>3 credits</b>
Techniques of in-lab exercise testing and result interpretation in healthy and/or diseased populations.	
<b>ESS 606 Exercise and Sport Science Testing and Instrumentation – Field</b>	<b>3 credits</b>
Techniques of field-based exercise testing and result interpretation in healthy and/or diseased populations.	
<b>ESS 630 Clinical Exercise Physiology</b>	<b>3 credits</b>
Physiological study of acute and chronic responses to exercise in diseased populations.	
<b>ESS 640 Environmental Exercise Physiology I</b>	<b>3 credits</b>
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.	
<b>ESS 641 Environmental Physiology II</b>	<b>3 credits</b>
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: Environmental Physiology I.	
<b>ESS 650 EEP Seminar – Thesis Proposal Development</b>	<b>3 credits</b>
Current topics and issues in exercise and sport science and environmental exercise physiology. Seminar topics change each semester. Emphasis may be placed on thesis proposal development and submission of the proposal to Western's Human Research Committee.	
<b>ESS 660 Health Promotion</b>	<b>3 credits</b>
Development of skills in health promotion program design, implementation and evaluation. Specific emphasis may be placed on healthy and diseased populations in extreme environments.	
<b>ESS 675 Clinical Exercise Programming</b>	<b>3 credits</b>
Role of exercise/physical activity in the prevention, pathophysiology and treatment of chronic diseases.	
<b>ESS 685 Cardiopulmonary Physiology</b>	<b>3 credits</b>
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.	
<b>ESS 692 Independent Study</b>	<b>1-3 credits</b>
Advanced study for students with specialized interest in a particular area of environmental exercise physiology. Prerequisite: advisor permission.	
<b>ESS 695 Thesis</b>	<b>6 credits</b>
Independent research project, supervised by academic advisor.	
<b>ESS 698 Practicum/Internship</b>	<b>1-6 credits</b>
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.	